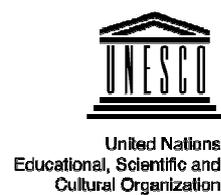


**6th International Conference on Adult Education
(CONFINTEA VI)**



**ROMANIA – National Report on the Development and State of the
Art of Adult Learning and Education (ALE)**

List of abbreviations

ALE	Adult Learning and Education
CPTC	Centre of Professional Training in Culture
CVT	Continuing Vocational Training
EGO	Emergency Government Ordinance
ESF	European Social Fund
GO	Government Ordinance
MERY	Ministry of Education, Research and Youth (Ministry of Education and Research)
MPF	Ministry of Public Finances
MLFEO	Ministry of Labour, Family and Equal Opportunities (Ministry of Labour, Social Solidarity and Family/Ministry of Labour and Social Solidarity)
NAC	National Audiovisual Council
NACPF EVT	National Agency for Community Programmes in the Field of Education and Vocational Training
NAE	National Agency for Employment
NAQ	National Authority for Qualifications
NATB	National Adult Training Board
NCCET	National Council for Continuing Education and Training
NCDTVET	National Centre for the Development of the Technical and Vocational Education and Training
NCSTPE	National Centre for Staff Training in Pre-university Education
NIS	National Institute of Statistics
RIAE	Romanian Institute for Adult Education
RNC UNESCO	Romanian National Commission for UNESCO
RON	Romanian Currency (1 Euro = 3,62 RON)
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

I. General Overview

Please provide brief contextual information on your country, including total number and percentage of the adult population in relation to the total population by qualification levels, gender, employment/self-employment situation, distribution between rural/urban areas, different language and ethnic groups, etc.

- **Data available according to National Census from March 2002 and Household Labour Force Survey**

According to the Constitution of Romania, the Labour Code and the Government Ordinance no 129/2000, republished, concerning the adults' vocational training, "the adults" are persons over 15 years old, being entitled to employment (between 15 and 16 years old only agreed by parents).

The **active population**: from the economical point of view, consists of persons over 15 years old, who offer their workforce on the labour market (employed and unemployed population included).

Population by sex and age group, 2002

	Population	Categories of age		
		0-14 years old	> 14 years old (adult population)	
			15-64 years old	> 64 years old
Total	100% (21,680,974)	17.6%	68.3%	14.1%
Male	48.7% (10,568,741)	18.5%	69.5%	12.0%
Female	51.3% (11112233)	16.8%	67.1%	16.1%

Source: Romania, NIS, Population and Housing Census, 2002

Total population, population who graduates of higher education and active population by sex and areas

	Total	Male	Female	Urban	Rural
	21,680,974	10,568,741 (48.7%)	11,112,233 (51.3%)	11,435,080 (52.7%)	10,245,894 (47.3%)
Active population	8,851,831 (40.8%)	5,037,666 (56.9%)	3,814,165 (43.1%)	4,909,152 (55.5%)	3,942,679 (44.5%)
Graduates of higher education	1,371,108 (6.3%)	732,864 (6.9%)	638,244 (5.7%)	1,227,078 (89.5%)	144,030 (10.5%)

Source: Romania, NIS, Population and Housing Census, 2002

Economically active population by sex and educational level, 2002

Population currently active	Graduates of							
	Higher Education	Post Secondary School	Upper Secondary School	Vocational Training/ Apprenticeship	Lower Secondary School	Primary School	Any formal education	No answer
Total 8,851,831	1,056,305 (11.9%)	358,423 (4.0%)	2,598,118 (29.3%)	2,051,685 (23.2%)	2,051,170 (23.2%)	593,380 (6.7%)	140,864 (1.6%)	1,886 (0.1%)
Male 5,037,666	558,344 (6.3%)	179,646 (2.0%)	1,265,809 (14.3%)	1,531,287 (17.3%)	1,105,590 (12.5%)	323,548 (3.7%)	72,383 (0.8%)	1,059 (0.06%)
Female 3,814,165	497,961 (5.6%)	178,777 (2.0%)	1,332,309 (15.0%)	520,398 (5.9%)	945,580 (10.7%)	269,832 (3.0%)	68,481 (0.8%)	827 (0.04%)

Source: Romania, NIS, Population and Housing Census, 2002

Economically active population aged 25-64 years, by educational level and gender, in 2006

Population currently active	Higher Education	Post Secondary School	Upper Secondary School	Vocational, complementary or apprenticeship	Lower Secondary School	Primary School	No education
Total 8,572,689	1,239,638 (14.5%)	451,493 (5.3%)	2,835,254 (33.1%)	2,301,644 (26.8%)	1,389,712 (16.2%)	313,143 (3.6%)	41,805 (0.5%)
Male 4,708,441	639,901 (13.6%)	239,257 (5.1%)	1,371,473 (29.1%)	1,584,755 (33.7%)	696,393 (14.8%)	152,613 (3.2%)	24,048 (0.5%)
Female 3,864,249	599,736 (15.5%)	212,236 (5.5%)	1,463,782 (37.9%)	716,892 (18.5%)	693,319 (17.9%)	160,529 (4.2%)	17,757 (0.5%)

Source: Romania, NIS, Household Labour Force Survey

Other statistical data are presented in the Annex 1.

- **The prospect of decrease in the number of population in Romania (by 11% until 2030, according to EU forecasts) and its consequences on the development and use of competences:**

According to a study of the Statistical Office of the European Union (Eurostat), the population of Romania will constantly grow older by 2050, and the employed retired ratio will grow worse to more than twice the current level. In 2005, the dependency rate for people aged over 65 was 21% in Romania. The rate, which is defined as the ratio between the category of over 65 and the category of employees aged 16 – 64 will be 51% in 2050. The number of people aged over 65 will represent almost 30% of the total population in the same year, compared to the current level of 15%. The total population of Romania will gradually decrease to 17.1 millions in 2050.

- **External migration – Transnational mobility of the work force:**

Since Romania's accession in the European Union, a significant part of the economically active population has been officially or unofficially employed in different Member States. As a consequence, some sectors (e.g. constructions, tourism, health, etc.) face a shortage of human resources on the domestic labour market.

1. Policy, Legislation and Financing

1.1. Legislative and policy frameworks of ALE

1.1.1. What is the legislative and policy environment of ALE in your country? Indicate which policies and laws related to ALE have been established since 1997 (CONFINTEA V)

Romania has not finished the development of a national integrated strategy for lifelong learning yet. Nevertheless, the decision-makers' and experts' interest in the development of a coherent national lifelong learning strategy has considerably increased since 1997. In consequence, lifelong learning principles have been included as priorities in education, continuing training and employment policy documents. The National Development Plan 2007-2013 (NDP) and the Sectoral Operational Programme for the Development of Human Resources (SOPDHR) are the main Romanian policy documents for attaining the benchmarks set in the Lisbon Agenda for education, training and employment. Some lifelong learning objectives are also explicitly found in sectoral strategic documents, such as: The National Employment Strategy 2004-2010 (MLSSF, 2004), The Short- and Medium-Term

Strategy of Continuing Vocational Training 2005-2010 (MLSSF, NAE, MER, NATB with support from the Sectoral Committees, 2005), The Ministry of Education and Research Strategic Guidelines for 2006-2008 (2005)¹.

The current concerns about lifelong learning in Romania focus on completing a national integrated and coherent strategy for lifelong learning, a legitimate one, assumed by all stakeholders, including the social partners. In this context, following an initiative of the Ministry of Education and Research², a work group was set up, which includes representatives of all ministries and social partners concerned and is responsible for coordinating the consultation activities conducted with a view to develop a national integrated and coherent strategy for lifelong learning. So far, the work group has already drawn up a **draft of national lifelong learning strategy**. Debates and inter-institutional consultations are currently being run to complete the strategy.

The main obstacles, which Romania faces in its effort to adopt an integrated and coherent lifelong learning strategy, are:

- the existence of a historical delay with regard to the provisions of the Lisbon Strategy, doubled by the insufficient development of a lifelong learning culture;
- the lack of a systemic and coherent debate involving ministries, public institutions, civil society and businesses in the development, implementation and monitoring of lifelong learning policies;
- the lack of global approaches in lifelong learning policies, which should consider the whole of an individual learning and training path and include in a unique vision both pre-school education, compulsory education and initial training, and the continuing adult education and training;
- the gap, sometimes a significant one, between legal provisions on lifelong learning and their regional and local implementation;
- lack of correspondence between the priorities of the education policy documents and the financial resources allotted to their attainment;
- insufficient commitment of the responsible actors in the development and implementation of human resources development policies.

Concerning the legislative framework, there is a special chapter within the Law of Education no 84/1995 dedicated to the permanent education, and the Law no 133/2000 focuses on the organisation of the permanent education programmes through the educational institutions stipulating that these programmes have to ensure:

- compensatory education (“second chance” education);
- continuing vocational training;
- civic education;
- personal education for playing an active social role.

Nevertheless, the different aspects of adult education, excepting the continuing vocational training, are not subject of coherent strategies, policies and specific regulations.

The legislative framework (laws, government ordinances, government decisions, and orders of different ministers) regarding the continuing vocational training (CVT), consists of:

- Government Ordinance no 129/2000 of adult vocational training, modified through the Law no 375/2002, which stipulates:
 - o the criteria and procedure of quality assurance of CVT programmes;
 - o the competences based training, assessment and certification;
 - o the assessment and recognition of the competences acquired within nonformal and informal learning contexts;

¹ *National Report on the implementation of the Education and Training 2010 Work Programme in Romania*, MERY, 2007

² *Note no. 13198 (MERY, Minister Cabinet) of 21.12.2006 with reference to the setting up of the National Council for Continuing Education and Training (NCCET)*

- Labour Code (Law no 53/2003) regulates the training within enterprises and stipulates the obligation of the companies to train the personnel every two years (every three years for SME);
- Law no 76/2002, modified through Law no 107/2004 and Law no 580/2004, of unemployment insurance system and stimulation of employment, stipulates the passive and active measure against unemployment;
- Other regulations concerning the training at sector level.

German Popular Universities Association – DVV-International – supports cultural and educational institutions in Romania – cultural houses, popular universities, cultural centres, cultural establishments, regional centres for adult education, as well as state-owned and private schools and universities since 1993.

In 1994 DVV International³ brought together for the first time representatives of the government, civil society, unions and employers associations in order to coin the phrase “**adult education**” and lobby the Romanian Parliament with a view to having it introduced in the current legislation. As a result of this initiative, in 1995 adult education was defined as a separate educational activity in the **Law of education**.

In 2003 the debates which were originated during the workshops organized by DVV International helped drafting **The Law no 292/2003 on the organization and functioning of cultural establishments**. This law defined the purpose of such cultural establishments (community centres, cultural houses, popular universities, popular vocational schools, cultural centres, regional and county centres, and the national centre for adult education), namely to “preserve and promote traditional culture”.

1.1.2. What are the priority goals for ALE in your country?

Since the national lifelong learning strategy is currently under debate, we shall further refer to its draft⁴, provided by the inter-institutional work group. In addition, there will be references to some working documents of the Institute of Education Sciences related to the development of an integrated lifelong learning strategy.

The draft of the strategy under debate is designed to offer an overview of lifelong learning issues for all components and levels of education and training, taking also into account non-formal and informal education contexts. The draft strategy also takes into account educational aspects which traditionally have not been included on the lifelong learning agenda in Romania, such as: early education, education in family, education through mass-media, education for democratic citizenship, training in enterprises, initiation into ICT and developing language skills⁵.

These are the main challenges for lifelong learning in Romania, as identified in the draft strategy and in the working documents of the Institute of Education Sciences:

- **Low rates of participation in lifelong learning among young people and adults**

Analyses carried out in recent years in relation with the participation of young people and adults in education and training show that Romania is among the last countries in Europe for such indicators as: participation of 25-64 year olds in education and training, the early school-leaving rate, the share of 15 years olds with the lowest performance levels in basic skills. These analyses have been carried out each year, rigorously highlighting the evolution of relevant indicators. The main documents on which these analyses are based are the following:

- *Situation of Education in Romania – 2006*, Ministry of Education and Research, 2006;

⁴ *Landmarks for a national lifelong learning strategy*, 2nd version, National Council for Continuing Education and Training

⁵ *National Report on the implementation of the Education and Training 2010 Work Programme in Romania*, MERY, 2007

- *Recent Developments in Education and Employment in relation to the European Benchmarks - Romania*, Institute of Education Sciences, 2006;
- *Household Labour Force Survey*, National Institute of Statistics, AMIGO 2006;
- *Sectoral Operational Programme for the Development of Human Resources*, Ministry of Labour, Social Solidarity and Family, 2006.

- **Neglect of learning outside the institutional framework (non-formal and informal learning)**

As shown by the data provided by the National Adult Training Board, since 2000 Romania has registered an important progress both in the number of accredited centres for the assessment of adult skills, and the number of people who received certificates attesting their skills and competences (see chapter 2.1). Nevertheless, the skills and competences acquired in non-formal and informal contexts have still little relevance in the context of formal education acquired in the education and training system. At the end of 2006, there were no proposals for methodologies or tools to apply the recognition of non-formal and informal competences in the initial education and training system as a transversal measure characterised by coherence and unity.

- **Significant differences in opportunities and educational resources between rural and urban areas**

The report *State of the art of education in Romania – 2006*⁶ highlights important differences between residence areas for most of the evaluation indicators of the education system. The most concerning discrepancies are registered both with regard to the participation in education, and with regard to the students' achievements at national examinations and the continuation of education at higher levels. In rural areas, the problems related to the access to education are caused by few possibilities of physical access, precarious learning conditions, poverty, and relatively high costs of education (including basic education), which this community cannot afford.

- **Differences in the education stock, given the limited access to education of those categories of the population which are socially excluded (extremely poor people, inmates, people with special needs, Roma population)**

Although in recent years there has been a decrease of the poverty risk for the entire population, some categories such as people with special needs⁷ or Roma ethnics⁸ still register high levels of this indicator. These data were highlighted in several studies and surveys carried out by the Commission for the Fight against Poverty and the Promotion of Social Inclusion (CFPPSI). Moreover, according to the CFPPSI reports for 2005, for these categories, the risk of poverty is associated with the level of education and employment (see Annex 1, chart 1, table 1). Significant positive discrimination measures have been taken for improving the education and employment situation of the Roma population (see 2.2.5)

- **Limited access to digital information and low-skilled population**

According to a report⁹ of the Association for Information and Communication Technology, the growth of ICT consumption in Romania is expected to continue in all fields in the next years. An annual global study (WITSA/Global Insight) places Romania among the

⁶ *Starea învățământului din România – 2006* (State of the art of Education din România – 2006), Ministry of Education and Research, 2006

⁷ *Drepturile persoanelor cu dizabilități intelectuale: accesul la educație și angajare în munca în România (Rights of People with Intellectual Disabilities: Access to Education and Employment in Romania)*, Open Society Institute, 2005

⁸ Mărginean, I. (coord.) *Condiții sociale ale excluziunii copilului (Social Conditions for Child Exclusion)*, Romanian Academy, National Institute of Economic Research, Institute for Research into the Quality of Life, 2004

⁹ Baltac, V. *Romania – un sector IT dinamic (Romania – A dynamic IT sector)*, The Romanian Association for Information and Communication Technology, 2005

first 10 countries in point of ICT growth dynamics. Other recent inquiries¹⁰ also show that the number of personal computers and the number of Internet users have significantly increased in recent years. At the same time, the level of digital literacy, the accessibility and the relevance of contents for some target groups of the available ICT programmes are still problematic.

The draft lifelong learning strategy recommends the following **general priorities**:

- Ensuring access to education and lifelong learning;
- Extending learning to cover all fields of life;
- Developing competences related to a knowledge economy and society;
- Developing institutional capacity for lifelong learning.

Following the process of consultation with all stakeholders these priorities are expected to be subject to some changes in the near future. The main areas of action are presented within the Annex 2.

- **The Short and Medium Term Strategy of Continuing Vocational Training 2005-2010**

The Strategy was elaborated under the Phare Twinning Project “Support for MLSSF for CVT” – Ministry of Labour, Social Solidarity and Family (MLSSF) from Romania and Ministry of Education from Denmark – and approved by the Romanian Government through G.D. no. 875/2005:

- The main partners were: NATB, NAE, MERY, Social Partners;
- A related operational plan has been implemented from 2006;
- The goal consists of increasing participation in education and training of the population of age 25-64 to 7% until 2010 through:
 - Strategic Objective 1 – To facilitate the access to CVT for all the categories of participants, in a LLL perspective
 - Strategic Objective 2 – To increase the CVT quality;

1.1.3. How is ALE organized within the government? What ministry/ies is/are in charge or involved? Is ALE centralized/decentralized? How?

The **Ministry of Education, Research and Youth (MERY)** has the overall responsibility for education in Romania, including ALE. More specific, MERY coordinates, monitors and evaluates the educational and continuous training institutions and the programmes. Other ministries or central agencies are in charge with different areas/aspects of ALE. Some ALE activities are decentralised.

The implication of the MERY in ALE can be seen as:

- Provision of CVT through educational institutions (schools, colleges, universities);
- Continuing training of its own human resources through General Department of MERY for Human Resources Development, National Centre for Staff Training in Pre-university Education and Teaching Staff Houses (during the last years, the Teaching Staff Houses improved their training offer, promoting education and training programs for other categories of adults, beside the teaching staff);
- Continuous training for teachers in VET to provide training for adults and to become competences evaluators for the recognition of learning in other contexts than the formal ones;
- Development of planning instruments and mechanisms at regional level for early anticipation of skills needs in order to forecast the training provision (including for higher education and in future for human resources in general);

¹⁰ Malița, L. România bate cu timiditate la porțile Internetului (Romania is shyly knocking at the Internet door), in Social Information Science Magazine, year II, no. 4, 2005

- Development of education and training based on the eight domains of key competences in order to ensure the basis for lifelong learning;
- Developing alternative forms of training as distance education in order to increase access and participation in VET for persons who have not the possibility to enter in a “face to face” programme of training;
- Supporting partnership structures at regional and local level in order to ensure the relevance of vocational training (from quantitative and qualitative approach);
- Involvement of MERY, its territorial structure (school inspectorates) and educational institutions in different ALE projects;
- The “second chance” programmes run by public institutions and non-governmental organizations which provide alternative curricula for children, youth and adults who left school earlier or are at risk;
- Establishment of the National Council for Continuing Education and Training – set up at the end of 2006, as an inter-institutional body responsible for drawing up the national lifelong learning strategy and coordinating the consultations with all stakeholders. The following institutions are represented: the Ministry of Labour, Family and Equal Opportunities, the Ministry of Culture and Cults; the National Council for Adult Training; the National Centre for the Development of Technical and Vocational Education, the Agency for Qualifications and Partnership with the Economic and Social Environment, the National Agency for Employment, the UGIR 1903 Employer Union, CNSLR – “Fratia” Trade Union Federation, the National Trade Union Block, the National Trade Union “Cartel Alfa”;
- Establishment of the National Centre for VET Development to support coherence between initial (including HE) and continuing training.

The strategy for the decentralisation of school education¹¹ was adopted through a memorandum of the Romanian Government in December 2005 and updated in March 2007. The document provides a general framework for action and stipulates that decision-making, responsibility and resources for the organisation, governance and the financing of schools should be transferred from central authorities to schools by 2008-2010.

The MERY project *Administrative and financial school management in a decentralised environment* started in September 2006 with the pilot phase and is designed to monitor 50 schools from 3 counties. The project objectives are: to test the practice of decision-making, administrative and financial responsibilities given to schools under the laws in force; to assist head masters and local authorities with management issues; to evaluate and monitor how schools manage human and physical resources in a decentralised context.

Decentralisation within national educational system consists also of the partnerships developed by MERY in the field of TVET at the following levels:

- *regional* – Regional Consortia, that are drawing up the Regional Action Plans for the Development of Technical and Vocational Education (including the contribution of HE at the regional development);
- *county* – Local Committees for the Development of Social Partnership in TVET (CLDPS), that are developing the Local Action Plans for the Development of Technical and Vocational Education with a view to 2013;
- *local* – governing councils of TVET schools, responsible with the School Action Plan;
- *sector* – Validation Commissions/ Sectoral Committees.

As the decentralisation process is implemented by the education staff (teachers, trainers, managers, inspectors, etc.) and by the other actors involved (social partners’

¹¹ *Decentralisation of School Education. Project*, MERY, Bucharest, 2005

representatives, local administration staff, parents, etc.) appropriate training has been organised for preparing the needed human resources.

In this way, the National Centre for Staff Training in Pre-university Education and their 16 operational Regional Centres, has the aim to enhance proper counselling, monitoring and efficient assessment of the continuing training activities. This structure will support the development of a diversified staff-training offer which, this way, facilitates the access of training providers, and involves lower costs and equitable opportunities for teachers and school managers to participate in continuous training programmes.

The **Ministry of Labour, Family and Equal Opportunities (MLFEO)** is responsible for the monitoring of the implementation of the *Short- and Medium-Term Strategy of Continuing Vocational Training 2005-2010* (approved through G.D. no 875/2005). The MLFEO initiates, in cooperation with the MERY, the legislation regarding the CVT.

The **National Observatory for Employment and Training** established through Order no. 564/2006 of the MLFEO functions within the Department for Labour Force Programmes and Strategies, having a central role in the monitoring and evaluation of the impact of training programmes and strategies. The Observatory will be an important source of information also with regard to the efficiency of measures designed to encourage adult participation in lifelong learning, and measures targeted at specific groups (including the elderly).

The **National Agency for Employment (NAE)** implements the policies and strategies regarding employment and vocational training of jobseekers, elaborated by MLFEO and coordinates, guides and controls the activities of the subordinated county agencies, whose roles are regulated by law.

The main attributions of the National Agency for Employment as stipulated in Law no 202/2006 regarding the organization and functioning of NAE are as follows:

- organizes and ensures, either free of charge or paid services of vocational training for the unemployed persons or for other categories of beneficiaries;
- elaborates, implements and finances employment and training programs, based on the policies and strategies elaborated by MLFEO;
- proposes to the MLFEO laws projects regarding the employment, training and social protection of the unemployed people.

In order to increase employment opportunities of the jobseekers, the National Agency for Employment provides, free of charge, from the **Unemployment Insurance Fund (UIF)**, vocational training services for the unemployed persons or for other categories of beneficiaries. The main categories of persons benefiting of these services are:

- unemployed people;
- people that were not able to take up employment after graduating from education institutions or after completing the compulsory military service;
- persons who have obtained a refugee status or other form of international protection, according to the law;
- persons who have not been able to take-up employment following repatriation or release from prison;
- prisoners;
- persons taking-up employment after the end of the child care leave;
- persons taking-up employment after completion of the military service;
- persons taking-up employment following the recovery of their working capacity after invalidity pension;
- persons working in rural areas.

In order to prevent unemployment, NAE can support from UIF 50% of vocational training costs for 20% of the employees. The criteria for the selection of the benefiting enterprises are stipulated by the law.

The **National Adult Training Board** was established through the Law no 132/1999 as a tripartite body, with a consultative role in the field of adults' vocational training. From 2003, NATB has become responsible for the quality assurance of CVT through the endorsement of the occupational standards and through the accreditation of the training providers and of the competences assessment centres. In Romania the training, assessment and certification in VET are competences based.

From 2004, NATB has played the role of National **Authority for Qualifications**. The main responsibilities as NAQ consist of the development and implementation of methodological framework for the qualification development, the setting up and upgrading of the National Register of Qualifications and the coordination of the **sectoral committees**. The main role of the sectoral committees is to develop, validate and update the qualifications, benefiting by the full participation of the social partners and of the other actors involved (such as: professional associations, regulation authorities, etc.). Covering all the activity sectors, a number of 23 sectoral committees have been set up through sector agreements, based on the National Tripartite Agreement signed in February 2005 by the Government, Trade Unions and Employers' Organisations representative at national level.

The **cultural operators** (museums, libraries, popular universities, houses of culture, other cultural establishments), having an important role in ALE, are established and function under the E.G.O. no 118/2006. The ALE activity of the cultural operators is a decentralised one as the local administration is in charge with the current financing. Not all the cultural operators have a legal status, some of them being included into the structure of local administration institutions.

1.1.4. How are the policy and implementation strategies aligned, for example, with:

- **policies in other sectors (health, economy, labour, rural development, etc.);**
- **other goals, such as gender equality, social cohesion, active citizenship, cultural and linguistic diversity;**
- **the creation of knowledge economies and/or the building of learning societies;**
- **national development plans and strategies; or in Poverty Reduction Strategy Papers**

Sectoral Operational Programme Human Resources Development (SOP HRD)¹² sets the priority axes and the major intervention areas of Romania in the human resources field in order to implement the EU financial assistance through the European Social Fund, within the frame of „Convergence” objective, for the programming period 2007-2013.

Elaborated in the context of National Development Plan 2007-2013 and in line with the Priorities of the National Strategic Reference Framework, SOP HRD is an important instrument in supporting the economic development and structural changes. Moreover, the investments in human capital will complement and will confer sustainability to the increase of productivity on a long-term.

SOP HRD was elaborated under the co-ordination of Ministry of Labour, Family and Equal Opportunities. During the consultations there were involved the Ministry of Economy and Finance, National Agency of Employment, Ministry of Education, Research and Youth, Ministry of Internal Affairs and Administrative Reform, Ministry of Development, Public Works and Housing, Ministry of Agriculture and Rural Development, Ministry of Public Health, National Institute for Statistics, National Institute for Scientific Research in the field of

¹² *Sectoral Operational Programme Human Resources Development*, MLFEO, 2007

Labour and Social Protection, Anti-Poverty Commission and Promotion of Social Inclusion, National Adults Training Board, National Agency for Equal Opportunities, Ministry for Small and Medium Sized Enterprises, Trade, Tourism and Liberal Professions, other line ministries and agencies. There also took place large consultations with social partners, civil society organisations, public administration and other relevant stakeholders.

The objectives and the aim of SOP activities were established on the basis of the analysis of the human resources development in Romania and were defined **in concordance with** the following documents:

- Joint Assessment Paper on Evaluation of Employment Policies (JAP 2006);
- National Action Plan for Employment 2004-2005;
- Joint Inclusion Memorandum on Social Inclusion (JIM 2006);
- National Strategy on Employment 2005-2010;
- Pre-accession Economic Programme 2005;
- Strategy for Continuous Vocational Training on short and medium term 2005 – 2010;
- National Strategy for developing social services 2005;
- National Strategy concerning the prevention and fight against domestic violence phenomena 2005;
- National Strategy on social inclusion of young over 18 leaving the State Child Protection System 2006-2008;
- National Strategy for developing the social assistance system for elderly persons 2005 – 2008;
- Government Strategy for improving Roma situation 2001;
- National Strategy for protection, integration and social inclusion of disabled persons in 2006-2013 period “Equal opportunities for disabled persons – towards a society without discrimination“;
- National Strategy for Equal Opportunities between Women and Men;
- Strategy for Pre-university Education Development 2001-2010;
- Strategy for decentralisation of education 2005;
- Strategic Guidelines for Education and Research 2006-2008.

The **general objective** of SOP HRD is the development of human capital and increasing competitiveness, by linking education and lifelong learning with the labour market and ensuring increased opportunities for future participation on a modern, flexible and inclusive labour market for 1,650,000 people.

The **specific objectives** can be summarised as follows:

- Promoting quality initial and continuous education and training, including higher education and research;
- Promoting entrepreneurial culture and improving quality and productivity at work;
- Facilitating the young people and long term unemployed insertion in the labour market;
- Developing a modern, flexible, inclusive labour market;
- Promoting (re)insertion in the labour market of inactive people, including in rural areas¹;
- Improving public employment services;
- Facilitating access to education and to the labour market of the vulnerable groups.

The ESF intervention in Romania shall support the achievement of the general objective and the specific objectives in the field of human resources development, making a real contribution to the implementation of European Employment Strategy and to the overall objective of growth and jobs.

Romania is engaged in implementing the European Qualifications Framework for Lifelong Learning and a credit system for VET (ECVET) in relation with ECTS by developing

a National Qualifications Framework to ensure links between qualifications obtained in different contexts and systems.

The modernisation of the initial VET has as main goal to ensure the economic and social cohesion by supporting the VET schools in remote and rural areas to sustain the communities' development and social inclusion. A number of Phare projects have been implemented starting with the year 2003 in the framework of Economic and Social Cohesion.

1.1.5. What are the main development challenges in your country? How are the ALE goals defined in relation to these challenges?

The main challenges that frame the development of ALE in Romania are: (i) the fast pace of change in the development of the rural areas and the need to modernise them (ii) the shortage of workforce caused by the high level of external migration and (iii) the attempt to make training and education inclusive through eliminating the barriers that hinder the access and participation of the disadvantaged, marginalised and hard to reach groups to life long learning.

The specific ALE measures taken with a view to responding to these challenges are detailed within the report.

1.1.6. Are there other policies in place that have an impact on ALE?

1.2. Financing of ALE

Financing is often provided through a variety of channels. For a comprehensive picture, please give recent data on the following sections and describe trends that have emerged since 1997 (CONFINTEA V):

1.2.1. Public investment in ALE:

- a) **Share of the budget allocated to adult education within the education sector (indicate measures, activities, responsible bodies);**
- b) **Share of the budget allocated to adult education from other sectors, made either directly or indirectly within their policies (indicate responsible ministries, describe activities);**
- c) **ALE in decentralized/local budgets (local governments and authorities, municipalities, communities);**
- d) **Other investment, e.g. from regional funds, transnational organisations, etc.**

There are not statistical data available, for the use of this report, concerning the share of public budget allocated to ALE within the education sector or other sectors. The available statistics regards only the budget allocated to education in general.

Public budget for education as percentage from GDP allocated to education in general

2000	2001	2002	2003	2004	2005	2006	2007	2008
3.4	3.6	3.6	3.5	3.4	3.5	4.52	5.2	6.0

Source: MPF; MERY (2000-2007)

An important source for financing ALE measures is the **Unemployment Insurance Fund (UIF)**. The main target group of the measures funded through the UIF consists of jobseekers but there are facilities for partly funding the training in enterprises, too (see 1.2.3).

In 2007, the allocation from UIF for implementing the National Vocational Training Plan was 42,215 thousand RON (approximately 11 Mil Euro). Until the end of the year the

total expenditure for vocational training was 24,724 thousand RON (approximately 6.6 Mil Euro), representing 1.71% of the total expenditure from UIF.

According to the importance of the vocational training as an active measure against unemployment, in 2008, the budget allocated by NAE for the implementation of National Vocational Training Plan was of 44,639 thousand RON (approximately 12 Mil euro), approximately 6% higher than in the previous year.

As shown in the table below, the trend of the budget allocated from UIF for vocational training has been increasing constantly.

Budget allocated from UIF for vocational training

Indicator *	2005	2006	2007	2008
The proportion of vocational training expenses for unemployed persons or for other categories of beneficiaries, according to Law no 76/2002 regarding the unemployment insurance system, of the total expenses made from unemployment insurance fund (this indicator shows the level of the funds allocated from the unemployment insurance fund for vocational training of the unemployed).	1.18%	1.64%	1.71%	2.42%

* According to the Short and Medium Term Strategy for CVT 2005-2010

ALE for teachers¹³ is financed by the government (public funds), by the participants and from dedicated European funds.

Every teacher receives an amount equal with the total costs of the courses needed for a five years period and he/she will choose the LLL courses according with his/her training needs.

Build and develop the professional competencies of teachers in order to raise the quality and the efficiency of the education system is an important objective of the MERY policy. The situation below reflects the financial distribution from the state budget and results of the CTV programmes finalised through transferable professional credits, as required by the law.

Budget allocated for teachers' training

Period of time	Current situation	Allocated budget	Results
01.01.2005 31.12.2005	During the 2004 – 2005 school year, the number of teachers in the pre-university system was of 184,295 (teaching load). At the beginning of the school year, 25,557 teachers were planned to be included in improvement / continuing training programmes.	4,580 thousand RON	14,110 teacher gradations validated through the minister's order. 65 teacher gradations on the basis of the scientific title of doctor. 17,316 teachers benefited from improvement programmes accredited by the NCSTPE (2002 – 2005). 1,350 courses with a total number of 79,891 participants (the CCD* offer approved by the MERY).
01.01.2006 31.12.2006	During the 2005 – 2006 school years, the number of teachers in the pre-	22,330 thousand RON	19,432 teacher gradations validated through the minister's order.

¹³ Source: NCSTPE, 2008

	<p>university system was of 184,295.</p> <p>At the beginning of the school year, 67,241 teachers were planned to be included in improvement / continuing training programmes.</p>		<p>73 teacher gradations on the basis of the scientific title of doctor.</p> <p>9,197 teachers benefited from improvement programmes accredited by the NCSTPE.</p> <p>9,048 teachers participated in 38 priority programmes of the MERY, adding up to 1 894 training hours.</p> <p>1,399 courses with a total number of 155,346 participants (the CDD offer approved by the MERY).</p>
01.01.2007 31.12.2007	<p>During the 2006 - 2007, the number of teachers in the pre-university system was of 258,015.</p> <p>At the beginning of the school year, 77,917 teachers were planned to be included in improvement / continuing training programmes.</p>	40,000 thousand le	<p>18,306 teacher's gradations validated through the minister's order.</p> <p>97 teacher's gradations on the basis of the scientific title of doctor.</p> <p>36,715 teachers benefited from 186 improvement programmes accredited by the NCSTPE.</p> <p>1,798 courses with a total number of 188,236 participants (the CCD offer approved by the MERY).</p>
01.01.2008 31.12.2008	<p>During the 2007 – 2008 school year, the number of teachers in the pre-university system was of 259,076.</p> <p>At the beginning of the school year, 98,149 teachers were planned to be included in improvement / continuous training programmes.</p>	55,000 thousand RON	<p>Total planned for improvement / continuous training – 98,149 teachers, out of whom:</p> <ul style="list-style-type: none"> - 42,050 teachers signed up for the examination confirming their post in the education system and teacher's degrees - 56,099 teachers planned for improvement through the NCSTPE accredited programmes and the CCD offer approved by the MERY.

*Teachers' Training Centre

Source: MERY, General Directorate HRM, Directorate Training and HRD, 2008

Regarding the culture sector, as specified in the chapter 1.1.3, the local administration is responsible for the financing of cultural operators' activity, including ALE. Their activity depends on local authorities commitment and on available human and financial resources. There are not many statistics available regarding the funding of cultural institutions all over the country. Even in the absence of a centralised strategy for cultural operators and of a centralised budget, some of them (such as: culture houses, folk universities, cultural homes) have significant results (see Annex 5).

Comparative, general data, on culture sector, education and financial support can be found in the Cultural Statistics of Eurostat, 2007 edition:

http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-77-07-296/EN/KS-77-07-296-EN.PDF

Referring only to the training courses (as one of the main ALE pathways) is to be noted that from the total number of public museums (667) and libraries (2914) [2005 year

figures. for details see <http://www.insse.ro/cms/files/pdf/ro/cap9.pdf>], CPTC has trained staff of about 400 cultural organisations (including other cultural operators than museums and libraries) [detailed figures for 2007 to be found on www.cppc.ro]¹⁴. One of the main reasons for the reduced number of the organisations benefiting of training seems to be the financial reason (the public financial supporters do not allocate enough money for training).

Budget allocated for Roma training programmes in 2007

The initial and continuous training of Roma teachers/educators	Expenditure in RON
a. Initial training of 40 teachers of Roma language (3 modules, August – September 2007)	28,000
b. Continuing training for 60 specialists in the methodology of teaching the Roma language and history (August 2007, 6 days)	42,000
c. Continuing training for 60 teachers of Roma history (August 2007, 6 days)	42,000
d. Continuing training for 260 teachers of Roma language (August 2007, 6 days)	182,000
e. Continuing training for 42 inspectors for the integration of Roma in schools (5 x 2day courses (May, June, September, October 2007)	7,000
f. Training of 42 county trainers in Romanipen educational (September 2007, 6 days)	25,200
g. Training of 66 Roma school mediators (October 2007, 6 days)	39,600
h. Training of 62 “second chance” trainers in each county (October 2007, 6 days)	37,200
h. Training of 117 Roma school mediators beyond the Phare programmes (with contributions from MERY and ANR)	70,200
Continuing training of 420 non Roma teachers who work with Roma children and pupils from the perspective of the educational Romanipen (10 x 2day modules)	126,500

1.2.2. Foreign bilateral/multilateral donor investment in ALE:

- list annual amounts and key areas/activities.

The **World Bank** played a major role in assisting Romania’s transition to a democratic society and a free economy. Among the outcomes of the education projects implemented with the assistance of the World Bank: the development of the first occupational standards in Romania; the development of the information and career guidance system; the consolidation of the National Adult Training Board, training of the teaching staff within the rural areas, etc.

The World Bank will continue to support the implementation of structural and institutional reforms, one of the main directions consisting in improving the educational system to upgrade skills. The Country Partnership Strategy for Romania for the period 2006-2009 can be consulted on the web page: <http://www.worldbank.org.ro>

Romania has benefited of pre-accession funds from the **European Union** including for ALE measures (see Annex 4). There are still on-going **Phare** projects aiming to train different categories of adults, such as: members of sectoral committees and sectoral experts involved in the development and validation of occupational standards; teaching staff involved in the reform of TVET system, etc.

In education the European funds have been used for:

- increasing the attractiveness of the vocational and educational training (Phare TVET 2001-2003 and 2004-2006);
- disadvantaged groups especially for social inclusion of Roma people (Phare funds);

¹⁴ Source: CPTC

- teachers and managers from the high schools in rural areas (Phare Project in Economic and Social Cohesion Component 2004-2006).

The on-going Project Phare 2004-2006 “Establishment of National Authority for Qualifications”, with a budget of 3.4 million EUR, aims to:

- consolidate the NAQ and the sectoral committees, including through training measures;
- create the methodological framework for the development and validation of qualification;
- implement the developed methodologies within 19 sectors;
- develop the methodology for the qualifications’ and competences’ certification;
- establish common principles and mechanism for quality assurance in VET.

The European Union and some Member States supported the sectoral committees to prepare for performing their responsibilities through the following projects:

- The Phare Project 2004-2006 “Establishing the National Authority for Qualifications” (through its training component in 2007);
- The Phare Twinning Project “Support to MLSSF for continuing training”, with the involvement of the sectoral committee *Constructions*;
- The project of the European Training Foundation “Further support to active involvement of social partners – Reinforcing the sectoral committees”, with participation of the following sectoral committees *Car Industry, Fine Mechanics, Equipment and Appliances* and *Food, Drink and Tobacco Industry*, and representatives of other sectors;
- The Romanian – Dutch bilateral projects (MATRA and CROSS), coordinated by VAPRO-OVP: “Technical assistance to establish a sectoral committee and initial and continuing training funds in the sector *Chemistry, Oil Chemistry*”; “Towards competence-based market-oriented qualifications”; “Technical assistance to NATB and the sectoral committee *Environment Protection*”; “Training the sectoral committees to access the European Social Fund”. The first three projects are designed for the sectors *Chemistry, Oil Chemistry* and *Environment Protection*, while the last project is addressed at all sectoral committees;
- The project of the British Council “Investment in social partnership”, designed for the following sectoral committees *Tourism, Hotels, Restaurants* and *Information Technology, Communications, Post*.

Ever since 1993 DVV International – Project Romania, branch of DVV International Germany, has offered financial support from the Federal German Ministry funds for economic cooperation and development (BMZ) in order to promote adult education activities in the following domains:

- training in management and conduct of specific activities for the employees and collaborators of educational and cultural institutions;
- training in adult education pedagogy for teacher trainers/teachers of foreign languages;
- national and international meetings on experience and good practice exchange;
- scholarships for adult education training in Germany and other European countries;
- equipping specialized institutions with teaching and skills acquisition materials;
- information and advertising materials for all activities
- setting up and monitoring a national network of adult education institutions;
- development of projects and programmes at national and transnational level;
- Partnerships with local and national state institutions and civil society organizations;

- seminars and training sessions held by foreign experts on topics suggested by the cultural centres affiliated to the network in response to the needs they have identified in communities and specific areas – ecology, healthcare, drug addiction, consumer protection, elderly people's involvement in community life, knowledge, assimilation and valorification of citizens' rights, quality of cultural acts, adequacy of cultural activities to real demands and modern lifestyles, etc;
- participation in European conferences – CONFINTEA
- bilateral projects Romania – Germany, or European, such as PHARE.

The average amount invested by DVV-International in activities such as those mentioned above is around 120.000 EUR per annum.

Programmes funded by DVV International – Project Romania in 2007

Programme (name and brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding source
	Public / State	CSO/ NGO	Pri- vate	General compe- tences	Techni- cal skills	Knowledge generation, innovation			
European Master Degree in Adult Education		DVV		✓	✓	✓	Young university graduates	20,000 EUR	DVV International
The Citizen Comes First		DVV		✓	✓	✓	Community citizens	46,000 EUR	Bonn Germania trough DVV
The Festival of Your Chances.		DVV		✓	✓	✓	All categories of persons	15,000 EUR	DVV International

From 2007, after the accession of Romania to the EU, the CVT measures and other ALE measures have become eligible under the **European Social Fund** in compliance with the **Sectoral Operational Plan Human Resource Development (SOP HRD)**.

The Priority Axes of the SOP HRD, the Key Areas of Intervention for each axis and the related financial plan are presented in the Annex 6.

For example MERY has recently developed and submitted 33 project to be financed from the Structural Funds; the projects will be implemented over 2-3 years and they aim to attract children, youth and adults from disadvantaged groups in all school cycles.

Starting with 1997, Romania also benefited from the financing through the European Community programmes in the field of education and vocational training, i.e. **Socrates**, **Leonardo da Vinci** (until December 2006) and **Lifelong Learning** (in the present), managed by the National Agency for Community Programmes in the Field of Education and Vocational Training (NACPF EVT)¹⁵.

Leonardo da Vinci contributed to the improvement of the vocational training through transnational cooperation projects, having as specific objectives:

- supporting the participants at vocational training activities to achieve and use knowledge, skills and qualifications that facilitate personal and professional

¹⁵ Source: NACPF EVT, 2008

development and that improve the capacity to find better jobs on the EU labour market;

- supporting improvements of the quality and innovation of the systems, institutions and practices in VET increasing the attractiveness of the VET system in Romania;
- facilitating and increasing transnational mobility for all those involved in initial or continuous vocational training;
- improving transparency and recognition of qualifications and competencies, including those achieved through informal or nonformal learning;
- facilitating the development and transfer of innovative practices in VET;
- improving the quality and increasing the volume of cooperation among organisations providing learning and training opportunities.

The programme supports various types of actions, out of which there are two actions providing for adults the possibility of vocational training through transnational mobility:

- transnational placements in enterprises, companies, training centres, etc. for people being on the labour market;
- placements and exchanges for professionals such as trainers, human resources responsible, or orientation and career counsellors, thus contributing to their professional development. Over the period 1997-2008 the number of end beneficiaries – adults going abroad in placements having as purpose the achievement or the improvement of skills, competences or qualifications-increased continuously; so, **6,161** adults benefited from practical stages/ placements/ exchanges, financed through a total budget of **23,037,788 EUR** from the EC budget.

Socrates, the Community programme for cooperation in education, has two different components addressing the adult education aspects: **Comenius** and **Grundtvig**.

As far as Comenius is concerned, there is one sub-component that allows for teachers involved in school education to attend in-service training courses abroad, organised by training centres in EU countries. As a result of their participation at such continuous training activities, one could mention:

- improved teaching skills and knowledge of the teachers, with up-to-date information and methodology provided by European teacher training institutions;
- better knowledge of the other European educational systems and the future objectives in education and training for EU;
- encouraging innovation in teaching and, therefore, in the school life ;
- strengthening the European dimension at school level.

In the period 1997-2008, **4,491** teachers at the pre-university level benefited from in-service training courses/stages/activities abroad, financed through Comenius funds, amounting **6,736,500 EUR**.

When speaking about adult education and learning, the most important component of Socrates (actual Lifelong learning) is Grundtvig – the sectoral programme dedicated in a specific way to adult education. Because of its specificity, the detailed description of the implementation of Grundtvig in Romania (in quantitative and qualitative terms) is detailed in the Annex 3.

Beyond the figures, Socrates, Leonardo da Vinci and Lifelong learning Community programmes were – and are also in the present – an important instrument, for Romania, to:

- develop the European dimension in education and vocational training at all levels or types;
- improve the quality in education and vocational training;
- promote the cooperation between education and training bodies from Romania and the other EU countries;

- improve the teaching, learning and use of foreign languages used all over Europe;
- encourage the mobility and contacts between trainers and trainees coming from different countries;
- encourage the recognition of diplomas, certificates and training/placements periods spent abroad, either for initial or for continuous training;
- develop the adult education and promote the concept of lifelong learning, especially important for a country no having a solid tradition in this matter.

1.2.3. Support to ALE from private/corporate sector:

- **provide data on annual expenditure from corporate sector; provide relations to e.g. overall national budget, overall expenditure from selected national and multinational enterprises.**

The Labour Code stipulates the obligation of the employers, to train the employees every two years (or three, for SMEs), but not all the employers respond to this obligation.

EUROSTAT survey CVTS2 (2002), conducted in enterprises by the National Institute of Statistics with 1999 as the reference year, shows that, on an average, Romanian enterprises spent for each employee with 3 times less than the EU member states average.

In many situations, the responsibility for training is “transferred” by the enterprise to the employee. There is no data concerning the value of individuals’ contribution for assuring the own training.

A similar survey to European level was carried out in 2006, relying on the data collected in 2005, and the results show that the discrepancy between Romania an EU27 maintains approximately to the same level (average cost of CVT courses/by participant represented 0.3% from the average cost of CVT courses at EU27 level).

Expenditures with continuing training in enterprises

Indicators	1999	2005
Percentage of cost of CVT per total labour cost (%)	1.45	1.31
Percentage of cost of CVT courses per total labour cost (%)	0.56	0.70
Average cost of CVT/participant (RON)	310	1141
Average cost of CVT courses/participant (RON)	120	609

Source: Romania, NIS, CVT Survey

According to the results obtained from the latest CVT Survey, an improvement records given the situation recorded in 1999, under the aspect of participation of employees to the vocational training and under the aspect of diversity of vocational training forms, too. Thus:

- the weight of enterprises that provided CVT to employees is 40.3% than 11.0% in 1999;
- participation rate to CVT courses was 30.8% than 20.2% in 1999;
- from the total of enterprises that provided CVT to employees, 81.7% chose other forms of CVT than the courses (planned period for training or practical experience to the job, planned period for job-rotation of the staff, participation to the training circles/ improvement of the knowledge, training to distance - self training, participation at the conferences, seminars, university lecture, cultural shop) than 62.3% in 1999;

- though the total duration of CVT courses was 1.3 bigger than in 1999 (24,402 thousand hours, than 18,740 thousand hours), the average duration by participant was 44.1 hours than 72.7 hours.

In spite of periodical discussions on the necessity to raise sectoral training funds, there are not enough will and capacity of the social partners to implement funding mechanisms for CVT at sector level. The National Tripartite Agreement on the National Qualification Framework is under revision, including the aspects related to CVT and sectoral committees funding.

The CVT measures are eligible under ESF, but the capacity of enterprises to access ESF needs to be improved.

1.2.4. Civil society support to ALE (e.g. religious institutions, unions, NGOs).

Statistical data on the support of the civil society are not available, but there are numerous examples of good practice on the participation of NGOs in different ALE activities.

Cooperation between MERY and various NGOs, public and intergovernmental bodies in order to develop and run projects/activities for Roma people¹⁶

Besides the measures and strategic directions of MERY, incorporated into different programmes (see 2.2.5) run in collaboration with UNICEF in 2006 and in 2007, the Ministry of Education, Research and Youth has continued to cooperate with other governmental, non-governmental or inter-governmental institutions, such as:

- Romani Criss – development of programmes dedicated to pupils, teachers and Roma educational tutors;
- Partida Rromilor – partially financed, in 2006, the National Roma Language Contest; supported the camp for Roma language and creativity for Roma pupils who participated at the national Roma language contest; financed an workshop for Roma inspectors and educational tutors who are in charge of Roma children in schools; offered 40 scholarships for the Roma students participating in open and distance learning for becoming Roma language teachers, in 2007; co-financed the first Parade of the Roma traditional dance and costumes;
- PER – has contributed to the training of Roma and non-Roma teachers; between 2005-2007 run the National school programme "*Diversity*"; contributed to the elaboration of the regulations regarding the implementation of diversity;
- CRCR Cluj Napocca – provided the "*Critical Thinking*" programme for Roma and teachers and students participating in Open and Distance Learning Credis (in the period 2005-2008); they also provided the scholarships programme for Roma high school students (beginning with September 2007);
- Intercultural Institute of Timisoara – trained, through on-line and face to face training, non-Roma teachers who work with Roma children;
- Amare Rromentza Organisation – contributed to the Kindergartens' programme with bilingual teaching, to the financing and training of Roma school mediators and pedagogical assistants, to the evaluation of strategic measures taken by MERY during 1990-2008, etc.;
- University of Bucharest, Credis College, University Babes Bolyai of Cluj Napocca and PIR programme – provided training of Roma teachers;
- Centre Education 2000+ – provided a programme for young Roma mothers;
- ANR – organized common visits for documentation and counselling to Roma communities and common training programme for Roma school mediators;
- Agentia Impreuna (*Together Agency*) – provided local programmes;

¹⁶ Source: MERY, 2008

- Ruhama Foundation from Oradea – provided expertise in organizing and running summer Kindergartens before starting the primary school.

1.2.5. Learners'/individuals' contributions to ALE

1.2.6. Are there specific direct or indirect financial incentives in support of ALE e.g. learning vouchers, scholarships, paid educational leave, special funds and funding schemes etc.? Are these specific to some programmes or general schemes? Please elaborate.

1.2.7. Are benchmarks (targets) in relation to financing of ALE in place? In your context, what would be realistic benchmarks related to financing of ALE?

2. Quality of Adult Learning and Education: Provision, Participation and Achievement

2.1. Provision of ALE and institutional frameworks

This section should describe the provision of ALE in terms of organization, coordination, management and available infrastructure. Major trends that have emerged since 1997 (CONFINTEA V) should be highlighted, and evidence provided through good practices.

2.1.1. Which institutions are responsible for managing and coordinating ALE at national level?

The responsibilities regarding the different aspects of ALE are distributed among different institutions and are presented in chapter 1.1.3.

From the **ALE provision** point of view, the Ministry of Education, Research and Youth is responsible for initial and continuing training of the teaching staff; provision of CVT courses by the schools; management and coordination of the “second chance” programme.

Different central authorities are responsible for the CVT in specific sectors and the institutions which are allowed to provide training are established by law (for example, Ministry of Health for the CVT of medical staff; National Archives for the CVT of archivists, etc.).

The National Adult Training Board is responsible for the accreditation of the CVT providers and of the competences assessment centres.

Other governmental responsibilities regard the education of the adult population on different aspect: health, environment protection, safety on the work place, etc.

In some sectors there are regulations regarding the content, duration and/or periodicity of the needed training for different occupations.

2.1.2. Please use the table below to list and describe briefly the ALE programmes in your country, including the following items:

- a) Different types of providers (governmental, non-governmental, corporate/private; incl. institutions of higher education) of ALE.
- b) Areas of learning they address.
- c) Target groups of the programmes (provide, if possible age, gender, employment situation).
- d) Please give annual cost of programmes, and
- e) Indicate funding source

Programme (name and brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding source
	Public/State	CSO/NGO	Pri-vate	General competencies	Techni-cal skills	Knowledge generation, innovation			

Formal learning - Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective

Non-formal learning - Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Informal learning - Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random).

There are not any statistics available regarding all kind of ALE providers.

Data are collected related to accredited CVT providers.

The National Register of Accredited Training Providers for Adults is updated and published through the Vocational Training Portal (<http://portal.mmssf.ro/Portal>).

The accreditation process under the G.O. no 129/2000 started in January 2004 and the number of the accredited training providers is presented within the table below.

Accredited CVT providers

	No of accredited CVT providers (from January 2004)	No of accredited CVT programmes (from January 2004)		No of graduates (from January 2004)
		Total	from which, qualification programmes	
2004	641	1692	1411	64,305
2005	1254	3430	2609	246,828
2006	1865	5400	3881	507,125
2007	2457	7330	4929	907,034

Source: NATB, 2008

The accredited CVT providers are public institutions, private bodies, NGOs. Some of the initial VET schools are accredited as CVT providers – see table below.

Schools accredited as CVT providers

	No of initial VET schools accredited as CVT providers	Percentage from the total number of initial VET schools	No of accredited CVT programmes	
			Total	from which, qualification programmes
2005	136	9.22%		
2006	207	13.84%	605	559
2007	251	16,79	728	698

Source: MERY, General Directorate HRM, Directorate Training and HRD, 2008

There are specialised public training centres, which provide training to public servants, teaching staff, personnel from cultural institutions, etc.

The National Centre for Staff Training in Pre-university Education (NCTPE) was created in 2001 as a public body in charge with the accreditation of the programs for train the

teachers. Among the institutions dealing with the education of adults included also in the *Ministry of Education and Research network*, NCTPE has mainly attributions in development of the carrier of teachers (the quality assurance in the field of the continuous training programs).

Almost in all the *public universities* there is, starting with 1998, a department for methodical and psycho-pedagogical studies, running continuing training and specialized courses, with a market oriented offer.

During these years Specialized Commission for Accreditation of NCTPE had accredited 338 programs, 68 special for schools managers. The total number of certificates awarded is: 65,500 certificates for partial programs and 8,000 diplomas for the attendance of a full programme.

Data concerning the training of the teaching staff are presented in chapter 1.2.1.

The Centre of Professional Training in Culture (CPTC) has been established through the G. D. no 1878/2005, as a public institution aiming to provide CVT courses for the staff from cultural institutions.

The National Agency for Employment is one of the most important providers of vocational training for adult population.

The majority of the courses are provided by the local employment agencies through their own vocational training centres (22 local and 8 regional). The employment agencies cooperate with private training centres, too, but the medium cost of the courses provided by their own centres is lower than the cost of the courses organized by the private training providers.

Types of courses organized by NAE

Programme (name and brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding source
	Public / State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
National Vocational Training Plan	NAE	-	-	- initiation - qualification - requalification - specialization - improving competences	- initiation - qualification - requalification - specialization - improving competences		By Law no 76/2002	In accordance with the allocation from UIF	Unemployment Insurance Fund (UIF)

Source: NAE, 2008

2.1.3. What linkages exist between formal and non-formal approaches? Please describe.

Life long learning is not yet approached in a coherent and comprehensive manner at system and level. This fact limits the coherence and the flexibility of individual learning routes throughout lifelong. Despite the progress made in regulating the validation of prior learning, the insufficient use of the existing legal framework (except for initial VET) remains one of the limits of introducing life cycle approach in education and training. The insufficient development of the transfer mechanisms of the learning outcomes between various learning environments limits the possibilities of the population, especially for the adult population, to re-enter into the formal education even if the competences acquired in the labour market have been formally validated. Also, at the policy making level, more coherence between education and initial training policy and CVT policy is needed.

The generalization of the validation of learning outcomes, a better articulation between education and initial VET and CVT, an improved definition and transparency of qualifications are issues to be addressed through the development and implementation of a National Qualifications Framework (NQF).

The validation of the prior learning guarantees that a person had demonstrated his/her knowledge and skills necessary for the performance of activities described in the standard used for the assessment. Although the main function of competences assessment is to certify the competence and to grant professional recognition to a person it may be also used for the purpose of: staff recruitment within an enterprise or institution, selection of staff for different organisational positions, guidance and follow up of staff vocational training, diagnosis of staff efficiency within organisations.

Since 2003, the validation of the prior learning has been regulated and implemented within the CVT system. The competences assessment centres are accredited by the National Adult Training Board. The certificates of competences, issued by the accredited centres, are nationally recognized. The number of the accredited centres and the number of the issued certificates are presented in the table below.

Accredited competences assessment centres

	No of accredited competences assessment centres (from January 2004)	No of occupations/ Qualifications (from January 2004)	No of certified assessors (from January 2004)	No of certified persons (from January 2004)
2004	9	25	89	890
2005	19	46	164	2,982
2006	28	60	182	4,714
2007	37	98	364	10,063

Source: NATB, 2008

Even if the legislative and institutional framework for the validation of prior learning has been already implemented, Romania participates in different European projects aiming to improve the instruments for self-evaluation and external evaluation of the competences acquired in non-formal and informal learning contexts.

In this respect, two on-going Leonardo da Vinci projects are presented in the Annex 5.3. as examples of good practice.

2.1.4. Does ALE lead to certification and national awards? If yes, provide examples.

The accreditation of CVT providers is not compulsory, but only the certificates issued by the accredited training providers are nationally recognised.

As the CVT programmes are developed based on occupational standards, the training and assessment are competency based. The graduation/qualification certificates issued by the accredited CVT providers have annexes compatible with Europass Certificate supplements.

Some of the accredited training programmes are not occupational oriented, but key/social competences oriented: management, communication in mother language or in foreign languages, leadership, team working, organization of the workplace, problem solving, negotiation, client oriented attitude, self-development, numeracy, etc.

Other ALE providers, including non-accredited CVT providers, are present on the market and issue certificates under their own logo.

2.2. Participation in ALE

This section is concerned with participation rates, access to programmes, and the motivation and profile of target groups/learners. Please provide up-to date information on participation in ALE activities and indicate trends since 1997 (CONFINTEA V) in the following areas:

2.2.1. Statistical data on participation:

- a) **Provide an overall participation rate (% of population participating in an adult education activity) and difference compared to previous survey(s). Please disaggregate according to gender, educational background and age;**

The competitiveness of the human capital is directly influenced by the educational attainment¹⁷.

For the population in the 25-64 years age group, data show that the share of the population with at least upper secondary education is close to the EU average, but below the average level of the 10 new Member States and the 85% EU benchmark for 2010. Data show that the share of the population aged 25-64 years old with at least upper secondary education increased during 2002-2006 from 70.4% to 74.5%. By gender, higher values (74.9% in 2006) were recorded during the reference period in case of male population, and lower values in case of female population, for which the indicator was 69.1% in 2006. The gender gap reduced to 10.3 percent points in 2006 as compared to 12.6 percent points in 2002 (see Table 3, Annex 1).

In the same age group, the share of the population with university education, although on an ascending trend (from 9.7% in 2002 up to 11.7% in 2006 – see Table 4, Annex 1), remains below the level recorded in the most developed countries (figures for 1999: USA – 27.7%, France - 16.4%, Germany – 15%, UK – 15.4%) (White Paper on Labour Force, DTI/UK – 2003). The evolution by gender reflects a slight decrease of the existing gap between female and male population with university education (see Table 5, Annex 1).

Data obtained from Population and Housing Census 2002 indicates a decrease in case of the share of graduates of lower secondary schools within 15-29 years age group (from 43.1% in 1992 to 38.4% in 2002). On the whole, in 2002, within the 15-29 age group, about 6% graduated university education, 84% graduated secondary education (including post-secondary and foreman education), about 8% graduated primary education and 3% had no education.

The results of Household Labour Force Survey (AMIGO) carried out by NIS point out that, in the fourth quarter of 2007, the ratio of persons who attended a type of education or training within national educational system in the last four weeks (before the interview) for vocational training was only 3.6% of total.

Outside the national educational system, in the last four weeks various types education of training were organized (courses, seminars, conferences etc.) in which took part 38 thousands persons aged 15 years and over. Out of the total participants taking part in such a type of education or training, in the fourth quarter of 2007, 60.3% were simultaneously trained outside as well as inside national educational system.

Improving the vocational training outside national educational system was the purpose of the most recent type of education or training for 56.2% of cases (see Annex 1, Table 11 and Table 12).

Increased competitiveness of the human capital could be achieved through life long acquisition of knowledge and competences and through the continuous up date of individual stock of knowledge and competences, continuous education and training. The supply of continuous vocational training remains fragmented, since it is addressing mostly the needs of individuals and less the enterprises' needs. Most of the training providers avoid modular

¹⁷ Sectoral Operational Programme Human Resources Development, MLFEO, 2007

training programs due to the fact that the completion of one or several modules of a training program does not provide a “profession” and does not give the right to the trainee to an occupation on the labour market. The complete qualification cycles/programs, finalised with a nationally recognised certificate of qualification, are more valued/praised since they provide the right to practice one or more occupations on the labour market.

- b) Show participation, in specific programmes (possible examples for programmes: literacy/numeracy programmes; health (including HIV prevention) programmes; income generating skills training; programmes addressing special learning needs (e.g. prisoners, migrants, disabled); technical skill training (including ICTs)). Please provide information, if available, on total numbers of participants, disaggregated according to age and gender.**

Widening access, improving equity of participation, treatment and outcomes, especially for disadvantaged adult learners

In the field of adults’ training, the Law no. 107/2004 which changes and completes the Law no.76/2002 on the unemployment insurance system and the stimulation of employment creates training opportunities for new disadvantaged groups.

The main **disadvantaged groups** benefiting of public support through vocational training are: long-term unemployed; women; young people; Roma ethnics; people with disabilities; unemployed aged over 45; sole family supporters; people carrying out activities in rural areas without a monthly income or with a monthly income lower than the unemployment benefit and who are registered at the employment agencies; people returning to work after the two-year maternal or paternal leave, or a three-year leave in case of a child with disability; people returning to work after the completion of military service; inmates who have at most 9 months until the end of imprisonment.

The National Agency for Employment facilitates the access to training for people having difficulties on the labour market. Statistics on the participation in training of the unemployed people, by sex, age, education, and disadvantage groups are presented in the tables below.

Participation in training, by sex, of the unemployed people

	2002	2003	2004	2005	2006	2007	2008 (30.04.)
Male	52%	47.4%	44%	46%	49%	48%	46.7%
Female	48%	52.6%	56%	54%	51%	52%	53.3%

Source: NAE, 2008

Participation in training, by age, of the unemployed people

Year	Participation in training, by age (%)			
	<25 years old	25-34 years old	35-45 years old	>45 years old
2002	38,5	36,7	19,3	5,5
2003	36,5	32,14	23,1	8,26
2004	38	28,5	24,5	9
2005	36	26,02	25,9	12,08
2006	29,02	27	29,18	14,8
2007	24,7	26,5	31,4	17,4
2008 (30.04)	23	27	32	18

Source: NAE, 2008

According to the statistics most of the trained people are young people under 25 years old and between 25 and 34 years old; this category is easier to be integrated on the labour market. The fact that a significant number of young people are registered to NAE's database and participate in vocational training indicates that:

- their initial training is not in accordance with the labour market's needs;
- young people accept more easier to participate in training and to change their initial qualification.

On the other side, people over 45 years old demonstrate a lower flexibility, hardly accepting participation in vocational training and acquiring of a new qualification.

Participation in training, by education level, of the unemployed people

Year	Participation in training, by education level (%)		
	Primary, secondary, upper secondary education	High school, pre-university post-high school education	University education
2002	46,4	46,3	7,3
2003	58,2	37,37	4,43
2004	52,02	43,45	4,53
2005	56,48	37,87	5,65
2006	61,06	34,38	4,56
2007	59,85	35,80	4,35
2008 (30.04)	59,01	36,52	4,38

Source: NAE, 2008

As NAE organises qualification courses only for the qualification level 1, 2, and 3, the participation in training is significantly higher for unemployed people with secondary or upper secondary education.

Participation in training, by disadvantage groups

Disadvantaged groups	2002	2003	2004	2005	2006	2007	2008 (30.04)
Long-term unemployed, out of which:		8906	5341	4940	3633	3104	766
People carrying out activities in rural areas			4131	12256	20484	21147	7128
Roma ethnics	282	202	282	1601	2283	1613	302
People with disabilities	52	8	21	114	90	106	32
Post-institutionalised youth	137	34	15	40	55	21	5
Ex-prisoners	111	7	6	21	5	10	
Prisoners			368	901	1206	1744	498
Repatriates	8						
Refugees	2						
Persons returning to work after maternal/paternal leave			8	28	8	20	8
Persons returning to work after invalidity retirement			30				
Persons returning to work after military service			6				
Employees trained for preventing unemployed			107	2065	2660	2800	328

Source: NAE, 2008

Considering the specific programmes for health, the Ministry of Public Health is running every year, through County Public Health Authorities, **mass campaign** for the general population in order to raise the level of knowledge on the **health risks**, individual measures and methods of illness prevention.

Therefore, at the national level, through County Public Health Authorities was organized IEC (information – education- communication) campaigns for:

- Fighting against tuberculosis (90);
- Health National Day and Health World Day (50);
- World No tobacco Day (45);
- International Day against drug abuse and illicit trafficking (44);
- Campaign for Health promotion and a healthy way of live (50);
- International and National Day for fight against HIV/AIDS (20);
- Avian and Pandemic influenza Preparedness campaign (50);
- Campaigns for prevention of heating period effects on health (34).

Also, starting with 2007, Romania was participate for the first time, together with the other member state of European Union to the “European Immunization Week”, campaign organized under the World Health Organisation. During the campaign, in 2007, 3000 persons were trained through: 210 training session for teachers, students and pupils, parents and, especially, mothers; 60 training sessions for the medical staff; press conference; workshops.

2.2.2. What existing surveys/studies have been undertaken on non-participation and groups that are difficult to reach? Please give main results in terms of who the excluded are, why they are being excluded and what kind of support can be given.

Being aware of the lack of information in the field of adult education, CPTC has drafted a project which is currently financed under EC LLL programme.

Besides other activities planned to be implemented, the CONNECTION project (“Cultural Organisations as Learning and Communication”, project number 134326-LLP-1-2007-1-RO-Grundtvig-GMP) has conducted a research aiming to evaluate the level of adult education within cultural organisations¹⁸.

The research has targets managers of 400 museums, libraries and other cultural operators.

The preliminary analysis of the research results shows the following information:

- total numbers of answers: 119;
- 97% from answerers say that their organisations develop educational programmes/ activities;
- the distributions of answers according to the education programmes types is: 74%-round tables, 61%-conferences, 58%-information services, 48%-educational games, 47%-seminars, 46%-practical workshops. Other types of educational programmes/ activities are organized, but the percentages are under 40% (educational demonstrations, role playing and theatre, authorised courses, voluntary activities);
- regarding the age distributions of the beneficiaries of the educational programmes, the majority of answerers say that they target their programmes to children and youngsters (78% and 85% respectively). Adult beneficiaries, distributed on age intervals, are: 18-26 years old-67%, 27-60 years old-60%, over

¹⁸ Source: CPTC

60%-38%. The distribution of adult beneficiaries based on other types of characteristics shown that the educational programmes are organised for: high-school or college students (94%), employed persons (66%), retired persons (48%), unemployed persons (43%), disabled persons (24%) and convicted people (16%);

- it is to be noticed that 76% of answerers says that the educational programmes/ activities are organised on the basis of an annual programme.

The provisional results of the research demonstrate the high interest of cultural organisation on the topic of adult education and educational activities in the broader sense of term. Further and deeper research need to be made.

2.2.3. What existing surveys/studies have been undertaken on learner motivation?

Addressing the specific learning training needs of teachers (including pre-primary) to enable them to cope with their changing roles in the knowledge-based society a series of initiatives aimed at the reforming the teachers training, as follows:

- The project for rural education has a component for the professional retraining of the non-qualified teachers from rural areas, built according to modern principles, with a curriculum centred on competences;
- As a consequence of implementing Law no 288/2004, a new teaching plan has been designed for training teachers both from primary and secondary education. On one side, there is a step ahead represented by the training of all the teachers within programs at tertiary level. On the other side, focusing on the general didactic training puts at risk the efficient work in class of these graduates. For the secondary level, the initial training of the teachers leaves less room for didactics. The accent placed on the general psycho-pedagogical training, the teachers' training programs helps the future teacher too little in order to face the challenges of the modern classroom and the knowledge-based society;
- The researches developed by ISE (Singer, Sarivan 2006) show that optimizing the training of the future teachers have to take into consideration the followings:
 - o didactic process centred on competences;
 - o focusing on the deep understanding by the students of the classes (experimenting the acquisitions, as well as solving real problems at the pupils class level, developing and applying projects in schools constitute ways of deepening the concepts taught during the university courses);
 - o learning contextualization (the acquisitions during the course are taken from and applied to real situation of school learning);
 - o development of tools for knowledge (the teaching/learning strategies represent both concepts to be explored by students, as well as methods for presenting the knowledge);
 - o promoting the learning/knowledge partnership (the example presented within the academic environment by the professor is decisive for the development of quality relations between the future teachers and their pupils);
 - o formative orientation of evaluation (the learning outcomes of the prospective teachers will be measured on the bases of transparent criteria, by means of various tools which to reflect as accurate as possible the level of acquired competences).

2.2.4. Which measures have been undertaken to mobilize learners and to increase participation?

An important measure to mobilize adult learners to participate in ALE consists of setting up career guidance and counselling services for adults.¹⁹ The main results in this respect are:

- **Changes in the way that career guidance counselling is provided in Romania in the last five years:**

The guidance and counselling services in Romania are delivered by two important networks: the network of educational services and the network of employment services. The services delivered by practitioners working in these two networks are free of charge and accessible to a large target group: pre-primary students, primary and secondary school students, university students (for the education sector), unemployed people (for the labour sector).

There are also other entities offering vocational guidance and counselling in Romania: the Probation Centres (under the Ministry of Justice) and the guidance units within the Youth Agency.

The nongovernmental and private sector initiatives are not visible and do not have a large impact at national level.

- **The guidance and counselling services in the employment area:**

- EURES - The national network of services was established (<http://www.anofm.ro/eures>). The National Agency for Employment offers services of work mediation as a member of EURES²⁰. Partners of public services within the network are trade unions, private organizations and also different actors on the labour market. The European Commission coordinates the network.
- During 2004-2008, the National Agency for Employment established 8 pilot centres in the 8 Romanian regions through a national programme called “Services for people with special needs”. Within next years, the network should be extended to 42 centres, one in every county.
- The “Information and Career Counselling” project (financed by the World Bank) had good results during 2005-2008: 100 new occupational profiles have been elaborated; practitioners participated in training sessions for using the occupational profiles as well as for using the Jackson Vocational Interest Survey; the portal for counsellors working in the employment area is under construction.
- The National Agency for Employment organised job fairs targeting at different beneficiaries: graduates, Roma people, social marginalised people who could benefit on guidance and counselling services during these events. In 2007 a national project was developed in rural area and in Roma communities.

- **Guidance and counselling services for young people:**

The Youth Agency extended its network to the whole country²¹, targeting at people aged from 14 to 35 years. The activities addressing personal marketing techniques, voluntary work opportunities and personal development are often developed in collaboration with formal education institutions.

¹⁹ CEDEFOP study on the qualification routes and competences needed by career guidance counsellors, Institute of Educational Sciences, Bucharest, January 2008

²⁰ This quality was established by “the document of Romanian position RO 50/ 01 – Chapter 2 – open mobility of persons”.

²¹ According with the Law 116/2006

2.2.5. Are specific groups targeted by ALE provision? Which ones?

Important measures to enhance access to learning and create learning opportunities for children and young people with special needs and for those with a social and economic disadvantaged background have been taken within the framework of national programmes, coordinated by MERY and co-funded by external donors (The Rural Education Project; actions of the projects Phare “Access to education for disadvantaged groups, with a focus on Roma” (2002 –2004) and “Access to education for disadvantaged groups” (2004-2006); Phare TVET (2002, 2003 and 2004 – 2006); Developing continuing teacher training in the school education system; Education for information in disadvantaged rural areas). One of the main areas for action refers to the improvement of the quality of human resources available in rural areas aiming to increase participation in education, improve school performance, encourage participation in further education at higher levels and fight social exclusion.

Other measures dealt with the adult population from rural areas and were intended to encourage participation in education and training, such as the training programmes for people from rural areas run by the public employment services (approximately 15,000 people in 2006).

The National Agency for Employment provides, free of charge, from the Unemployment Insurance Fund, vocational training courses for people who perform activities in rural areas and do not have any income or the income is lower than the unemployment benefit and are registered by NAE, in order to acquire the needed competences for facilitating their access on the labour market.

Thus, in 2007, NAE organised vocational training programmes for 21.147 people who perform activities in rural areas (out of which 20.992 unemployed people).

Another disadvantaged group is that of the Roma population, who benefited in 2006 from specific programmes promoted by public authorities (Ministry of Labour, Social Solidarity and Family, Ministry of Education and Research, National Agency for Roma, National Agency for Employment), civil society or external donors (European Union, Roma Education Fund, World Bank, etc.) who encourage participation in education and training.

The Romanian Government has adopted, through the G. D. no 430/2001, the **Strategy for improving the Roma situation**, and the National Agency for Employment has been actively involved in its implementation. So, since 2001, NAE has elaborated and implemented training and employment programmes specifically addressed to Roma population. In order to implement these programmes, NAE has designated in each county agency for employment one person responsible with the implementation.

One could notice the following achievements obtained through the implementation of the training and employment programmes for Roma people:

- in 2007, 15,987 Roma persons have been employed and 1,613 Roma persons have been trained;
- in December 2007, the **Social Assistance Centre for Roma** opened in Blaj (Alba region); this centre has been established with financial support of the United Nation Program for Development. The financial contribution of NAE for this centre was 480,000 RON (approximately 130 thousand euro) so far.

The direct beneficiaries of this project are members of the Roma communities from Blaj and neighbourhood areas.

The Centre has the following objectives:

- improving the access of Roma to the public services and stimulation of Roma participation to the economical, social, educational and cultural life of the communities;
- increasing the access of Roma to the labour market;
- improving the professional level of Roma people;

- improving the health conditions by increasing the access to the information and medical services, through support for having access to family medical assistance;
- providing training for Roma people in order to achieve organisational and entrepreneurship skills.

As a conclusion, the Roma problem is a complex one and the Roma communities need support in the fields of employment, education and health with a view to help them to reach equal chances with the rest of the population.

In the same time MERY will continue the **legislative initiatives** related to the complex changes of the learning process for Roma, started in 2006-2008; also, the training programmes of Roma human resources in education will continue, through three weeks summer courses for the future language and history teachers accompanied with open and distance learning, following the example of the period 2000-2008, when 300 Roma teachers were trained by the Universities of Bucharest, Cluj-Napocca and PIR.

In the same time MERY will continue to train non-Roma teachers working with Roma children (500 person each year), but also to train Roma school mediators for the needs of the projects implemented by MERY in socio-cultural disadvantaged areas. In the last three years between 180-380 Roma schools mediators have been trained yearly.

Programmes and measures of Ministry of Education, Research and Youth having an impact on the involvement of Roma human resources in the educational system and in society

1. Human resources involved in the organisation and functioning of the Roma learning system:

- Financing two positions in charge of Roma representation at educational level in to the DGILMRP of the Ministry of Education, Research and Youth;
- Financing the inspectors positions in charge of Roma school issues in each county school Inspectorate (since 1999 until the present);
- training and involvement of 60 Roma educational tutors for the Roma school issues;
- training more than 600 Roma school mediators (through the Phare program of Ministry of Education, Research and Youth, for underprivileged category of people, by the DGILMRP level or in partnership with National Roma Agency);
- annual financing of 420-490 Roma language, history and traditions jobs for the Roma teachers who teach those disciplines in schools.

2. Initial and continuous training of Roma teachers

- initial training of 40 Roma language teachers (3 modules) during the stages 28.08-03.09, 04.09-11.09. 2007;
- training of 60 educational tutors for teaching methodology of Romani language and Roma history;
- training of 60 Roma history teachers;
- training of 260 Roma language teachers;
- training of 42 Roma school inspectors;
- training of 42 regional trainers in educational Romanipen;
- training of 66 Roma school mediators;
- training of 62 trainers for the second chance programmes at the regional level;
- training of 117 Roma school mediators, outside the Phare Program.

3. Continuous training for 420 non-Roma teachers working with Roma pupils and children, from the educational Romanipen perspective

The Educational Phare Programme of the Ministry of Education, Research and Youth (the “Mega-programme”)

1. Employing the Roma school mediators trained in different stages of the Mega-program (64 Roma school mediators for the schools from the 10 counties involved in the project during 2003-2004; 103 Roma school mediators for the new needs of the 2nd stage of the programme during 2005-2006; 280 Roma school mediators for the schools involved in the extension of the project);
2. Training of Roma and non-Roma teachers who work with Roma children and of Roma and non-Roma inspectors;
3. Providing recovery courses for the Roma communities, for children, youths and adults, in the schools involved in the project;
4. Organisation of “schools for Roma mothers” in the Roma communities from the areas involved in the project;
5. Creating educational material support (one of them bilingual, in Romani and Romanian language), for Roma children but also manuals and guidelines for the teachers and students involved in the “Second chance” programme for Romani language and for all the other topics in curriculum.

Measures and strategic directions initiated by the Ministry of Education, Research and Youth especially the strategic partnership with UNICEF - Romania:

1. Publishing in 2006-2007 two studies for pupils and students regarding the Roma deportation;
2. Training of 55 Roma students in three summer courses on history and Roma language, in 2005-2007, in order to support them to teach Roma language and history;
3. Continuation of the National programme for the training of the non-Roma teachers working with Roma children, initiated by MERY in partnership with the NGO “Save the children” in 2004; the follow-up will be based on a new formula with the view to train 150 national trainers in Romanipen educational in partnership and with the financial support of UNICEF Romania, of the Regional Bureau of PER (USA) and of the NGO “Romani Criss”.

All the educational actions having as target-group the Roma population, which have demonstrated their utility and efficiency during 1990-2001 took their place in the *Government Strategies for improvement of the Roma population situation* (approved through G.D. 430/2001 and G.D. 522/2006). Extended measures are included in the action plan elaborated for the **Decade of Roma Inclusion** and specific programmes have been promoted by public authorities (MLFEO, MERY, NAE, National Agency for Roma), civil society or external donors (European Union, Roma Education Fund, World Bank etc.) who encourage Roma participation in education and training.

2.2.6. Are there benchmarks in relation to participation in place? If yes, which ones? If not, what would be realistic benchmarks for participation in your context?

2.3. Monitoring & evaluating programmes and assessing learning outcomes

Assessing learning outcomes is crucial for any educational undertaking. Measuring the outcomes of adult education is, however, complex as outcomes relate to a wide range of aspects such as personal development, socio-economic and cultural factors and involves both competences and

attitudes. For this reason this section should cover a comprehensive monitoring and evaluation perspective taking into account the programmatic and individual level.

- 2.3.1. Do you assess the learning outcomes of ALE programmes (national, regional and local community perspective/programme perspective) and learners' achievements (learner perspective)? If so, what methods do you use?**
- 2.3.2. What tools and mechanisms are used to monitor and evaluate programmes to ensure good quality?**
- 2.3.3. To what extent are the results used for a) legislation, b) policy formulation, and c) programme development?**
- 2.3.4. Are benchmarks in relation to outcomes of ALE in place? In your context, what would be realistic benchmarks related to outcomes?**

The multi-annual Phare Project 2004-2006 "Developing continuing training for staff in pre-university education" developed by NCTPE is addressed to teachers and managers from the high schools in rural areas. Specific objectives of the project were:

- To develop the relevant capacities within NCTPE and the 16 regional centres, by improving the standards of continuing training for the main final beneficiaries (managers and teachers), including the adaptation of the continuing teacher and managers curricula and the development of the capacity of the Specialized Commission for Accreditation to evaluate and accredit training programs
- To identify and develop the teachers' and managers' necessary competences in providing quality education in rural schools
- To improve the quality and the methodological framework of the in-service training system and the training programs accreditation procedures.
- To provide support and assist the NCTPE for the preparation, implementation and monitoring of the grant schemes to be implemented in Phare 2005 and 2006.

On of the innovation and example of good practice and, in mean time research studies in the field of adult learning is represented by the development of a training needs analysis system and tools focused on teachers and managers/ directors from high schools in rural areas.

Training programmes for rural areas

Name of the programme	Provider			Area of learning			Target group/s	Funding source
	Public / state	N G O	Pri- vate	General Competences	Technical skills	Knowledge Generation/ innovation		
Professional development in the counties schools	x			Methodological and communication competences			Teachers from schools located in villages	World Bank
Access to the education for the disadvantage groups, especially Roma	x			-inclusive education, -cultural integration			Teachers from pre-university education	Phare
Training in the knowledge-based society			x	-using ICT technology -teaching using ICT			Teachers from pre-university education	Private sources

2.4. Adult educators/facilitators' status and training

This section should elaborate on the human resources available for ALE and describe key initiatives and changes in this regard since 1997 (CONFINTEA V).

- 2.4.1. What educational qualifications/ training are required for adult educators/ facilitators? What continuing/in-service training measures are in place?**
- 2.4.2. Is adult education considered as a specific profession, and are there higher education institutions providing such qualifications? If yes, please elaborate.**
- 2.4.3. Please indicate the proportion of adult educators/facilitators in relation to the overall number of teaching personnel in your country.**
- 2.4.4. What are the terms of employment and remuneration in ALE?**

Before 2000, there were no national regulations and no common view regarding the training and the adult education. The trainers were trained in very different “training of trainers” programs: from 3 days to 2 years, with different pedagogical approaches and target groups. At higher education level there were no training of trainers programs and master degrees of “in depth studies”.

The trainer had no professional status and the same situation was for other associated categories of staff (training programs managers, coaches, tutors, etc.). Each training provider was allowed to hire trainers accordingly their own internal regulations, interests and will. The trainers were hired on a personal basis (knowing/hearing about someone) and not on competence or performance.

At sector level there were some attempts to regulate the trainer activity. For instance, within education sector, there were training of trainers programs and accredited trainers in national reform programs, usually funded from abroad – Phare, World Bank etc. But, after the end of the programs, the certification acquired was no more taken into consideration for further programs. At the health sector level, there were developed internal regulation regarding the trainers' evaluation and accreditation, based on sector's own standards. Within the cultural establishments, the trainers involved in adult training activities are entitled by the specific law and have identical treatment as the teachers within educational system.

For this reason, there are no statistical relevant and reliable data.

The beginning of the regulation at national level is marked by the GO no 129/2000 on the adults' vocational training and the subsequent regulation (Procedure for accreditation of the training providers, Procedure for certification) implemented from 2004 under the coordination of the National Adult Training Board. The current regulation stipulates the obligation of the training providers to use professional trainers beginning with 2010, but the legal framework for the adults' vocational training is under review.

In 2001 was developed an **occupational standard for “Trainer”**, with four units of competences: training planning; training delivery; trainees' assessment; review and promotion of the training programs. In 2007, this standard was reviewed and has 8 units (training planning; training delivery; trainees' assessment; use of advanced training methodology; marketing of training; planning of training programs; organization of training programs; evaluation, review and quality assurance for training programs).

In addition of this, since 2004 has been implemented a national regulation regarding the recognition and evaluation of the competences acquired in non-formal and informal learning contexts. In this respect, assessment centres have been accredited for “Trainer”, too (see data below).

The occupation of “trainer” has not any specific status. There are exceptions depending on the sectors. For example, the trainers working within cultural establishments for adults' training activities have the status of the teaching staff from the educational system.

The Romanian training systems for adult educators envisage both initial and continuing vocational education²².

The **initial education** refers to:

- the compulsory course on “Adult Education (AE)” provided for students learning within Educational Sciences Specialization Departments, from Faculties of Psychology and Pedagogy. It is a one semester course, an introduction in the AE topic, having the aim to offer students a general view in this field: concepts definition; the relevance of AE in nowadays society; action areas in AE; the specific of teaching, learning and evaluation in AE; the structure of AE in Romania;
- the optional course on AE offered by the Universities’ Departments responsible for initial and continuing teachers’ training (DPPD);
- the Master programmes in AE provided by the West University of Timisoara and “Al. I. Cuza” University of Iasi, University of Bucharest, etc. on counselling, programme developers and evaluators.

In 2001, one year after the Memorandum for lifelong learning, „Al. I. Cuza” University in Iasi initiated the first European Master Degree in Adult Education. This was the result of all partnerships between IIZ/DVV – the Romanian branch, „Al. I. Cuza” University in Iasi, the University of Hanover, and New Bulgarian University - Sofia. This first form of post-graduate studies in adult education in Romania has benefited from sponsorship offered by IIZ/DVV Bonn consisting in ten scholarships for each graduating class.

Due to the cooperation between IIZ/DVV Bonn and the universities affiliated to the network, several European programmes have been conducted as follows: Grundtvig 1, 2, 3 and 4 resulting in common training courses and programmes for adult education trainers. Such was the case, for instance, with the programme **Socrates G1 – TEACH - Teaching Adult Educators in Continuing and Higher Education**, by means of which the curriculum for a European Faculty of Adult Education was developed.

The European Master in Adult Education (EMAE) is a Master degree study programme which has been jointly developed by a network of currently eight universities from seven European countries: University of Ostrava (Czech Republic), Danish School of Education - University of Aarhus (Denmark), Palmenia Centre for Continuing Education (Finland), University of Kaiserslautern (Germany), University of Duisburg-Essen (Germany), University of Florence (Italy), West University of Timisoara (Romania), University of Barcelona (Spain).

The aim of the EMAE programme is to qualify its students for professional work in European contexts in the field of adult education and learning. The students will acquire the theoretical knowledge and the practical skills enabling them to act in specific areas of professional practice in this field. They will acquire the necessary cultural-reflexive skills to act in an intercultural context. They will become aware of the opportunities that Europe offers as a potential labour market to adult educators, and will be able to use these opportunities.

The Romanian supplier of this master programme is the West University of Timisoara, Faculty of Sociology and Psychology, Department of Educational Sciences, benefiting of the scientific and logistical support of the Romanian Institute for Adult Education (IREA). EMAE master programme runs in Timisoara since 2006, the first graduates’ promotion being awarded with the degree “Master of Arts” in the summer of 2008.

The **continuing vocational training** for adult educators/trainers considers the following possibilities:

- an every five years further development training programme for teachers up to secondary education level offers an optional course of AE Psycho-pedagogy,

²² Leonardo da Vinci Project “VINEPAC”, Report, 2007

aiming to enable them to interact with indirect target group (adults, especially parents); this training programme is supported by the Ministry of Education, Research and Youth through the National Centre for Staff Training in Pre-university Education (NCTPE) up to secondary education level;

- training programmes for *trainer* and *trainer of trainers* offered by training providers nationally authorized by the National Adult Training Board, either public institutions and private organisations, companies or NGO's (see table below);

Accredited CVT providers for training of trainers

	Accredited training providers		
	Public institutions	Private organisations	
		NGO's	Companies
Number of training providers accredited for <i>trainer</i>	15	23	27
Number of training providers accredited for <i>trainer of trainers</i>	2	8	15

Source: <http://www.cnfpa.ro>, March 2007

- puzzled training seminars offered on the job or through different international projects (ex. on counselling), or according with the specific sectoral training needs, but usually not certified;
- assessment and certification of the competences acquired in non formal and formal learning contexts, through the competences assessment and certification centres accredited by the National Adult Training Board (see table below).

Accredited competences assessment centres for trainers

	Accredited competences assessment and certification centres		
	Public institutions	Private organisations	
		NGO's	Companies
Number of competences assessment and certification centres accredited for <i>trainer</i> and <i>trainer of trainers</i>	1	2	1

Source: <http://www.cnfpa.ro>, March 2007

The establishment, in 2006, of the **Sectoral Committee for Education and Training, Research-Development and Sports** (sectoral partnership structure consisting of employers organisations, trade unions, professional associations, regulating authorities, training providers, etc., dealing, among others, with the validation of the qualifications within a specific sector) was a booster for the qualification related with adult education. The latest version of the occupational standard for "Trainer" was validated by the Sectoral Committee.

The establishment in 2006 of the National Group for Quality Assurance in Education and Training – a national structure created in order to harmonize the quality concept and standards in education and training – as a National Reference Point for ENQA-VET and of two National Agencies for Quality Assurance in Education (for Higher Education and for Pre-University Education) may have an impact on the professional status of the trainer.

As the **main targets, at policy level**, in this area we may mention (as stated by the Sectoral Committee):

1. Defining a unified concept for "trainer" based on common core competencies but differentiated for specific functions:
 - the extension of the "trainer" concept for all categories of trainers;

- common core competencies for all trainers, not depending of the level of qualification;
 - common “framework programs” for training of trainers;
 - common procedures for the trainers’ evaluation and accreditation;
 - the differentiation of the specific categories of trainers by optional competencies;
2. Developing the professional association(s) of trainers as self-regulating bodies;
 3. Developing higher education programs in the area of adult education;
 4. The implementation of quality assurance and quality management systems – based on ISO and EFQM models.

3. Research, Innovation and Good Practice

3.1. Research studies in the field of adult learning

This section should reflect the latest research developments in the field of ALE:

- 3.1.1. Which key studies in adult education have been undertaken in your country recently (within last five years)?**
- 3.1.2. What were the major questions addressed and prompted by these studies?**
- 3.1.3. What are the key findings?**
- 3.1.4. To what extent did these findings inform policies and practice? How did they influence practice? Please, give examples.**

As far as research is concerned, in spite of existing research institutes with a direct focus on ACE (the National Scientific Research Institute for Labour and Social Protection, the National Institute for Educational Sciences, the Romanian Institute for Adult Education etc.), as well as research interest at university level on adult education is one that needs consistent development, from data collection, to the development of the theory of AE. This is especially so as one of the reasons for inconsistent concepts at the political level is the level of provision from research.

But some positive developments can be pointed out.

In 2002-2003 was carried out a diagnosis research about the situation of ALE in Romania, under the coordination of the Romanian Institute for Adult Education (IREA) from Timisoara, and IIZ-DVV Romania, and thus, the “Portrait of Adult Education in Romania” was published in 2003.

Also, in 2006, the Institute for Education Sciences (ISE) from Bucharest has published the first national official diagnosis on the state of the art of adult education from an LLL perspective, in a SWOT perspective. Since 2005, there is a special chapter on ACE in the yearly report regarding the state of the national system of education. This reporting is done against the trends set at European level for achieving the “Lisbon 2010” targets. Also the 2 progress reports on this issue, published at European level, based on a comparative view against the benchmarking system set up, was an approach with a strong impact at the policy level as well, as the yearly national report on the state of education system in Romania includes now specific data about ALE as well, so the direct link between research and policy being set.

The layout given by EUROSTAT in data collecting about ALE, for comparative purposes among countries in Europe was also helpful for data collection done by the National Institute of Statistics.

Beside the diagnosis researches, a lot of ameliorative researches were carried out, mainly through project work, based on grants from European programs – this approached has allowed working in international teams and sharing experiences, benefiting from other countries experiences.

Some examples of research project carried out by the Romanian Institute for Adult Education (RIAE):

- We are going backwards with adults counselling as research topic, as result of the granted G1.1 project “Continuing Education Designed for Counsellors Working in Adult Education” **ACCED** (2004-2006), submitted under IREA coordination. We will valorising positive results obtained from DPPC project (2002-2004) – Developing Psycho-pedagogic Counselling Services for Adults”. ACCED aims to offer a coherent model for a training course, compatible at European Level, addressed to the practitioners working in adult counselling field;
- **LLL-EDC** - Lifelong Learning for democratic citizenship in Europe (2005-2007)-Socrates-Grundtvig project. Grant nr. 225292-CP-1-2005-1-DK-GRUNDTVIG-G1, under the coordination of the Danish School of Education. The scope of the study was to collect existing information at European level and to elaborate an analysis regarding policies and practices referring to education for democratic adult citizenship. The project also tried to improve this domain’s policies at local, national and European level. Through this study the empirical data and the policy analysis meetings were combined with the participation of practitioners form the field, with the purpose to create links between research, policies and effective practice. The data was collected from countries as: Austria, Denmark, Germany, Hungary, Spain, Poland, Slovenia, Romania and Great Britain;
- **NetTrain** (2005-2007) “Cooperation and network competences for key persons in the adult education”, a G1 project, coordinated by Germany. The scope of this project was identifying the network communication/cooperation competences of the key-persons involved in Adult Education;
- **VINEPAC** (2006-2008) “Validation of informal and non-formal psycho-pedagogical competencies of adult educators” (Leonardo da Vinci). The scope of this project is the developing of a methodology for the validation and certification of the psycho-pedagogical competences of the adult educators, achieved from informal and non-formal contexts (see Annex 5.3);
- **ELDERLY NEVER LONELY** (2005-2007) – “Equal Treatment and Human Dignity for Elderly People“. The focus group of the project is composed of managers and workers from non-governmental organizations which interact with elderly persons, taking care of elderly needs and problems, with the focus on improving the managerial and curriculum/ pedagogic competencies, for diversifying and offering a more tailored services to the elderly;
- **EAGLE** (2006-2008) „European Approaches to Inter-Generational Lifelong Learning” (G1), coordinated by FIM-NeuesLernen, Friedrich-Alexander-Universitat Erlangen-Nurnberg din Germania. The project concentrates on the intergenerational learning field, evolving in formal contexts, but mostly non-formal and informal contexts, trying to set up a grid for analysis of the best practices in intergenerational learning;
- **INCLUD-ED** (2006-2010) „Strategies for inclusion and social cohesion in Europe from education” (FP6), coordinator CREA – University of Barcelona, Spain. The scope of this project is the realization of an educational strategies analysis which generates the upcoming of inequalities and promotes the social cohesion and the educational strategies that lead to social exclusion.

Also, IREA is the main organizer of the *National Conference on Adult Education*, a scientific event that aims to bring together researchers, practitioners, representatives of the main policy bodies, or universities, of trade unions, and of national networks of practitioners, to discuss about relevant topics in ALE: “Adult Education in Romania – Educational, Cultural

and Social Policies” (the topic of the 1st Conference, in 2001), “Adult Educator – status, roles, competencies, and challenges” (2nd Conference, 2006).

Studies and surveys on mass-media influence in Romania²³

There are for some years now in Romania a series of monitoring reports, surveys and studies concerning the influence that mass-media, especially the TV, has over the public, including children and youth.

The National Audiovisual Council (NAC) of the has, as a result of the monitoring, addressed a number of summons to the TV channels for breaking the settlements concerning children protection during their programme schedule by broadcasting at 8.00 pm movies wrongly catalogued with the forbidden for children under 12 years old, although they really are from the “forbidden for children under 16 years old” category and can be broadcasted only after 10.00 pm. The NAC declared that they want to take part in the making of the children protection laws.

Monitoring press articles that handle relevant themes from the field of education (by the Education 2000 Centre from January to June 2004) and monitoring the TV appearances which handle relevant themes from the field of education (by the Agency of Press Monitoring from May to June 2004) lead to the following conclusion: the interest for relevant themes concerning education is minimum (on TV) and relatively sufficient (in press); the interest is directed especially to the “sensational” from the field of education (on TV and in press); the student’s and the teacher’s image are mostly negative (in press and especially on TV, the teachers are seen as violent, corrupt, and protesting against the authorities).

Relatively recently in Romania there have been borings and studies concerning using and the influence of the mass-media, with rigorous methodologies and well-known results. The “Use, attitudes and expectations of the Romanian mass-media consumers” by the Marketing and Borings Institute – IMAS, in spring 2004, at the request of the NAC (presented in the volume Audiovisuals Studies and Research, no 1, editor NAC, October 2004) offers information over the complex relations between audiovisual media and consumers belonging to all the categories.

The “Exposing children to Radio and TV programmes” study made by Gallup Romania and Metromedia Transilvania in April 2004, at the request of NAC (presented in the volume Audiovisual studies and research, no. 2, editor NAC, October 2004), offers information representative for the families with children (6-14 years old) concerning mass-media access; spare time spending behaviours (types of activities, their frequency, preferences). Most of the parents consider that schools still are an important socialising institution, but 20% of them think that TV has stronger socialising effects than school.

A survey on the population from schools and high schools (presented by G. Cucu in “Education and mass-media” 2000) had risen three problems: is the mass-media prepared to answer the interests for knowledge and pupil education? Is school prepared to guide children in selecting the mass-media messages? If it is necessary, how would it be possible the cooperation between school and mass-media in a permanent education perspective? An objective of the boring was to identify the interest zones of the school population reported to the formal education (school), nonformal (extra-school) and informal (through the mass-media). The research tool was a Questionnaire for pupils having 10 questions, structured on the following indicators: spare time; activities during the spare time; activity preferences; motivation for mass-media consume; mass-media perceiving modalities (types of programmes, ways of selection); mass-media effects; intentions/suggestions of the pupils for spending their spare time and usage of mass-media. Among the statements and conclusions, here are a few: pupils spend a lot of their little spare time on TV and mass

²³ Source: Study “The informal education and mass-media in Romania”, ISE, 2005 (selection, RNC UNESCO)

media (2-3 hours per day); preferences for TV are, in this order: movies, music shows, entertainment. For the Radio, music is most preferred, listened combined with other activities. Reading and extra-school activities participation (pupil circles, visits, etc) are less preferred and practiced by children. An important statement of the mentioned study, which the research confirms: the programmes selection of the pupils is made at random without any interference of teachers (and parents).

Employees qualifying at their workplace²⁴

The Corporate Dynamics research looked for, in 500 companies having a number of over 20 employees and an active human resource department, the method considered to be the most efficient in the field of learning from the HR managers' point of view. So, the result of the study is that the most applied methods are those of workplace qualifying, with a 48.1% percentage, followed by training, 21.6%, long term courses and post rotation, each with 6.6%, or project management (2.9%) and e-learning (0.6%). The Corporate Dynamics research also showed the way in which Romanian companies evaluate their need for learning. According to this study only 10.2% analyse the training necessity on the basis of the firm's need of development, 18.2% based on personal proposals and 15.4% have declared that they make no evaluation of the need for learning. The study also showed that in Romania in 2007 the training budget per employee per year is estimated to be of 87 EUR.

3.2. Innovations and examples of good practice

Which innovations and/or exemplary programmes in ALE have been developed since 1997 (CONFINTEA V) that make a significant difference in your country and could be instructive for other countries, with regard to

- 3.2.1. Policy formulation, financing, teaching/learning methods?**
- 3.2.2. Mobilization of learners, involvement of learners in programme design, emergence of learners as partners?**
- 3.2.3. Why are the above listed examples considered as innovations in your country?**

Since 1993, the German Popular Universities Association – DVV-International has supported cultural and educational institutions in Romania – cultural houses, popular universities, cultural centres, cultural establishments, regional centres for adult education, as well as state-owned and private schools and universities.

These activities led to important changes in the organization and functioning of the cultural institutions, which, in time, diminished their dependency on the local budget by finding other sources of financing through projects, partnerships, vocational training.

It is worth mentioning that the capacity of these institutions all over the country to develop partnerships and to access European funds (i.e. Leonardo da Vinci projects) grew stronger every year.

DVV-International – Romania Project has contributed to the setting up and consolidation of new education structures, i.e. the **Zonal Centres for Adult Education**, which in time created a network at national level. Furthermore, these new structures were officially recognized through the Law of cultural establishments no. 292/2003: Arad, Babadag, Bocsa, Cluj-Napocca, Deva, Giurgiu, Iasi, Pucioasa, Slatina, Suceava, Tg. Mures, Tulghes, Valenii de Munte.

The objectives of these centres, in the domain of life-long learning, are:

- information, research, counselling;
- development of adequate promotion strategies;

²⁴Source : Study completed by the International Corporate Dynamics Company, 2007 (selection, RNC UNESCO)

- training of trainers;
- human resources, financial and material development;
- network creation and development;
- development of relationships and partnerships with the local authorities.

Education of the Citizens for Active Involvement in Community Life

The project “**The Citizen Comes First**” is one of the most successful projects of DVV-International, both through content and addressability, but also due to the fact that it was long expected. It was launched in 2005 and it is continuing in 2008 as well.

The objectives of the project are:

- creation of a national network of community facilitators in 30 localities;
- training of the community facilitators;
- informing the citizens about participative democracy and mobilizing them to get actively involved in the community life;
- setting up local initiatives groups with the view to identify and solve specific problems of the respective communities.

The direct beneficiaries are as follows:

- 30 persons from 30 communities who will learn to moderate and organize workshops and debates with the citizens;
- citizens from the 30 communities.

There are also indirect beneficiaries, such as:

- administrative institutions of the communities;
- the young generation of the community who witnesses this process.

On the map below, one may see the communities and their distribution country-wide.



The Week of Life Long Learning in Romania “**The Festival of Your Chances**” – became annual, the 2008 edition being the 9th – (initiator and active organizer is DVV-International).

The objectives of this event are as follows:

- encouraging life-long learning and promoting learning opportunities in order to achieve personal development of the individual and their socio-professional integration;
- synergic action of the formal, non-formal and informal education;

- replacing competition with cooperation and promoting partnerships for supporting the life-long learning process;
- good-practices transfer at national and European level;
- celebration of learning actors: suppliers, trainers, trainees;
- lobby for the recognition and support of adult education by the local and national authorities.

Types of activities:

- education and jobs offer fairs;
- open-doors days;
- conferences, symposiums, seminars;
- workshops, experimental courses;
- guiding and counselling offices;
- concerts, shows, exhibitions, contests;
- opinion polls;
- round tables and debates;
- practical demonstration, simulations, role-playings;
- services offered by the trainees: hairdressing, cosmetics;
- business incubators;
- preparation modules on different themes (sales, marketing, management);
- exchange of ideas and good practices.

Every year the number of the communities and operators participating in the Festival of Your Chances grew, thus, in 2007, there were 175 participants.

In 2005, NAE, in cooperation with the National Agency for Roma and with another non-governmental institutions of Roma persons, has organised and developed "the Employment Caravan for Roma persons", in order to provide information on the rights and obligations of Roma persons and on the services they can benefit, free of charge, for helping them finding a job. As this initiative had a real impact in dissemination information within Roma communities it continued in 2006-2007 too.

In 2005, the county agencies visited 913 Roma communities, 2903 in 2006, and 2850 in 2007. As a result of the caravan, in 2007, 3381 Roma persons were employed, out of which 1084 women.

Since with 2008, NAE has elaborated and implemented a special employment programme for the Roma communities, as part of the National Employment Programme managed by NAE. As results of this national programme, 7954 Roma persons were employed in 2006 (24% more than the planned number), and 7844 in 2007 (50% more than the planned number).

4. Adult Literacy

This section deals with the relevant changes and developments in one of the central areas of ALE: literacy. Adult Education is broader and subsumes literacy but literacy is the pre-requisite for other types of learning. It is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the 21st century.

United Nations Literacy Decade (2003-2012)

In December 2001, the United Nations General Assembly launched the United Nations Literacy Decade (UNLD) under the slogan “Literacy as Freedom”. UNLD focuses on the needs of non-literate youth and adults, in particular women and girls, out of-school children and youth. It is based on a broad notion of literacy as the foundation for lifelong learning. This includes synergies between formal, non-formal and informal education and learning, and the creation of literate environments.

UNESCO’s Literacy Initiative for Empowerment (LIFE) is a global strategic framework for the implementation of the UNLD. It was created when it became apparent that existing literacy efforts would not be sufficient to achieve a 50% improvement in levels of adult literacy by 2015. LIFE targets 35 countries that have literacy rate less than 50% or population of more than 10 million who cannot read nor write.

- 4.1. How is literacy defined in your country? Have there been any changes since 1997 (CONFINTEA V)? Please explain.**
- 4.2. Which new policies have been adopted and implemented?**
- 4.3. Please give examples of effective practice and innovative literacy programmes.**
- 4.4. Please illustrate how policies and programmes focus on gender. Describe the importance given to women and other target groups.**
- 4.5. To what extent do policies and programmes aim at building literate environments? What progress could be achieved?**

As shown in the previous chapters of this report and as indicated in a 2003 report of the European Commission, General Directorate for Education and Culture, there is no comprehensive strategy for LLL in Romania, but only efforts to implement the principles of LLL in the different components of the systems of education and training through new legislation or through amendments to the existent legislation: education law and laws referring to different cycles. This affects not only the regulation of adult basic education its representation in documents, but also the regulation, representation and training provision in the area of literacy education and training for adults.

The 'East European syndrome' of everybody-can-read-and-write-because-everybody went-through-schooling is another factor that sends literacy towards the bottom of the political agenda and public interest. The official data indicates that it is difficult to deconstruct such a myth.

Adult literacy rate

1990			2000 - 2004			2015		
total	male	female	total	male	female	total	male	female
97.1	98.6	95.6	97.3	98.4	96.3	97.7	98.3	97.2

Source: UNESCO 2006 EFA Global Monitoring Report, p 280

Non participation in international evaluations (IALS, ALL, LAMP) that are focused on assessing different levels and types of competences and applied use of skills in everyday life, also leads to lack of political pressure and strategic thinking that could initiate a process of reflection and reconfiguration of what literacy means and how literacy training of adults could be supported.

There are a number of projects and local programmes developed and implemented by employers, NGOs and public bodies, but lack of data collected systematically and nationally makes the documentation of these initiatives difficult. The creation of a data collection system and of a literacy monitoring system, a CONFINTEA V objective, is still not existent in Romania.

4.1 How is literacy defined in your country? Have there been any changes since 1997 (CONFINTEA V)? Please explain.

According to the definition given in the population census (2002) 'literate' are:

'people who have graduated primary, secondary and post secondary education or people who can read and write' and 'illiterate' are the 'people who can read, but cannot write or people who can neither read , nor write' (UNESCO 2006 Education for all global monitoring report, p 268).

The definition emerging from laws, official documents or the public discourse indicate that literacy is a concept that is not absorbed and appropriated as such. Laws, regulations and research studies before 2000/01 do not use terms like 'basic skills', 'key skills' or 'key competences' as such, although reference is made separately to these:

- **Education Law no 84/1995, art 4:**

"The aim of education is said to be to shape one's personality by, among other things 'acquiring knowledge of national and world science and arts' and by 'developing intellectual abilities, emotional responsiveness and practical skills through humanist, scientific, technical and aesthetic training"

- **2000 & 2001 Reports of the Romanian Ministry of Education on "The Romanian System of Education"** (on www.see-educoop.net):

"No use of the any of the terms 'basic skills', 'key skills' or 'key competences', but of different collocations as 'communication skills', 'general skills' or 'specific skills', without defining the terms, in sequences as 'knowledge, skills and behaviours'; skills is explained as 'savoir-faire'"

- **as seen in the vision emerging from the documents of the National Council for Professional Training of Adults** (www.cnfpa.ro):

"The Council presents a list of 'key competencies' that are common for most of the occupations : 'management, team work, leadership, problem solving, organisation of workplace, looking for a job, health and safety, communication, numeracy, communication in a foreign language, ICT, personal development, customer care, negotiation"

After 2002 'key competences' becomes a term used in regulating the Romanian educational system, especially in designing and implementing the components of the National Curriculum (framework education plans, syllabi, textbooks, etc)

- **education policy and system reviews:**

E.g. Velea, S and Botnariuc, P., 2002, 'Education Reform in Romania during the last twelve years'. Working paper for the Summer University, CEU, Hungary, p22 mentions that providing '*basic competencies for all*' is the main priority of Romanian education; basic competences are defined as '(read, write, calculate + IT literacy, foreign modern languages, civic culture and behaviour, interest for personal development and lifelong learning)'; the term 'basic competences'; is seen as synonymous with 'basic skills'.

- **in the National curriculum and the syllabi documents:**

Reference is made to eight European 'key competencies': , defined as 'communication in the mother tongue; communication in foreign languages; math and

technologies; ICT; interpersonal, intercultural, social and citizenship competencies; entrepreneurial competence, cultural awareness; learning to learn’.

On the other hand in discussing adult basic education ‘basic skills’ is defined as ‘reading, writing and numeracy’ (dictionary on the site of the Institute of Educational Sciences www.1educat.ro or studies of MERY) to which foreign language learning and employment skills are added.

- **Eurybase/7.5:**

CONFINTEA V – The Declaration of Hamburg states that one of the objectives of the governments and the people of the Member states is ‘replacing the narrow vision of literacy’: the explicit and the implicit definition of literacy emerging from laws and from official documents indicate that this definitions encapsulates mainly reading and writing and is measured mainly in terms of school attainment this definition is not situated in the context framed as ‘the knowledge society’ and ‘the new economy’ – the way the written words are used in order to function as a citizen, worker or family member is not a meaning underpinning the definition of literacy used in the public or popular discourse in Romania.

4.2 Which new policies have been adopted and implemented?

Change in EDI and its components between 1998 and 2002

EDI		Variation	Changes in the EDI constituents between 1998 – 2002 (% in relative terms)			
1998	2002	1998-2002	Total Primary NER	Adult literacy rate	Gender-related EFA index	Survival rate to grade 5
0.930*	0.957	-2.3	-7.8	-0.6	-0.2	-0.4

* ranked by UNESCO as having a high index, 33 out of 121 countries

From the review of legislation and practice the only programmes for adult basic education that have been adopted and are being implemented in the last ten years are the ones that schools, high-schools and ‘teacher resource centres’ can propose - the ‘second chance education’ programmes.

Schools and ‘teacher resource centres’ are accredited to engage in adult basic education (G.O. no 3062/2000) and one of the priorities established through law by MERY is ‘completing basic education, including literacy education, as well as training adults in the permanent education system in areas of interest such as: ICT, foreign languages, entrepreneurial education, democratic citizenship education, education for health’.

Specifically regarding completion of the basic education, MERY approves organisation of courses for individuals older than 14 that did not complete primary education (“second chance” education). For individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by MERY. These types of programmes are intended for the so-called “at-risk population”: individuals that have never attended any school, young school leavers or individuals completing primary or compulsory education but unable to read, write or calculate at a satisfactory level. There are no admission requirements for these types of programmes

Please give examples of effective practice and innovative literacy programmes.

Adult education and training through the educational system (Law 133/2000 approving and amending Ordinance of the Government 102/1998) is provided by public or private institutions, as follows:

- Educational units and institutions (high schools and higher education institutions);
- Folk-arts schools, people's universities, community culture centres, libraries, museums, houses and clubs of the youth and of the trade unions, other public or private institutions – providing mainly non-formal education for the adults;
- Centres for continuing vocational training belonging to the system of the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family, the Minister of Culture and Cults, other ministers or subordinated to the local public administration authorities;
- NGOs and professional associations;
- No third age universities

However, the review of the courses and programmes of most of the above institutions shows no 'basic literacy and numeracy' courses on offer; most of them offer ICT courses, foreign languages course, a range of courses that can be labelled as 'entrepreneurial education' and some courses that can belong to 'intercultural and democratic citizenship' courses.

It can be noted that the most important employers/companies became important promoters of literacy training, although the programmes they offer are labelled differently (report writing, communication, etc).

The existing instances of good practice are mainly projects and local/small scale programmes funded privately or through the European lifelong learning schemes. No national or government funded programmes that envisage a systematic engagement of adult in literacy education exist.

- Second chance education

The Ministry of Education, Research and Youth, Centre Education 2000+ and a number of prisons promote programmes and projects meant to give adults the opportunity to learn how to read, write and use numbers and thus complete their primary or secondary education.

- Literacy education for roma families, for example:

Equal Chances. Promoter Centre Education 2000+: aims to engage Roma children and their families in school based and school related activities and to support them to acquire literacy skills in order to empower them and support their participation in the life of the community. The programme has been implemented in a number of schools.

- Family literacy, for example:

Parents' Empowerment for Family Literacy. Promoter Club Europa Association. although the programme aims to boost literacy among pre-school and primary school children, it addresses all the family members and through its intergenerational learning dimension. The programme started in 2003 and over 450 families were involved in it. The programme consists of five modules focusing on group and intra-family communication around the existing literate environment, reading books and talking around books, story telling and activities around story telling. Families are assisted to register with the school or public library and visit bookshops, select readings and establish a family corner inside their homes.

The innovation of the programme consists of embedding intergenerational literacy activities in schools, capitalising on parents' prior knowledge and educational experience.

- Work place literacy, for example

WoLLNET – workplace literacy, numeracy and language evaluation toolkit. Promoter Skills for Life (UK): Romanian Institute of Adult Education participates as partner in this two year project that started in 2007; the project engages employers, trade unions and providers of workplace literacy in the research, trial, pilot and development of a web based

toolkit that enables the stakeholders to evaluate the impact of workplace basic skills training on learning and performance, both at an individual level and at an organisational level. The project exploits the washback potential of evaluation to raise the awareness of the stakeholders about literacy training in the workplace, to create dialogue around workplace literacy training and to develop the workplace literacy projects and programmes funded and offered by the most important employers.

- Literacy education in VET teacher training, for example

CELiNE – content embedded literacy education for the new economy examines the workplace literacy needs of the learners in VET as future workers in the new economy and the competences the VET teachers and trainers need to acquire in order to support these needs; the data is used to develop training materials that help the teachers of vocational subjects to embed workplace literacy in the vocational training of adults.

CONFINTEA V – The Declaration of Hamburg recommends that all countries and communities integrate literacy into all development projects and this happens in the case of the projects and programmes promoted mainly by non for profit organisations using funding from different European organisations and institutions. The development projects (as illustrated by the examples above) are positive signs indicating both the involvement of learners, among other stakeholder, into materials development and in designing training sessions. Moreover, these programmes indicate that literacy is embedded in projects meant to support social inclusion (see the project addressed to the roma population above), to develop VET training or to promote intergenerational learning.

Other indicators of progress towards 'improving the quality of literacy programmes' have not been achieved: there are no programmes that train literacy educators and although there are people and organisations focused on literacy education, a literacy community is still inexistent. community

4.3 Please illustrate how policies and programmes focus on gender. Describe the importance given to women and other target groups.

Figures and practices shows that in Romania gender is not a relevant issue in what literacy training or attainment is concerned.

4.4 To what extent do policies and programmes aim at building literate environments? What progress could be achieved?

Literate environment

Daily newspapers Year 2000	145		
Non-daily newspapers Year 2000	320		
Other periodicals Year 2000	1608		
Nr of book and pamphlet titles Year 1999	7,874,000	35/1000 inhabitants	
National libraries Year 1999	19,035,000 volumes	77,000 registered users	738,000 Loans to users
Radio receivers Year 1997	7,200,000	319/1000 inhabitants	41% of households Year 2002
Television receivers Year 1997	5,250,000	233/1000 inhabitants	97% of households Year 2002
PC's/1000 inhabitants	80		

Year 2002			
Internet users/1000 inhabitants Year 2002	2002		

As the figures above show, the literacy environment is rich in Romania, printed materials are physically accessible to most people in homes, schools, libraries, bookshops, workplaces and in the form of urban culture; however, books became less accessible due to the low salaries and high prices.

What is missing is talk about and around the elements of the literate environment and a critical approach towards these elements.

As a conclusion, although the public awareness and support for literacy (conceptualised as more than reading and writing, but as a social practice instrumental to life and learning) is still reduced – both in terms of funding and in terms of political support for national initiatives and programmes, there is an important pressure coming from the private sector and from the civil society to include literacy training on the public and political agenda – this pressure manifests itself mainly through development projects and training programmes.

5. Expectations of CONFINTEA VI and future perspectives for ALE

This section should focus on your country's principal expectations of CONFINTEA VI and on the main challenges that ALE has to address in your country in the future.

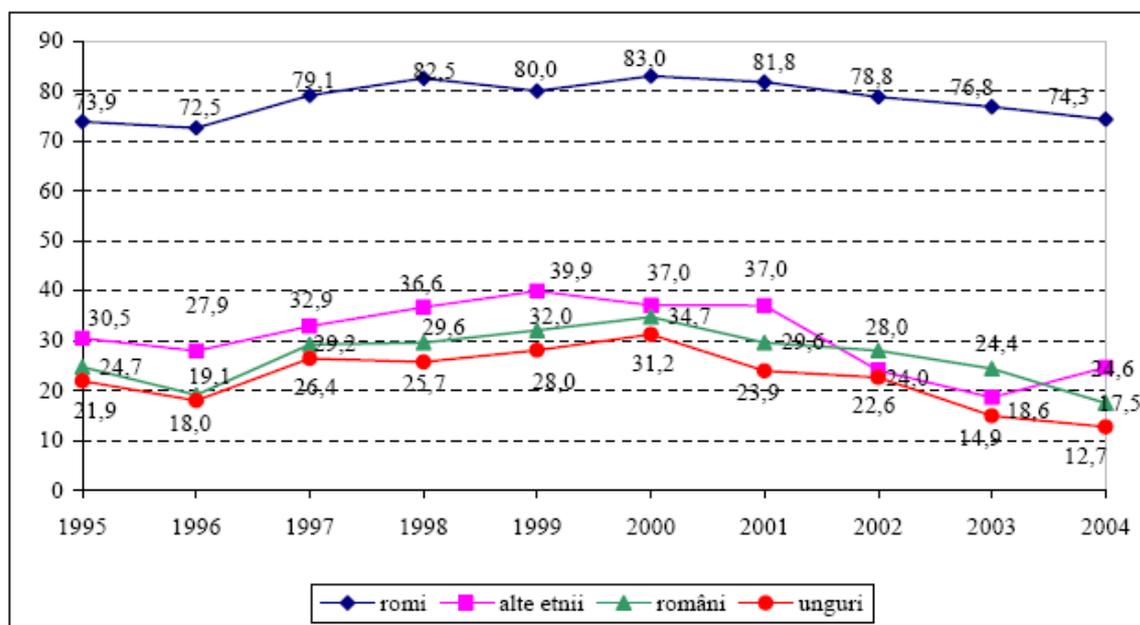
5.1. What outcomes do you expect from CONFINTEA VI?

A clear message from the CONFINTEA VI to the governments is expected about the role and importance of adult learning, and their need of ensuring the learning needs of all adults through appropriate learning and life skills programs, for enlightenment and empowering, not only for professional purposes. And that also will draw the attention to governments on the need to equally invest in all dimensions of adult education, even in the "less productive" ones. Also, that will give clear hints/lines about improvement in levels of adult literacy, and by the benchmarking proposed, that will point out the need for more research in ALE.

5.2. Please list the main issues that adult education will have to address and describe future perspectives for the development of policies and practices in adult education and adult learning.

The development of policies should be evidence based, so a reliable benchmarking system and the data collection should be set up. The indicators should act also as concrete lines of actions in setting up policy priorities and plans of action for implementation for all target groups, even for the ones less likely to participate (older adults, marginalized groups etc.).

The issue of quality of provision, including here also the professionalisation of adult educators should be also a priority. As future perspective, a system of continuing professional development for adult educators should be foreseen. Also, building up a more flexible and diversified infrastructure of provision and services, to foster flexible learning paths is needed. Plus clear measures for building up a culture of lifelong learning, and to foster it.

Annex 1 - Tables, charts
Chart 1. Poverty risk for ethnic communities


Source: CASPIS 2005

Table 1. Roma employed through the public employment service in 2001-2005

	2001	2002	2003	2004	2005
Roma employed	5188	5535	8781	9062	10366
Total number of employed of all ethnic origins	470644	540416	557735	540065	507363
Share of Roma employed	1.10%	1.02%	1.57%	1.68%	2.04%

Source, National Agency for Employment, Labour Market Statistics, 2005

Table 2. Number of people belonging to disadvantaged groups in the labour market who participated in training courses organised by the National Agency for Employment (2004 and 2005)

	2004	2005	2006	2007	2008(30.04)
Long-term unemployed, out of which:	5341	4940	3633	3104	766
- unemployed aged over 25	3037	3280	2572	2246	532
- unemployed aged less than 25	2304	1660	1061	858	234
People carrying out activities in rural areas	4131	12256	20484	21147	7128
Roma ethnics	282	1601	2283	1613	302
People with disabilities	21	114	90	106	32
Post-institutionalised youth	15	40	55		5
Ex-prisoners	6	21	5	10	
Prisoners	368	901	1206	1744	498
Total	10164	19873	27756	27724	8731

Source: National Agency for Employment, Annual Report, 2004-2007

Table 3. Percentage of the population aged 25 to 64 having completed at least secondary education, by gender and area, in 2002-2006 period (%)

	2002	2003	2004	2005	2006
Total	70.4	70.5	71.5	73.1	74.2
Male	76.8	76.7	77.5	78.5	79.4
Female	64.2	64.5	65.6	67.7	69.1
Urban	84.3	84.4	83.9	85.3	86.3
Rural	52.0	52.1	54.2	55.5	56.5

Source: Romania, INS, Household Labour Force Survey, annual data

Table 4. Share of the population in 25-64 years age group with university education (%)

	2002	2003	2004	2005	2006
Total	9.7	9.6	10.6	11.1	11.7

Source: Romania, INS, Household Labour Force Survey, annual data

Table 5. Educational attainment of the population aged 25-64 years by gender, in 2002-2006 period (%)

	2002	2003	2004	2005	2006
Total					
- low	29.6	29.5	28.5	26.9	25.8
- medium	60.7	60.9	60.9	62.0	62.5
- high	9.7	9.6	10.6	11.1	11.7
Male					
- low	23.2	23.3	22.5	21.5	20.6
- medium	66.3	66.6	66.4	67.0	67.3
- high	10.5	10.2	11.1	11.5	12.1
Female					
- low	35.8	35.5	34.4	32.3	30.9
- medium	55.3	55.4	55.5	57.1	57.8
- high	8.9	9.1	10.0	10.7	11.3

Note:

Level of education has been divided into:

High: Ph.D (ISCED 6), Long-term university and Short-term university (ISCED 5);

Medium: Post high-school speciality or technical foremen (ISCED 4), High-school, Vocational, complementary or apprenticeship and High-school first cycle (ISCED 3)

Low: Gymnasium (ISCED 2), Primary (ISCED 1) and No education (ISCED 0)

Source: Romania, INS, Household Labour Force Survey, annual data

Table 5.1. Educational attainment, by age groups, in 2002-2006 period

- persons -

	Total	Educational level		
		High	Medium	Low
2002				

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Total	21814138	1322930	9010586	11480622
under 15 years	3818137	0	0	3818137
15 - 19 years	1707186	0	283968	1423218
20 - 24 years	1704283	59665	1243349	401270
25 - 29 years	1627991	193481	1101419	333092
30 - 34 years	2025366	179767	1594943	250656
35 - 39 years	1193741	118114	905175	170453
40 - 44 years	1471707	140666	1031178	299863
45 - 49 years	1612007	175034	964286	472686
50 - 54 years	1417764	141692	725138	550934
55 - 59 years	1051976	89825	379033	583118
60 - 64 years	1139134	78359	306608	754168
65 - 69 years	1063245	51646	205938	805660
70 - 74 years	919845	47163	143900	728782
75 years an over	1061756	47517	125655	888584
2003				
Total	21753165	1324301	8998600	11430263
under 15 years	3668596	0	0	3668596
15 - 19 years	1745185	0	249483	1495703
20 - 24 years	1650712	58056	1178882	413775
25 - 29 years	1679132	215097	1074129	389907
30 - 34 years	1870744	166225	1441491	263027
35 - 39 years	1402580	124310	1086883	191387
40 - 44 years	1400606	125868	984108	290630
45 - 49 years	1628745	175964	1001466	451315
50 - 54 years	1459583	139207	758405	561971
55 - 59 years	1063790	91340	417892	554557
60 - 64 years	1099461	78693	305509	715259
65 - 69 years	1057185	51205	227847	778131
70 - 74 years	933297	47803	146469	739026
75 years an over	1093547	50534	126036	916977
2004				
Total	21692290	1445633	9098769	11147889
under 15 years	3533183	0	0	3533183
15 - 19 years	1724617	0	283500	1441117
20 - 24 years	1648638	79395	1162233	407009
25 - 29 years	1790028	266524	1068746	454759
30 - 34 years	1704986	175415	1272967	256605
35 - 39 years	1597951	168454	1202812	226685
40 - 44 years	1302492	127852	935775	238865
45 - 49 years	1596118	162249	1023989	409879
50 - 54 years	1489353	152068	809611	527675
55 - 59 years	1131786	109315	476634	545837
60 - 64 years	1032187	67626	302450	662113
65 - 69 years	1089790	52589	265441	771759
70 - 74 years	906603	35450	159829	711325
75 years an over	1144558	48696	134784	961077

2005				
Total	21641189	1506411	9271247	10863531
under 15 years	3404760	0	0	3404760
15 - 19 years	1729583	0	254961	1474621
20 - 24 years	1624670	65218	1170085	389368
25 - 29 years	1784743	275166	1062512	447065
30 - 34 years	1683542	192260	1223238	268043
35 - 39 years	1730136	184198	1311973	233965
40 - 44 years	1251241	134558	912771	203912
45 - 49 years	1542113	165196	1019916	357000
50 - 54 years	1502367	157964	843350	501053
55 - 59 years	1215676	117298	562408	535970
60 - 64 years	989148	69612	314806	604728
65 - 69 years	1089406	53340	277110	758957
70 - 74 years	909056	40059	168984	700013
75 years an over	1184751	51542	149133	984075
2006				
Total	21597289	1583862	9413811	10599615
under 15 years	3346934	0	0	3346934
15 - 19 years	1670549	0	255488	1415062
20 - 24 years	1603212	63568	1173040	366603
25 - 29 years	1781866	305191	1054352	422322
30 - 34 years	1685347	208449	1164730	312168
35 - 39 years	1843713	193252	1402419	248040
40 - 44 years	1202247	132694	883061	186494
45 - 49 years	1480802	168039	992375	320388
50 - 54 years	1522242	168260	886397	467585
55 - 59 years	1299352	131417	641355	526580
60 - 64 years	967943	70617	336433	560893
65 - 69 years	1058491	53131	284379	720982
70 - 74 years	909407	36305	180315	692786
75 years an over	1225183	52938	159465	1012782

Note:

Level of education has been divided into:

High: Ph.D (ISCED 6), Long-term university and Short-term university (ISCED 5);

Medium: Post high-school speciality or technical foremen (ISCED 4), High-school, Vocational, complementary or apprenticeship and High-school first cycle (ISCED 3)

Low: Gymnasium (ISCED 2), Primary (ISCED 1) and No education (ISCED 0)

Source: Romania, INS, Household Labour Force Survey, annual data

Table 6. Structure of economically active population of working age (15-64 years) by educational level, gender and area, in 2002-2006 period

	Total	High	Mediu	Low
2002	-persons-		-%-	
TOTAL	9516013	10.5	63.4	26.1
Male	5258313	10.2	66.6	23.2

Female	4257700	10.8	59.5	29.7
Urban	5164552	17.0	73.1	9.9
Rural	4351461	2.7	51.9	45.4
2003				
TOTAL	9360795	10.6	63.5	25.9
Male	5192893	10.1	66.5	23.4
Female	4167900	11.2	59.8	29.0
Urban	5123202	17.2	73.1	9.7
Rural	4237591	2.6	51.9	45.5
2004				
TOTAL	9487927	12.1	63.9	24.0
Male	5249108	11.3	66.6	22.1
Female	4238820	13.0	60.6	26.4
Urban	5394522	19.1	70.6	10.3
Rural	4093405	2.8	55.1	42.1
2005				
TOTAL	9387494	12.7	64.3	23.0
Male	5211933	11.7	67.0	21.3
Female	4175562	13.8	60.9	25.3
Urban	5335546	20.1	70.7	9.2
Rural	4051948	2.9	55.8	41.3
2006				
TOTAL	9587552	13.5	64.6	21.9
Male	5309057	12.4	66.9	20.7
Female	4278492	14.7	61.8	23.5
Urban	5565276	21.0	70.2	8.8
Rural	4022275	3.1	56.9	40.0

Source: Romania, INS, Household Labour Force Survey

Table 7. Activity rate of working age population (15-64 years) by educational level, gender and area, in 2002-2006 period

- % -				
Gender Area	Total	Educational level		
		High	Medium	Low
2002				
TOTAL	63.6	84.8	70.7	47.4
Male	70.7	86.8	76.9	53.9
Female	56.7	82.7	63.6	42.5
Urban	60.5	84.8	67.7	26.5
Rural	67.8	85.3	76.2	59.5
2003				
TOTAL	62.4	84.4	69.9	45.5

Male	69.6	86.8	75.9	52.6
Female	55.3	81.9	63.0	40.1
Urban	59.7	84.2	67.3	25.2
Rural	66.0	86.8	74.8	57.5
2004				
TOTAL	63.2	87.5	71.0	44.1
Male	70.2	88.9	76.5	51.8
Female	56.2	86.0	64.7	38.2
Urban	61.8	87.7	68.9	27.5
Rural	65.1	85.6	74.9	54.8
2005				
TOTAL	62.4	87.4	69.5	43.1
Male	69.5	88.4	75.8	50.4
Female	55.3	86.3	62.5	37.5
Urban	60.3	87.3	66.7	24.9
Rural	65.3	88.2	74.8	54.9
2006				
TOTAL	63.7	89.5	70.5	43.6
Male	70.8	90.4	76.3	51.9
Female	56.6	88.6	64.0	37.1
Urban	62.6	89.6	68.2	26.6
Rural	65.2	88.6	74.7	54.2

Source: Romania, INS, Household Labour Force Survey

Table 8. Employment rate of working age population (15-64 years) by educational level, gender and area, in 2002-2006 period

- % -

Gender Area	Total	Educational level		
		High	Medium	Low
2002				
TOTAL	58.0	80.9	63.8	43.3
Male	64.1	83.2	69.5	48.0
Female	52.0	78.3	57.4	39.8
Urban	53.7	80.7	60.0	21.0
Rural	63.7	82.0	71.1	56.3
2003				
TOTAL	57.8	81.3	64.2	42.4
Male	64.1	83.4	69.7	48.0
Female	51.5	79.0	57.9	38.0
Urban	54.0	81.1	60.7	20.8
Rural	62.9	83.0	70.9	55.1

2004				
TOTAL	57.9	84.2	64.7	39.8
Male	63.6	86.1	69.4	45.2
Female	52.1	82.2	59.4	35.7
Urban	55.9	84.5	62.3	21.8
Rural	60.6	81.8	69.2	51.4
2005				
TOTAL	57.7	84.0	63.9	39.7
Male	63.9	85.3	69.5	45.5
Female	51.5	82.6	57.7	35.2
Urban	55.0	83.9	60.7	20.3
Rural	61.6	84.5	70.0	52.2
2006				
TOTAL	58.8	86.1	64.9	39.6
Male	64.7	87.3	69.8	45.8
Female	53.0	84.8	59.4	34.8
Urban	57.2	86.3	62.3	21.3
Rural	61.1	84.5	69.8	51.1

Source: Romania, INS, Household Labour Force Survey

Table 9. Early school leavers, by gender and area, in 2002-2006 period

	2002	2003	2004	2005	2006
Total	22.9	22.7	23.4	20.8	19.3
Male	23.7	23.9	24.9	21.6	19.6
Female	22.1	21.5	21.8	19.9	19.0
Urban	10.3	9.8	11.5	9.6	8.7
Rural	40.7	41.4	40.6	38.0	36.1

Source: Romania, INS, Household Labour Force Survey, annual data

Table 10. Lifelong learning, by gender, in 2002-2006 period

	2002	2003	2004	2005	2006
Total	1.0	1.1	1.5	1.6	1.5
Male	1.0	1.1	1.5	1.5	1.5
Female	1.0	1.2	1.5	1.6	1.5

Source: Romania, INS, Household Labour Force Survey, annual data

Table 11. Persons who attended a training level within the last 4 weeks, in the national education system*), by age groups), by sex, by urban/rural area and by training purpose**

- persons -

Sex Urban/rural area Training purpose	Persons who attended a training level Total	Age groups		
		15-24 years	25-34 years	35-44 years
TOTAL	2008649	1848648	131264	22195
of which:				
Basic school /university education	1927153	1785384	117739	19109
Vocational training, training/retraining courses organised by recruitment agencies	74697	59017	11938	*
MALE	955258	878040	68052	6590
of which:				
Basic school /university education	915505	845578	62178	*
Vocational training, training/retraining courses organised by recruitment agencies	36858	31081	*	*
FEMALE	1053391	970608	63212	15605
of which:				
Basic school /university education	1011648	939806	55561	13381
Vocational training, training/retraining courses organised by recruitment agencies	37839	27936	6613	*
URBAN	1389448	1250390	114885	18263
of which:				
Basic school /university education	1347752	1225266	102186	16010
Vocational training, training/retraining courses organised by recruitment agencies	38014	23590	11297	*
RURAL	619201	598257	16379	*
of which:				
Basic school /university education	579401	560118	15552	*
Vocational training, training/retraining courses organised by recruitment agencies	36683	35427	*	*

Source: INS, Household Labour force Survey, the fourth quarter of 2007

⁾ Excluding persons left abroad for one year and over.

^{**)} In the fourth quarter of 2007 for persons aged 45 years and over, who attended a training level in the national education system, a lower number of noticed cases were registered.

Table 12. Persons who attended a training level within the last 4 weeks, outside the national educational system*), by sex, urban/rural area, period and purpose of taking part in the most recent level of education or training

- persons -

Sex Urban/rural area Period Purpose	Persons who attended a training level Total	Sex		Urban/rural area	
		Male	Female	Urban	Rural
TOTAL	37695	17451	20244	24972	12723
Period					
Only during work hours	*	*	*	*	*
In time or outside of working programme	*	*	*	*	*
Only outside work hours	9990	*	*	*	*
Person did not work	16476	*	11773	12316	*
Purpose					
Professional	21202	13485	7717	14164	7038
Personal	16493	*	12527	10808	*

Source: INS, Household Labour force Survey, the fourth quarter of 2007

Table 13. Employment by gender, by urban/rural area and by activities of the national economy, in 2002-2006 period

- persons -

GENDER URBAN/RURAL AREA ACTIVITIES OF NATIONAL ECONOMY	2002	2003	2004	2005	2006
TOTAL	9234177	9222508	9157618	9146572	9313267
Agriculture, hunting and forestry	3356761	3285790	2892846	2939342	2840341
Fishing	*	6564	*	*	*
Mining and quarrying	144247	138194	134471	119232	119731
Manufacturing	1971695	1999052	2051307	1959748	1978236
Electricity, gas and water supply	194818	187085	191791	190252	197519
Construction	412794	425946	478517	506579	557575
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	859293	861332	943394	967739	1049338
Hotels and restaurants	111999	119384	147870	150739	143025
Transport, storage and communications	457710	461363	454088	449994	491778
Financial intermediation	75473	82936	86192	85532	92032
Real estate, renting and business activities	135182	149871	231539	231724	281554
Public administration and defence; compulsory social security	548817	529872	538164	520100	507532
Education	410760	406000	402726	412748	410647
Health and social work	350395	350251	361692	353529	378288
Others activities of national economy	199567	218868	239647	255520	262536

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MALE	5031534	5056735	4980037	5011211	5073940
Agriculture, hunting and forestry	1737247	1731268	1543107	1572876	1508660
Fishing	*	*	*	*	*
Mining and quarrying	125888	120193	114976	101319	101208
Manufacturing	1049119	1061522	1072415	1044619	1028808
Electricity, gas and water supply	150825	148291	147660	145891	148563
Construction	371692	382861	430880	459455	501565
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	392807	404582	430102	444305	483083
Hotels and restaurants	37612	48203	49375	52178	52575
Transport, storage and communications	345558	350492	339494	341948	376610
Financial intermediation	26314	28798	29067	30199	29197
Real estate, renting and business activities	79652	92492	140689	139244	172334
Public administration and defence; compulsory social security	396441	368185	370092	349876	335535
Education	118628	115030	107452	110382	107012
Health and social work	82103	75583	77599	80758	86733
Others activities of national economy	113076	123248	124793	135000	139579
FEMALE	4202643	4165773	4177581	4135361	4239327
Agriculture, hunting and forestry	1619514	1554522	1349739	1366466	1331681
Fishing	*	*	*	*	*
Mining and quarrying	18359	18001	19496	17913	18523
Manufacturing	922576	937529	978893	915129	949428
Electricity, gas and water supply	43992	38795	44131	44362	48956
Construction	41103	43085	47637	47124	56010
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	466486	456750	513292	523434	566255
Hotels and restaurants	74386	71181	98495	98561	90449
Transport, storage and communications	112152	110871	114594	108046	115168
Financial intermediation	49159	54138	57125	55332	62835
Real estate, renting and business activities	55530	57379	90850	92480	109220
Public administration and defence; compulsory social security	152377	161687	168072	170224	171996
Education	292131	290970	295274	302366	303635
Health and social work	268292	274668	284094	272771	291555
Others activities of national economy	86491	95620	114854	120520	122957
URBAN	4607685	4661597	4906136	4888457	5114649
Agriculture, hunting and forestry	201328	220636	196044	207067	215559
Fishing	*	*	*	*	*
Mining and quarrying	69841	68518	64351	63097	65557
Manufacturing	1471266	1475716	1515417	1434376	1448936
Electricity, gas and water supply	152955	146423	152243	151131	156420
Construction	288001	290432	314585	332326	375053

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Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	680161	684940	747936	769595	828195
Hotels and restaurants	88230	92565	113089	114481	109827
Transport, storage and communications	340235	347631	348851	345869	378162
Financial intermediation	66432	73764	79697	78615	83653
Real estate, renting and business activities	120820	136367	198347	199271	244288
Public administration and defence; compulsory social security	398532	382035	398985	397761	382365
Education	296138	298222	296362	310924	310724
Health and social work	280246	281841	290488	285825	309529
Others activities of national economy	153345	161359	188764	196969	204857
RURAL	4626492	4560911	4251482	4258115	4198618
Agriculture, hunting and forestry	3155434	3065154	2696802	2732275	2624782
Fishing	*	*	*	*	*
Mining and quarrying	74407	69675	70121	56135	54174
Manufacturing	500428	523336	535890	525372	529300
Electricity, gas and water supply	41863	40662	39547	39122	41100
Construction	124793	135514	163932	174253	182522
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	179132	176392	195458	198144	221143
Hotels and restaurants	23768	26819	34782	36258	33198
Transport, storage and communications	117474	113732	105237	104125	113616
Financial intermediation	9041	9172	*	6917	8378
Real estate, renting and business activities	14362	13504	33192	32453	37266
Public administration and defence; compulsory social security	150285	147838	139178	122338	125167
Education	114621	107778	106363	101824	99923
Health and social work	70149	68410	71204	67704	68759
Others activities of national economy	46222	57509	50883	58551	57679

Note:

In the headings marked with *, data calculated by extension are not reliable because of the low number of observed cases.

Source: NIS, Household Labour force Survey, annual data

Table 14. Structure of employment by sectors of the national economy activities, by gender and urban/rural area, in 2002-2006 period

Gender	2002	2003	2004	2005	2006
Urban/rural area					
Sectors of the national economy activities					
Total					
TOTAL (thou. persons)	9234	9223	9158	9147	9313
Agriculture (%)	36.4	35.7	31.6	32.2	30.5
Industry and construction (%)	29.5	29.8	31.2	30.3	30.7

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Services (%)	34.1	34.5	37.2	37.5	38.8
MALE (thou. persons)	5031	5057	4980	5011	5074
Agriculture (%)	34.6	34.3	31.0	31.5	29.8
Industry and construction (%)	33.7	33.9	35.5	34.9	35.1
Services (%)	31.7	31.8	33.5	33.6	35.1
FEMALE (thou. persons)	4203	4166	4178	4136	4239
Agriculture (%)	38.5	37.3	32.3	33.0	31.4
Industry and construction (%)	24.4	24.9	26.1	24.8	25.3
Services (%)	37.1	37.8	41.6	42.2	43.3
URBAN (thou. persons)	4607	4662	4906	4889	5115
Agriculture (%)	4.4	4.8	4.0	4.3	4.2
Industry and construction (%)	43.0	42.5	41.7	40.5	40.0
Services (%)	52.6	52.7	54.3	55.2	55.8
RURAL (thou. persons)	4627	4561	4252	4258	4198
Agriculture (%)	68.3	67.3	63.5	64.2	62.6
Industry and construction (%)	16.0	16.9	19.0	18.7	19.2
Services (%)	15.7	15.8	17.5	17.1	18.2

Note:

The economic sectors are obtained using Classification of Activities in the National Economy (CANE Rev.1), harmonised with NACE Rev.1.1

Agriculture (including hunting, forestry and fishing): NACE A-B

Industry and construction: NACE C-F

Services: NACE G-Q

Source: NIS, Household Labour force Survey, annual data

Annex 2 - National strategy for lifelong learning (draft) – areas of action²⁵

The draft national strategy for lifelong learning drawn up by the inter-institutional work group provides for the following areas of action:

- **Ensuring access to education and lifelong learning:**
 - Implementing the national strategy of early education;
 - Including the “education and training” dimension in the national programmes for the elderly;
 - Encouraging the re-integration into the formal education system of early school leavers (“second chance” programmes, promoting informal learning; developing education programmes based on an alternative curriculum for “priority education areas”; setting up community lifelong learning centres at a local level);
 - Removing barriers to participation in continuing training for employed adults, especially for low skilled, people from isolated areas, elderly, people with disabilities;
 - Identifying, assessing and certifying competences acquired in non-formal and informal contexts with a view to assure “vertical” and “horizontal” mobility of the labour force;
 - Diversifying the organisation of learning, especially for adults with a low level of education and qualification; one of the measures considered refers to open and distance learning
- **Extending learning to cover all fields of life:**
 - Encouraging participation in continuing training through measures at individual and institutional levels;
 - Strengthening the educational role of family;
 - Strengthening the educational and training role of holders of cultural values (cultural actors or cultural communities);
 - Encouraging the educational and training role of mass-media;
 - Promoting civic education and education for active, democratic citizenship through formal, nonformal and informal learning
- **Developing competences related to a knowledge economy and society:**
 - Increasing quality of basic education, stressing the ICT and key competences with a view to the integration in the “digital economy”; promoting learning of at least two foreign languages;
 - Attracting public interest in lifelong learning and creating a culture of lifelong learning through media campaigns and public debate;
 - Developing information, guidance and counselling systems for lifelong learning;
 - Encouraging e-learning – including the recognition of competences acquired through e-learning;
 - Strengthening the education and training dimension of national programmes for disadvantaged, vulnerable or “risk” groups and communities
- **Developing institutional capacity for lifelong learning:**
 - Developing quality assurance and management systems in the field of lifelong learning;
 - Increasing the quality of teacher training and trainer training from a lifelong learning perspective and for all life situations;
 - Identifying and developing national, regional and local learning networks;

²⁵ *National Report on the implementation of the Education and Training 2010 Work Programme in Romania*, MERY, 2007

- Strengthening the institutional capacity of the social partners – employers' and employees' organisations – for initiation and participation in the national lifelong learning programmes.

Annex 3 - Implementation of Grundtvig programme in Romania²⁶

Grundtvig Programme – Adult Education and other educational pathways²⁷

The Grundtvig programme (as part of Socrates EU programme since 2001) seeks to respond to the challenges raised by the necessity to update knowledge and to provide adults with pathways to improve their know-how and competences, as they progress through life so that they can adapt to changes in the labour market and society.

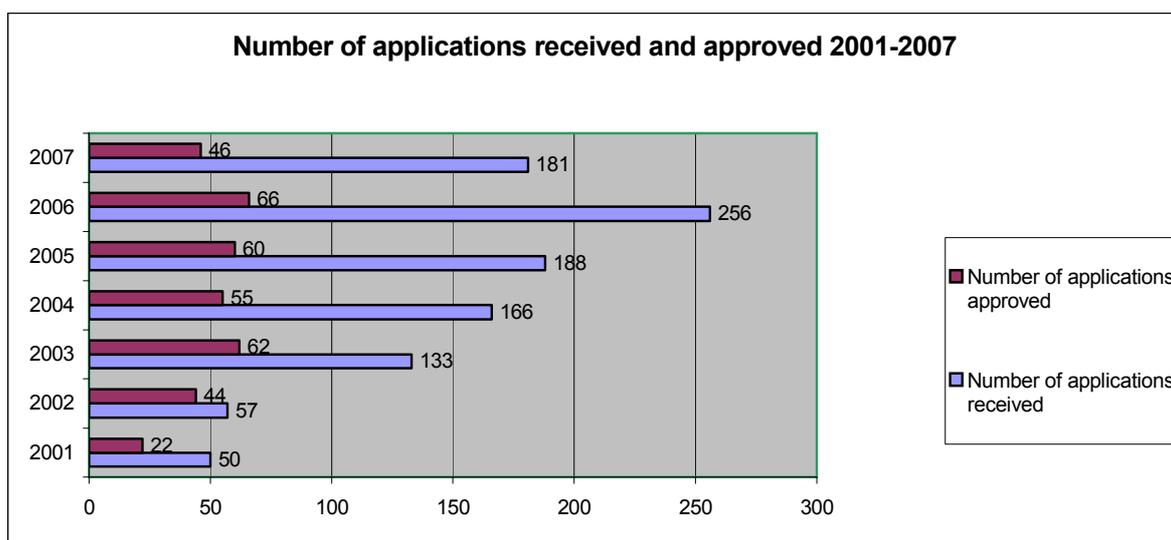
For the new generation of Lifelong learning programme (LLP), Grundtvig, as one of the sectoral programmes, specifically seeks to address the educational challenge of an ageing population and to all types of learning, whether these take place in the 'formal' or 'non-formal' system of education for adults, or in more 'informal' ways, such as autonomous learning, community learning or experiential learning.

In Romania as well as in the other participant countries, Grundtvig is open to anyone in adult education. This includes adult learners, teachers and trainers from a variety of organisations including local authorities, non-governmental institutions, charities, universities, community and other organisations which work together through transnational partnerships, European projects and networks. 'Adult' refers to all persons (learners, teachers, trainers and other staff in adult education), Grundtvig providing funding for a wide range of activities. Some examples are basic skills, foreign languages, parental education, arts and culture projects. All projects involve working with European partners and offer a learning and personal development experience for staff and learners. Those involved in adult education can also take part in mobility activities.

The Grundtvig actions managed by NACPF EVT since 2001 until now are:

- Learning Partnerships
- Training courses
- Preparatory visits

GRUNTVIG Learning Partnerships



²⁶ Source: NACPF EVT, 2008

²⁷ The information are from the Grundtvig beneficiaries' reports being analysed in yearly NA reports for the European Commission

Project activities

The main activities carried out under Grundtvig Learning Partnerships are the following:

- thematic seminars, meetings, working shops, conferences for specific aims – project meetings, evaluation and monitoring of the projects or results, promotion or dissemination of the project/ products; the organisers involved national or local partners, adult learners involved in project, the representatives of the local authorities, other non-governmental organisation working in the same field, Romanian specialist or experts in the field;
- training sessions, work-shops or courses, following the specific objectives of the project: training of the project staff or of the institution's staff, training of the adults involved, training of the trainers, mediators or other people involved in the project, training of the project's target group;
- specific research for bringing information asked by the project, or for preparing the training modules/ curricula;
- creation of thematic materials (hand-books, manuals, posters, leaflets, questionnaires etc.)
- specific tools, methods and methodologies, IT support or IT products (sites, forums, e-lists, e-groups), curricula; activities aiming the validation of these tools, or for piloting of new pedagogical products (tools, methods, curricula);
- visits in other similar institution or visits of the institution of the other partners involved in the project;
- exhibitions, project fairs, campaigns for the promotion of the project (including radio and television short presentations and interviews).

We appreciate that all the projects achieved the main activities proposed. The partners tried to involve more participants in the mobility projects (visits, exchanges, and training stages). The activities most appreciated and graded with 'very good' by the Romanian participants were the activities finished with concrete results (training modules or courses, manuals and guides, videos, web sites).

They appreciated also their direct participation to the design and organisation of training courses, to the organisation of seminars and workshops, to the development of materials (including development of IT communication means and tools). The involvement of the adults (learners) in some specific activities of the project was appreciated that very adequate to Grundtvig program. Some projects involved the adults in the evaluation of the results and in the organisation of the activities (during the seminars or the workshops).

The beneficiaries considered very useful their involvement in all the monitoring and evaluation activities carried out during the project, including internal or self-evaluation activities. They describe like very useful all the activities concerning validation or carrying out of methods or techniques and the possibility to test, pilot or practice them during the projects.

Project products

The main products created during the last 7 years are:

- different types of guides, for different target groups (for adults/ learners, teachers, trainers, parents, students, volunteers, persons with disabilities or special needs, local authorities, local or regional educational authorities, organisations or other educational structures);
- leaflets, newsletters and bulletins;
- manuals, curricula, pedagogical support for the courses or training programs;
- exhibitions and art performances;
- pedagogical kits with specific methods and techniques for adult learners;

- compendia and guides with good practices in different adult education field (non-traditional, flexible strategies for education of the immigrants, special methods for basic education, techniques for digital literacy);
- web sites, forums, e-lists, e-discussion groups; some materials and products on the paper support were produced on electronic support as well;
- CD-ROMs with the most important products; movies concerning the project; videos and albums.

Actors Involved

A team with an average of 4-5 persons managed each project and it involved as many as possible other people from the participating institution. Many projects involved learners, teachers and trainers, students, specialists in adult education interested in participation to the project. Almost all the projects collaborate with other Romanian organisations or institutions.

Besides of the direct participants of the project the most popular actors presented in the final reports are:

- trainers and teachers who participate to different educational local programs;
- mediators, moderators, animators and facilitators for some difficult groups of risks, from isolated areas or representatives of immigrants and refugees;
- educational decision makers from the local and regional level; representatives of the local authorities, trade unions or syndicates;
- representatives of national non-governmental organisations or foundations; parents associations; representatives of associations for disabled persons;
- adults;
- decision makers, experts and representatives of governmental institution (representative from ministries of education, culture, labour).

The most important results at the level of the actors is the involvement of different Romanian new participants in European projects, but also the increasing of their motivation for applying and managing new local or regional programs, after the participation to the training sessions or to the project activities. They are also active actors in local or regional adult education networks.

Dissemination

All the grant holders declared they organised different dissemination activities. As main tools for dissemination they used, for example, questionnaires, leaflets, posters, and they published articles in newspapers, educational publication (magazines, newsletters, revues and bulletins).

Almost all the Romanian participants decided to promote electronically their project or products. Some of them assured a periodically dissemination of the main activities via the main traditional e-list created Romania (Romania_Eu_List@yahoogroups.com), including the Romanian National Agency list (Grundtvigers@yahoogroups.com).

Some of the grant holders designed their own e-list or e-group for dissemination. The institutions organised at least one local/ regional seminar aiming, among the other objectives, the dissemination of the products; the participants organised exhibitions with the products, regional conferences, press conferences or specific seminars. Some of the products/ results were presented during the Romanian Adult Education Week (stands, work shops, presentation and dissemination of good practices). The best coordinators and partners of LPs were invited to presents their projects and participate to the National Agency's seminars and meetings.

The most effective strategies of dissemination were carried out, in our opinion, by some institutions that have their own local, regional, national or even European network.

These institutions usually have their publication (newsletters, revues) and they could disseminate the information to a very large group of people.

Impact on Pedagogical Content

As a characteristic of Learning Partnerships in the last 4-5 years is the increasing number of projects oriented to non-formal and informal pedagogical tools. They find 'practical' applications of their project and results. The partners try to find together the best practices; they alternate the producing of theoretical materials with practical and useful applications of these materials in concrete activities.

The partners find new experiences, work together to discover new opportunities to apply practically these experiences in their institutional, local or regional context. They try to pilot or to use (during the courses or the meetings) the most appropriate pedagogical tools (manuals, guides, or questionnaires for evaluation and self-evaluation). Almost all the projects involve teachers or professional trainers for their educational activities and for testing their pedagogical products.

There are also some projects, which propose pedagogical tools with a high level of quality, pedagogical methods or techniques for the adult learners. These projects are strong oriented to a scientific research and analyze of needs, interests and learning motivation of the adults. They are also oriented to find, to collect and to pilot tools or to produce new tools adapted to the adult learners needs or to some specific target groups. Sometime the partners adapt existing methods or instruments to a new specific target group (disabled, persons leaving in isolated areas, immigrants, refugees, persons from rural areas, single mothers, old persons or retired from the participating countries).

Some of the projects start to design and to collect data for on-line database with information about institutions and adult education projects. The aim of these projects is to inform and to advice the interested actors in adult education project, counselling activities, projects. There are also projects that propose on-line kits or courses for learning languages, or on-line counselling for disadvantaged people, parents of disabled people, immigrants.

Impact on Pedagogical Methodology

The participants to the Grundtvig Learning Partnerships describe their methodology that including interactive, integrated, comprehensive and global approaches, and open and flexible methods and tools, adapted to the adult learners' needs. The mentoring, the tutoring and the adaptation of traditional tools and methods to the open and distance learning are appreciated also this year as the most effective.

Among the techniques and tools we can find:

- role playing, role simulations, groups discussion, drama and psychodrama, art performances (theatre, music, picture) followed by group discussions and learning groups;
- questionnaires, grilles and interview guides for evaluation and self-evaluation of results or individual needs, capacities, skills or progress in learning;
- methods for stimulating the adults' creativity;
- informal/ formal networks for exchanges of competencies, study circles, study of biographies and exchanges of adult personal experiences, interviews;
- techniques for independent/ self-learning, pedagogical supports for the modules/ courses, pedagogical guides/ kits for teachers/ trainers who work with specific learners (disabled, immigrants) or in specific areas or domains (isolated areas, protection of the environment, disadvantaged people).

All the participants declared that one of the most important benefits of the project was the development of a new attitude concerning the learning process among their members, teachers, trainers or adult learners, and the enhancing of the self-motivation for using IT tools and the foreigner languages. The possibility to participate to the exchange of information,

methods, techniques with colleagues from other countries is appreciate that a very effective strategy of 'learning by doing'.

Impact on Organisation of the participant Institution

The most important results of the LPs as far as the organisation are concerned are the permanent exchanges and interferences of different 'organisational culture', at the European level but also at the national level. The participant institutions are very different as far as the personal (staff), dimension, cultural background or specific field making possible different kind of interactions.

Each institution had to organise and involve a team responsible for the project (3-5 persons), and, if it was the case (the projects who designed, prepared or organised courses) external teachers or trainers. Especially for the small association this had a very good impact on the professional relationships between the members of the institution, and contributes to the development of the relationships between the organisation involved and other adult education organisations. The participant from this type of institutions, but also from the other organisations, declared that working for the project was useful for finding better strategies to mobilise the participation of the staff and the valorisation of the internal (material, human, logistic) resources.

The majority of Grundtvig participants graded with 'very much' the impact of the project about the development of the relationships between the member of the organisation, between the organisation and the representatives of local authorities, and between the institution and the organisations from other countries. Very well appreciated was also the enrichment of the domain of the organisation (including here the strengthened the European perspective for co-operation) and the raising of the status of the institution within the local community.

Impact on Management of the Organisation/Institution

In evaluation of the organisation's management the majority of the grant holders declared that they could handle with the objectives and activities proposed, without major difficulties. Working for the project leads to the improving of the institution management, especially in the case of the little organisations/ associations. They learnt to organise their team and re-organise the staff's tasks, time and activities, to distribute them the project tasks, to establish concrete objectives, responsibilities, activities and deadlines. They declared that they learnt from the other participating organisations how to plan and manage the difficulties and risks, how to deal with specific issues related to the project. The main benefit was the improving of the quality of communication between the staff members and a better organisation and valorisation of work.

One of the most appreciate improvement was that they learnt more about management of European projects and they have now new possibilities and competencies for developing new European projects. The grant holders also appreciated their new skills in communication and co-operation with the local authorities, representatives of some specific non-governmental organisation or national organisation (which mediated or facilitated their programmes). They specified as example of good management with other institutions their cooperation with the organisations working with immigrants, refugees, migrants, Roma people, illiterate people, with long time unemployed people and other risk groups difficult to reach and to involve in programmes.

Stimulation of Active Participation of Learners

Most of the participants appreciate that one of the most important impact of the project was on the learners. For the learners, the participation was a good opportunity to improve their motivation and interest for learning. Because of the interactive and flexible methods that they achieved and valorised during the direct work with the learners, they were

more interested in participation to the specific programmes of the institution. The better learners' motivation improved so far their interest and pleasure for continuing learning activities, courses or programmes.

For all the adult learners it was very important the participation to the foreign learning courses and the participation in mobility projects. They considered this as one of the most important opportunity to travel, to study or to work in the European countries, to compare different cultures, educational environments or organisational cultures. The study visits or the training sessions had an important contribution to their ability to communicate ideas and practices with the European partners. More than 75% projects appreciate that the participation into a Grundtvig program contribute to the increasing of the confidence in using a foreign language and to the increasing of the motivation to continue to learn in some new adult education contexts (including European contexts).

Learning languages and learning how to use ICT effectively, even for beginners or the digital/ functional illiterate people is considered a very important step in stimulation of the active participation in adult learning activities. Participation in the Grundtvig project helped adult learners in understanding different cultures from different countries and in meeting learners from other countries (in a real context or in different virtual contexts – e-groups, e-discussion or thematic lists).

Stimulation for further cooperation activities

All the participants appreciate the real stimulation that LPs offer for the active participation of the beneficiaries in new European projects. They evaluated that participation in the programme had given European added value to the work of the organisation/ institution, and thus stimulating the further co-operation in developing new projects and programs with European institutions.

The new networks (real or virtual) created during the projects have as one of the objectives the promotion programme and the stimulation of the partnership for new Grundtvig project also. In all the cases when the partners decided to work together to a common result, this final result valorised national experiences and added a significant European value.

The national influences and the European developments are more visible in the projects that organised, in the partnership, concrete activities (a training course, an exhibition) followed by a concrete product (a guide, a manual, an album with pictures and reflections of participants).

Impact on Adult Education

One of the most important impacts of Grundtvig 2 is the increasing of transparency of adult education domain and the importance awarded to adult education programmes in Romania at the level of politics in education. Grundtvig program stimulates the interest of decision-makers for non-formal and informal activities, for the general education and personal development of adult learners, not only for their professional training. The new trends in educational policy concerning the adults include, as an effect of Grundtvig programmes, the development of national researches in the field and a new attitude concerning the curricula and evaluation of adult basic education, vocational education, new strategies for learning motivation of adults. Some national or regional programmes for specific areas (rural areas, isolated areas) or aiming the increasing of economic, social or cultural status of some target groups include also strategies, plans and actions for the adult learners.

It is becoming more important as well the necessity to apply the principle of lifelong learning during all the educational system, and the importance of planning in connection the objectives of pupils basic education with their perspective to learn throughout the whole life.

Impact on the Community

The most frequent remark about the impact at the community level is about the raising of the status organisation and the improving of the relationships with the local authorities. Some representatives of local authorities were directly involved in different specific activities of the project (project meetings) or they offered a logistic support to some organisations.

As example of means used successfully for increasing the impact of the project, the beneficiaries of Grundtvig 2 LP named the following:

- seminars, press conferences, local fairs, exhibitions where they invited local authorities, representatives of Ministry of Education and Research, representatives of research institutes and universities;
- information newsletters, posters and leaflets distributed during the seminars, workshops, other meetings or in their own local , regional or national network;
- interviews and presentations of the project in local and national Radio and TV broadcasting.

Spin-Off Effects

One of the most visible effects of the good dissemination of good practices and results of Grundtvig projects is the significant increasing of number of application forms year after year. The development of local networks and new partnerships contributed at the raising of quality of Grundtvig projects and programmes also.

The promotion of the program, products and concrete results was a task done by almost all the participants at LP projects. The main specific means that participants used were the conferences, the thematic seminars or the thematic workshops, they published articles in revues, new letters or newspapers (local or national). The first effect was the increasing of motivation of other local organisation to build a new type of partnership with the promoters of Grundtvig, developing a local project or a European project.

One of the most interesting effects was the involving in project activities and the motivation of the adult learners for many purposes: stimulate them to participate to formal or informal courses; contribute to the development of their capacities for working in group or for participation to group discussions. Adults' participation to the Grundtvig partnerships multiplies their possibilities for learning (discovering non-formal and informal alternatives/ possibilities to learn), it multiply the subjects and it extend the content of the learning courses with new thematic areas (environmental learning, civic learning, community learning).

The increasing of 'transparency' of Grundtvig action and the developing of adult education programmes in different regions of the country have positive and multiplier effects on the developing of political interest for adult education domain. The involvement of decision-makers (from the local or central level) in specific Grundtvig activities (seminars, press conference, and interviews) contributed at the raising of awareness of them as far as the importance of adult education field and adult learners needs. Lifelong learning is one of the most promoted concepts in the domain of adult educational policy, leading to new concrete measures and actions focused on adult needs and interests.

European Added Value

The most important contribution of Grundtvig Learning Partnerships is, in our opinion, the possibility offered to the Romanian participants to co-operate with similar institutions or organisation in the common development of European adult education materials, products, in developing European courses and training activities. For the adult learners and teachers/trainers or other specialists, the visits in the European institution or the participation to the courses in European countries was a very good opportunity to exchange information, to compare the national context with different European contexts. They could understand different European cultures; improve their ideas and communication skills. They analyzed the

differences and the common points in curricula, regional or national adult education policy, in valorization of adult structures in European countries and in Romania.

A part of the Grundtvig LPs participants are already involved in other European courses or actions (Grundtvig 1, 4 or 3), some of them started bilateral projects with new European partners or with the former ones (invited to participate to Grundtvig new projects).

All the participants appreciate that the participation to Grundtvig projects opened for them new opportunities for co-operation, it increased confidence in their institutional capacities and improved the quality of their work.

Overall appreciation of the impact

We appreciate that the participation of Romanian institutions in Grundtvig 2 LPs is, first of all, very important for stimulating the adult education policy, actions and programmes in Romania. Grundtvig is one of the very few programs dedicated to non-formal and informal adult education programs, and it is not focused on professional/ vocational training. According the European priorities and to the national priorities LPs contribute to the development of some isolated areas and people with different difficulties (economic, social or cultural), involving learners, teachers, trainers in educational or cultural programs.

Grundtvig is, also, one of the few educational programmes, which supports small associations, organisations, and other representative of the civic society (the most dynamic actors in adult education in Romania).

For the institutions and its staff or teachers/ trainers it is very important their involvement in exchanges of knowledge, information, skills, curricula with other institution. Participating to the educational process, seeing different European educational media/ educational contexts, analysing of common or different issues, finding the common ways for the same target groups is a one of the important source of changing (of the organisational culture, of the mentalities, of the attitudes).

For the learners there are many benefits. They are direct beneficiaries and indirect beneficiaries. They participate directly to different European courses; they can exchange information with other learners if they participate to the mobilities. But they are as well the first beneficiaries of any changes produced in the Romanian adult education institution or domain; they are the first beneficiaries of the new methods, techniques or curricula.

It is important also to stress that a good part of the partnerships created during one or two years of Grundtvig projects decided to apply for a Grundtvig centralized projects (financed directly by the European Commission). Some of the Romanian institution succeeded as co-ordinator or partner and develop now new educational materials (manuals, modules, courses). Some of the participants of LPs proposed also Grundtvig courses.

Grundtvig Preparatory Visits

Impact on the Institutions/Organisations

The National Agency awarded the grant for preparatory visits only for the contact seminars and thematic conferences. Therefore the impact was significant.

The participants appreciated the possibility to meet other representatives of adult education institutions and to present their own institution or project. The direct exchanges of information, the direct dialogue with their colleagues or the representatives of others national agencies were considered very useful not only for the carrying out of the application form, but also for the training support and benefits in learning about management of the European projects. The participants appreciated the opportunity to meet colleagues, to present their ideas, to let know about other European educational systems. The possibility to work in groups, to simulate the next real partnership and to negotiate their contribution and their tasks according their own need, was also very appreciated.

The contact seminars were appreciated also because of their inter-cultural dimension and spin-off effect that often led to a good networking process. All the institutions participating to a contact seminar have applied for a Grundtvig 2 project and almost all of them succeeded at the next deadline. Some of them proposed also Grundtvig project under centralized actions or Grundtvig courses.

Spin-Off Effects

Some contact seminar involved many national potential partners invited from the organising country, representatives of European Commission and experts in the adult education field that was also very appreciated. The participants learnt about European priorities, specific national priorities and about the differences at the level of national agencies or national policies. They could discuss with former participants in Grundtvig projects and let know about the good practiced, good results and products, they received Grundtvig products (manuals, guides). The Romanian partners developed bilateral co-operation programs with European institutions; some of them could disseminate information about their institution among the other participants.

The participants appreciated also the challenge offered by the contact seminars – they have to use the working language, to understand and to communicate their ideas in a foreign language. The direct and real dialogue with the potential partners was appreciated as well. The networking effect proved to be quite effective some of the participants being still in touch and developing some other project ideas

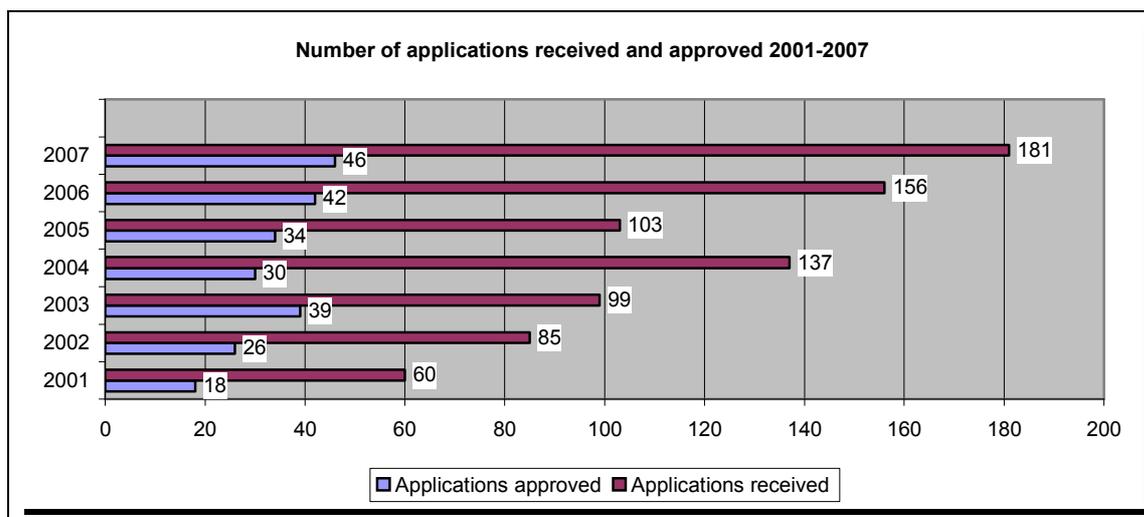
European Added Value

The contact seminars are one of the most appreciate possibility offered to the Romanian participants in producing good application forms for Grundtvig actions. All the participants agree that a PV for participation to a contact seminar leads to many opportunities to European co-operation and contribute to the increasing of project quality.

Working in multicultural groups for Grundtvig projects and participation to the group dynamic, become familiar with European criteria and priorities, filling the application forms and using of other Grundtvig documents with the potential partners are opportunities for developing participants' capacities for real participation to the European projects.

The participants consider learning from other Grundtvig projects and analysing good results and products that a European experience with concrete results even in a more effective engagement in the adult education field in their country. The potential partners for Grundtvig projects considered the contact seminars as an opportunity to be involved as participants in the new actions and activities that follow the European standards.

Grundtvig –Training Grants



Perceived quality of the courses according to grant holders

In the global evaluation of Grundtvig courses made by the grant holders the most frequent appreciation concerning the quality of the courses is 'very good', and 'good'.

It is appreciated that very effective for the participation at the course all the preparatory activities which took place before the starting of the course. The communication between the organiser and the participants, their participation on e-discussion lists or groups increased the quality of the course because the adults' needs and the organisers' requirements could be compared and balanced. Some of the organisers offered to the participants the possibility to communicate and to introduce themselves and their institution using ICT tools (e-lists, e-forums, e-groups). That was considered also useful for each participant because they have time and 'space' to describe their institution, their concrete work, projects and interests, their specific objectives and expectations, their professional development.

The participants appreciate also the quality of training facilities and materials, the possibility to work an active role during the course activities. The content of the courses was considered very useful in all the cases when the organisers and their team proposed new methods, techniques and new materials specific for the adult learners.

Perceived improvements of participants skills

The most frequent impact, concrete results and benefits on the staff members' skills described by the participants is the following:

- increasing the theoretical and practical knowledge in a specific field; developing this knowledge for a specific group of adults (disadvantaged people, disabled, woman, rural people);
- increasing the capacities and the confidence of participants in their possibility to work with specific groups, to identify their needs, to cope with them;
- improving their capacities to work with representatives of civic society;
- increasing or improving their skills or capacities to organise a non-traditional learning space/ context/ way or process;
- refreshing their interest for a specific topic or subject;
- increasing their interest for a new learners group or a new methodology;
- increasing their capacity in using ICT tools, in developing new pedagogical tools (especially for evaluation or assessment);
- a European opening of their reflections about learning, education, adult education.

Impact on classroom practice or management of the organisation/institution

Among the benefits described by the participants with direct impact on teaching practice or management of the institution the most appreciate are the following:

- guidance in using new methodologies or techniques; good practices in using them;
- practical knowledge about evaluation of adults needs;
- concrete strategies of raising the learners motivation and to keep their interest for learning all the course duration (methods against courses' abandon);
- developing an active/ critical/ positive attitude concerning the learning
- management of the difficulties in adult learning; working and valorise the groups' dynamic;
- developing the creativity in groups;
- using methods for the empowerment of the learner or for the raising their self-esteem; encourage their self-recognition of the former experiences;
- participation to the educational networks (formal/ informal);
- methods for making the students/ trainees aware about the importance of ICT, practical learning (learning by doing);
- using mentoring and tutoring in adult education;
- using active methods, individualised learning techniques (recognising of adult individual needs, self-recognising of individual needs);
- encouraging co-operative learning or working;
- using different learning environments (including informal and non-formal environments).

Spin-Off Effects

The most frequent benefits presented by the grant holders are the following:

- dissemination and valorisation of the information/ new skills or competencies: some organisation decided to organise similar courses or modules at the national level;
- increasing of the organisations potential to participate to Grundtvig project or courses;
- increasing the motivation of the organisation to participate and apply new European policies in lifelong learning;
- the participants organised internal, local or regional meetings/ seminars with a similar subject/ topic;
- extending of interest of the organisation for new target groups;
- developing of new IT tools (including web sites or forums);
- developing the partnership and co-operation between the organisation and other representatives of civic society or local/ national educational authorities.

European Added Value

The most important dimension of the European added value stressed by the participants in their final reports is the possibility to exchange directly the information during the working groups and working together with colleagues from other European countries. They appreciate the participation to an European 'open learning' contexts, learning about the cultures of the organisers' countries or about the education principle, trends, priorities in different European participating countries.

Some of the courses aimed to introduce participants in general procedures or project management for Socrates programme/ projects or Grundtvig action, motivating them to apply to new European programmes, organising here new associations or networks specialised in European programmes.

Overall appreciation of the impact

Grundtvig – Training courses is a very popular action in Romania. The participation at the courses or training stages stimulates the interest of Romanian teachers, trainers, mediators and specialists working in the adult education field for new approaches and domain. The involving of decision-makers in our promotion seminars or in the dissemination activities organised by the former participants had real benefits for the developing of adult education policy programmes in Romania and the promotion of lifelong learning actions.

The most interesting Grundtvig 3 subjects in the Romanian context, in balance with the Romanian priorities, are these which are focused on specific needs of some target groups (disabled, people from rural countries, people from isolated or disadvantaged areas).

The new pedagogical methodologies and tools are very effective in stimulating the actors involved in adult education, who can motivate themselves or the adults for start or continue their education or for developing their competencies. We can give some examples:

- methods and tools for cooperative learning,
- using distance learning tools; ICT tools for adult communication and learning;
- active learning methods, creative environments for learning;
- evaluation and self-evaluation tools;
- management of the risks, management of group's dynamic, working in creative groups;
- management of personal projects of life, using the biographies in adult education;
- evaluation and individualisation of adult needs;
- increasing of active learning participation of the adults; empowerment of the learners;
- learning how to learn;
- key skills in basic adult education.

Annex 4 - Phare Programme 2001-2006**Phare Programme 2001**

Project title	Project value	Details
Access to Education for Disadvantaged Groups wi Roma Population - RO 01 04.02	11.3 M Euro	<p>The implementing period of this project was September 2002 – November 2004. The proposed objectives were: quality assurance in preschool education as a precondition for stimulating interest in increasing enrolments in primary education and stimulating the children to participate to education, preventing, thus, early school leaving and drop outs. The final evaluation of the project (November 2004), indicates that the proposed objectives were achieved. In the case of this project, in 10 of the counties involved there has been recorded an increase of the participation rate to pre-school education (by 12% for preschool population, in general and by 28.5% in case of Roma population, an increase of the participation rate to primary education (1.3% in general and 9.5 % for Roma children) as well as an increase of the participation rate to lower secondary education by 0.8% in case of Roma children. This project also had a specific component of “Second chance education” addressing the specific needs of population lacking key competences and qualification. The aim was to prevent and fight against the social and labour market exclusion to which this group was exposed. About 335 Roma young persons participated to the program “A Second Chance” and only 50 of them dropped out. At the national level the main results were:</p> <ul style="list-style-type: none"> – 55 young Roma enrolled in the university ODL programmes with the aim of being trained Romani language teachers for Roma communities; – 74 persons from Roma community from specific target groups selected and trained as school mediators
Investments in social service - RO 01 08.03.03.02	1 M Euro	<p>The objectives of this subcomponent refers to the training needs evaluation for the personal who will work within local authorities (personnel with duties in social service field from town halls, county council), General Directorates for labour and social county solidarity, as well as, within the financed projects within subcomponent grants, the creation and dissemination of assessment courses in concordance with identified needs.</p>
Technical Vocational Education Training PHARE TVET RO 01 08.01	20.93 M Euro	<p>The main results obtained were:</p> <ul style="list-style-type: none"> – Developing qualifications and curriculum based on competencies to be included in the National Qualifications Framework and ensuring vertical and horizontal coherence; – Piloting of a quality assurance system for TVET in the 22 resource centres, based on the common reference framework regarding quality assurance, agreed at European level (Copenhagen process). – Creation of Regional Consortia as tripartite consultative structures at regional level (chaired by RDA), which are responsible for development of policies and strategies regarding TVET planning and development in the region. Developing and revising, by the above mentioned structures of the Regional Education Action Plans (REAP) regarding the technical and vocational education on 2013 perspective, for the 7 development regions which include schools participating in the multi-annual

		2001-2003 PHARE TVET projects (in accordance to the 11 industrial restructuring areas with economic development potential, approved through GD no. 399/2001)
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Phare Programme 2002 (selection)

Project title	Project value	Details
Access to Education for the establishment of the National Agency for Equal Opportunities between Women and Men -RO 02/IB/SO 01	2 M Euro	The general objective is the creation of National Agency for Equal Opportunities between Women and Men. The activities of this project have been focused in principal on the elaboration of a draft law concerning the organisation and functioning of the agency, the strategy, the planning and the objectives of the agency and the preparation of at least 220 public servants within the new structures regarding EU regulation and the internal legislation of equal opportunities.
Support to the Ministry of Labour, Social, Solidarity and Family in the field of continuous vocational training - RO 02/IB/SO 03	1.471 M Euro	This project intended to establish an institutional frame regarding the continuous vocational training in the context of economic restructuring in Romania, especially, the setting up of legislative and administrative frame in the field of adult continuous vocational training. It was elaborated the strategy for short and medium term for continuous vocational training and it was established the selection criteria for training suppliers.
Support to the MoLSSF to strengthen the administrative capacity to implement ESF- type activities – RO 02/IB/SPP/02	1.4 M Euro	The general objective of the project was the development of the institutional capacity of MoLSSF (as Managing Authority) and NAE (as Intermediate Body), in order to participate at the financial assistance projects of EU in area of employment policy, especially financed by the ESF. It was defined the coordination structures for the administration and implementation of ESF programme, including tasks and responsibilities. It was also trained the personnel within MoLSSF and NAE at national, regional and county level, as well as the project's promoters, regarding the implementation of ESF type interventions, projects management and the achievement of partnership.
Technical assistance for TVET - RO 02/000-586.05.01.02.02	24.133 M Euro	The project facilitated the elaboration of 7 regional studies on the "Provision of the development of regional labour market studies for estimation 2013 TVET supply". The final Report was presented in June 2005 together with the main results of the 7 regional studies conducted for assessing the relevance of the TVET to regional labour markets needs. The studies showed that, despite the fact that in case of the TVET there is a high participation of social and regional partners in the planning process and tripartite structures are created at regional and local level, still the relevance of TVET for regional and labour market needs remains low.

Phare Programme 2003 (selection)

Project title	Project value	Details
Investments in Social and Economic Cohesion – Subcomponent "Development of the Human Resources"	7.47 M Euro	The purpose of the project is to facilitate the access of the unemployed workers (youth and long-term unemployed) and to increase the level of the labour force skills based on training and retraining. The priorities of this project are: the intensification of the labour active measures as system instrument to increase the employment rate, especially for youth and long-term unemployed,

(grant schemes)		as well as the training and retraining of labour force according to the present requirements of the labour market.
Access to education for disadvantaged groups - RO 03/005-551.01.02	11.33 M Euro	<p>The implementing period was November 2003 – November 2006. The general aim of the project was to prevent and to fight against marginalization and social exclusion and to support the development of a mechanism for improving access to education for disadvantaged groups (Roma population, disadvantaged groups from the socio-economic point of view and children with special educational needs). The project had specific components for pre-school education, for second chance education and for special education needs (SEN) pupils. The Project is an extension of the 2001 PHARE project in other 12-15 counties and it contains new elements like:</p> <ul style="list-style-type: none"> - extending the activities initiated by the previous PHARE project - defining the target group (Roma children, SEN children, children from economically and socially disadvantaged groups) from the Priority Fields for Educative Intervention, according to specific educational, cultural and socio-economic indicators - the program “A Second Chance” for primary education - curricular development - focus on the elimination of school segregation phenomenon (provision of training and educational materials) - set up of Resources Centres for Inclusive Education in selected counties (about 15 counties). <p>In case of Roma population the low rates of participation to education has, in most cases, social causes: poverty which affects the capacity of the families to assume the cost of the education of their children; the use of children in various housekeeping and babysitting activities, agriculture etc. Also other factors like: low attractiveness of education, low education of the parents or cultural factors affect the participation of Roma population to education at all levels.</p>
Technical assistance for TVET - RO 005/551.05.01.-03.	36.8 M Euro	The main results with implications for ALE was the activity for readjusting the school offer for providing modern TVET adapted to emerging occupations and strategic review of the programme including amendments of the new programming cycle 2004-2006 as regards the response of the VET system to the challenges during the previous three Phare projects (2001 through 2003).

Phare multi-annual Programme 2004-2006

In the frame of reference of the multi-annual programme, Social and Economic Cohesion, projects under “Development of the Human Resources” priority are implemented on three main domains: the structural unemployment approach, the improvement of the labour force long term adaptability and combating the social exclusion. In the same programme, the priority “Building the institutional structures in order to achieve, upon accession, sound and efficient management of EU structural instruments, and efficient management of programmes under EDIS requirements” benefits by a financing of about 10,266,350 Euro.

Also, the MLFEO has the role of Implementing Authority for the Phare projects implemented within social sector of Phare Programme.

Phare Programme 2004 (selection)

Project title	Project value	Details
TA for appraisal and	166,500	The aim is to provide operational support and assistance to

<p>selection of projects, help -desks for grant scheme promoting Life-Long Learning (LLL) for qualification and requalification of the work force.CONTRACT FRAMEWORK - 2004/016- 772.04.02.02.01.02.02</p>	<p>Euro</p>	<p>the staff of the MoLSSF and National Agency for Employment – 8 PIU's, in order to facilitate the successful launch and effective implementation of the regional development projects related to the Human Resources Development. Specific objectives: (1) to assist the PIUs to update and implement the PIU Procurement manual; (2) to provide qualified expertise in order to conduct the evaluation of the Grant Applications received by the PIU for the HRD grant scheme financed under the Phare 2004 – “Investments in Economic and Social Cohesion” sub-programme, ensuring that the above-mentioned applications are processed by the Regional Evaluation Committees in time and in compliance with the established criteria and procedures; (3) to observe the highest professional and ethical standards and the transparency. Outputs: (1) Methodology of the evaluation and selection process; (2) training for all Regional Selection Committees; (3) Grant Applications</p>
<p>TA for establishment of National Authority for Qualification - 2004/016- 772.04.02.02</p>	<p>999,970 Euro</p>	<p>The overall objective of this project is to create a national transparent qualifications system in vocational education and training (VET), in view of supporting the coherency enhancement of the actual initial (TVET) and continuing vocational training (CVT) system, in a LLL perspective, benefiting of social partners' full participation, through sectoral agreed partnerships. The purposes of the project are: (1) To assist the NATB, acting as NAQ, and the sectoral committees to build their capacity a regards the development of the National Qualification System; (2) To assist the NATB/NAQ and the sectoral committees to develop and to implement the methodological framework for the qualifications development, for creating a coherent, transparent qualification system, compatible with the European Qualification Framework; (3) To assist the NATB/NAQ and the sectoral committees to develop an operational methodology <i>Sectoral Operational Programme Human Resources Development 2007-2013 Romania</i> for the qualifications and competences certification correlated at VET system; (4) To assist the NATB/NAQ and the sectoral committees to develop the methodology for the creation and updating of the Professional Qualifications National Register (PQNR) and to elaborate the Specifications of Requirements for the PQNR data base and the related portal; (5) To assist the NATB/NAQ to disseminate the project's results</p>
<p>TA for support to MoLSSF, NAE and Final Beneficiaries for the previous preparation of the HRD schemes promoting social inclusion measure - 2004/016- 772.04.02.03</p>	<p>1,460,142 Euro</p>	<p>The aim of the project is to support MLSSF, NAE and Final Beneficiaries for the preparation of the HRD schemes promoting social inclusion measures targeting the three vulnerable groups (Roma, disabled people, Youngster over 18 no longer in the Child Protection System). Results to be achieved: (1) A portfolio of best practices regarding projects for inclusion of the vulnerable groups targeted by the project; (2) Development of training methods, materials and trainee's manual in order to support training for representatives of vulnerable groups for project</p>

		identification and management; (3) Training in facilitation and project management delivered at the national and regional level to the organisations for projects of vulnerable groups or promoters, counselling provided and support for development of effective partnerships; (4) Public Information campaign developed and implemented to increase awareness of the project, including the grant scheme, to promote social inclusion of vulnerable groups and models of good practice; (5) MoLSSF, NAE and Final Beneficiaries trained as to be better prepared to manage and implement the subsequent 2005 and 2006 grant schemes for social inclusion.
Grant schemes for promoting LLL for qualification and requalification of the work force	8,758,188.11 Euro, out of which 2,189,546,75 Euro – national cofinancing	Priorities issues for this grant scheme are: <ul style="list-style-type: none"> • to enhance the endogenous economic and social potential of each Development Region, according to the provisions of the National Development Plan (NDP) and in close correlation with national social cohesion policies and in line with the EU policies and practices • to promote the increasing of the productivity of the employees in enterprises at their workplace, in order to sustain better quality of the jobs as well as to increase the competitiveness and adaptability of the work force.
Phare TVET 016-772.04.01.02.04	48.6 MEuro	The main results were focused on revising qualifications, mechanisms for participative planning and instruments for quality assurance (including HE) with special attention to schools in rural areas and schools offer diversification for CVT in order to respond to the labor marker need at regional and local levels; an important result was dedicated to introduction of distance education as an alternative form of learning especially for adults

Phare Programme 2005 (selection)

Project title	Project value	Details
Grant Scheme – Active Employment Measures (AEM) mainly for youth, long-term unemployed and job seekers in rural area - RO2005/017-553.04.02.01.01	8.44 M Euro, out of which 2.11 MEuro national cofinancing	The specific objective of this open call for proposals is the raising employment by facilitating the access to employment for job seekers, by enhancement of active employment measures and to develop new skills according to evolving needs of the labour market, promoting equal employment opportunities for vulnerable groups, such as young unemployed and long-term unemployed and for the job seekers in rural areas and people employed in agriculture with low incomes, and strengthening the regional and local partnerships set up to promote employment. The minimum and maximum amounts apply to the grants for the individual applicants or in partnership, which may be financed under the programme (Phare contribution) are between 15,000 Euro and 150,000 Euro.
TA for establishment of National Authority for Qualification - RO2005/017-553.04.02.02.02	1 M Euro	The expected results of this technical assistance projects are: <ul style="list-style-type: none"> • Professional Qualifications National Register elaborated for 15 qualifications (on average) by sector, in 10 selected sectors, developed or reviewed in each sector, at all qualifications level. In case of qualifications levels 4 and 5, the qualifications will be developed under the sub-project 1 included in the priority B - measure D, and their validation will

		<p>be the NAQ Sectoral Committees responsibility. All the others qualifications developed or reviewed under the above project are subject to the same validation procedure;</p> <ul style="list-style-type: none"> • PQNR database and the related portal developed; • Administrators and main users of the PQNR database and related portal trained; • Qualifications and competencies certification methodology approved and institutional implementation arrangement operational.
Grant Schemes for Social inclusion measures of disadvantaged groups - RO2005/017-553.04.02.03.01	8.50 MEuro, out of which 2.50 MEuro national cofinancing	<p>The specific objective of this open call for proposals is to promote social inclusion by tackling the discrimination and inequalities in the labour market and the associated social exclusion and, in this way, to complement national strategies and employment policies.</p> <p>The minimum and maximum amounts apply to the grants for the individual applicants or in partnership, which may be financed under the programme (Phare contribution) are between 10,000 Euro and 50,000 Euro.</p>
Phare RO 2005/017-553.04.01.02.04.01.03	27.6 MEuro	<p>The main results consist in developing the regional capacity of the partnership structures to anticipate the skills needs (including for HE) and raising the schools capacity to offer distance education</p>

Phare Programme 2006 (selection)

Project title	Project value	Details
Grant Scheme – Active Employment Measures (AEM) mainly for youth, long-term unemployed and job seekers in rural area - RO 2006/018-147.04.02	5.14 MEuro, out of which 1.29 MEuro national cofinancing	<p>The specific objective of this open call for proposals is the raising employment by facilitating the access to employment for job seekers, by enhancement of active employment measures and to develop new skills according to evolving needs of the labour market, promoting equal employment opportunities for vulnerable groups, such as young unemployed and long-term unemployed and for the job seekers in rural areas and people employed in agriculture with low incomes, and strengthening the regional and local partnerships set up to promote employment.</p>
TA for establishment of National Authority for Qualification – RO 2006/018-147.04.02	1 M Euro	<p>Continuation of the precious projects</p>
Grant Scheme - Promoting LLL for qualification and requalification of the work force RO 2006/018- 147.04.02	5.14 MEuro, out of which 1.29 MEuro national cofinancing	<p>The specific objective of this open call for proposals is the promoting life long learning (LLL) in Romania and developing of labour force to become more adaptable to structural changes, with focus on qualification and re-qualification of the work force in order to make it more respondent to the evolving needs of the labour market.</p> <p>The minimum and maximum amounts apply to the grants for the individual applicants or in partnership, which may be financed under the programme (Phare contribution): are between 15,000 Euro and 150,000 Euro.</p>
Grant Schemes for Social inclusion measures of	6.23 MEuro, out of which	<p>The specific objective of this open call for proposals is to promote social inclusion by tackling the discrimination and inequalities in the labour market and the associated social</p>

disadvantaged groups - 2006/018-147.04.02	1.56 MEuro national cofinancing	exclusion and, in this way, to complement national strategies and employment policies. The minimum and maximum amounts apply to the grants for the individual applicants or in partnership, which may be financed under the programme (Phare contribution) are between 10,000 Euro and 50,000 Euro.
Technical Assistance to Romania for supporting the Managing Authority for Sectoral Operational Programme for Human resources development (MA SOP HRD) of the Ministry of Labour, Family and Equal Opportunities (MLFEO) in drafting an integrated strategy for human resources development - RO 2006/018-147.04.02	200,000 Euro	The objective of this project is to elaborate an Integrated Strategy for Human Resources Development within a LLL perspective in Romania.
Phare TVET RO 2006/018-147.04.01.02.01.03	31.7 MEuro	The results are focused on developing the system capacity to sustain the distance learning as an alternative allowing higher rates of adults participation in training, continuing the assistance in the use and development of QA instruments and raising the capacity in regional management of HRD

The MERY has the role of Implementing Authority for the multi-annual Phare project implemented within Social and Economic Cohesion, projects under “*Development of the Human Resources*”. In these frame NCTPE is PIU for Phare CES 2004-2006:

“Developing continuing training for staff in pre-university education” Phare RO 2004/016-772.04.01; Phare RO 2005/017-553.04.01; Phare RO 2006/018-147.04.01	6.280.000Euro	The overall objectives of the project were: -To facilitate the access to quality education of students in rural areas, to diminish the drop-out rate and to stimulate students to continue their studies, in higher secondary and in higher education, by developing the training capacity and better linking the educational offer with the specific requirements of communities. -To increase the stability and quality of the labour force (teaching staff) in the rural areas -To contribute to increasing social and professional inclusion of students by stimulating their active participation in school and community life.
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Annex 5.1 - Examples of good practice

POPULAR UNIVERSITY from TARGU MURES, ROMANIA

WHO WE ARE:

- Educational and cultural public institution;
- Independent legal status since 1993 according to Local Town Board resolution 82/December 23, 1993;
- Located downtown;
- Open to people of all ages, nationality, social or geographical background;
- Our purpose: to offer a variety of educational opportunities, further training, self-development and professional qualification;
- Active role in the cultural and scientific life of the city by coordination of literary and artistic events, book releases, conferences, scientific conferences, seminars and other similar activities;
- Close cooperation with public institutions in the city and county (City Hall, county labour force agency, county educational department, schools, cultural institutions, non-governmental organizations, institutions for health education, and other organizations);
- Active role in national and international projects

ORIENTATION OF OUR INSTITUTION – Domains:

- Culture and art;
- Foreign languages;
- Electronics and IT;
- Economics;
- Vocational training

WORKSHOPS – Topics:

- Environmental education;
- Health education;
- Information Technology;
- Strategic business thinking;
- Training of adults' educators;
- Communication skills

PROJECTS:

- Encouragement of public participation in environmental decision making;
- Community health education;
- Computers – week-end courses for rural youth;
- Language proficiency for hotel and tourism;
- Training educators – culture house managers, IT instructors, educators, teachers;
- Environmental education for inhabitants of sub alpine areas;
- Equal Chances for Youth – a partnership program with the Culture House in Bocsa Montană;
- Organizational image and promotion;
- Civil servants' school;

- Drama and communication;
- Communication abilities – a priority on the labour market – a project for further improvement of language skills for English teachers;
- Parents' school;
- Adult education counselling service;
- Festival of Your Chances – the week for continuing education;
- Training and further training for human resources in the field of sales

VOCATIONAL TRAINING:

- **Qualification courses:**
 - Operator for data entry, validation and processing;
 - Store clerks;
 - Retailer of food products;
 - Retailer of non-food products
- **Introduction courses:**
 - Accounting;
 - Ethnography and Folk Art;
 - Librarianship - archive science;
 - Sale and merchandising
- **Other courses:**
 - X-pert, course for European Computer Driving License;
 - PC operation for seniors;
 - Management;
 - Entrepreneurship;
 - Drama classes;
 - Photo technique and computer assisted image processing

FOREIGN LANGUAGES COURSES:

- English
- Business English
- German
- Business German
- Italian
- French
- Business French
- Training for German language exams – Zertifikat – Deutsch als Fremdsprache
- Hungarian

Annex 5.2 - Examples of good practice

CULTURAL HOUSE OF DRAJNA – PRAHOVA COUNTY

The Cultural House of Drajna is working under the management of the Public Local Administration and it is governed by the Ministry of Culture and Cults based on the current laws concerning the cultural houses organisation and functioning.

The Cultural House of Drajna initiates and develops **permanent education projects** (as economic, artistic, legal, ecologic projects, etc.) **of traditional culture and contemporary popular creations.**

The Town Hall has the mission to value this institution for the general benefit of our community and to allow the grown up citizen to perceive this institution as a real support in solving his/her essential problems. So, the balance of activities must tend to the achievement of a strategy of development of the human resources in our community, to the improvement of the life quality of Drajna's citizens, it must tend to the achievement of a cooperation between generations, to achieve a long lasting cultural market and to improve the capital level of the human beings, etc.

Starting from these goals plans have been made on short and long terms in order to carry out these objectives.

The material supply we possess allows us to bring our projects to an end and our citizens have realized that we are a real permanent support for them.

We have cooperated and we still cooperate with all our local institutions as the Town Hall, the schools, the churches, the police station, the economic agents, etc. and we also cooperate with the county institutions that are interested in grown ups education matter.

We have benefited of a very solid **cooperation with the German Popular University Association DVV- International- Project Romania**, which is our partner that helps us to achieve some of our projects.

Drajna village was one of the fifth pilot centres involved in the project entitled **“The Improvement of Romanian Seniors’ lives quality”** and, as part of this project we have organized a national seminar and some activities and actions in the benefit of the old and very old people. This project was very well appreciated by the people in our community. The things our people learnt would go on at present.

Together with the Ministry of Culture we organised seven editions of the national seminar “Cultural Institutions and Public Local Administration” where representative people from more than twenty counties of our country took part.

During the national project **“The Citizen First”** organised by the German Popular University Association and Friedrich Ebert Foundation from Germany one of the problems we have identified is the need for building an educational-recreational facilities centre.

As part of this cultural centre at present there are art classes, folk song courses, multimedia and video-communication classes, folk, modern and classic dance classes, ecotourism classes, Poienița folk group and the local newspaper “Cronica Drajnei” (meaning “Drajna's Chronicle”).

Drajna's newspaper has appeared in the village for two years, it continues to appear and to make room in the hearts and minds of our citizens. Enthusiastic, volunteer, willing helpers, the editorial staff communicate their readers the message of a permanent education, information and cooperation. In the pages of our newspaper one can find different methods

of working like point of view questionnaires, humanitarian performances and charitable actions.

We frequently take part to the local actions, county and national actions or we participate at activities organised by other institutions like folk festivals, exhibitions, symposiums, seminars, etc., where amateur artists of Drajna got remarkable results.

We have always benefited from the moral and material support of our mayor, because we have a mutual goal, that of having a united community with a fine spiritual level.

Headmaster of the Cultural House of Drajna

Annex 5.3 - Examples of good practice



These projects have been funded with support from the European Commission. This communication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Leonardo da Vinci Projects aiming to facilitate the validation of the competences acquired in non-formal and informal learning contexts



REAR WINDOW – Transparent qualifications in the engineering sector

www.projectrearwindow.com



VINEPAC – Validation of informal and non-formal psycho-pedagogical competencies of adult educators

www.vinepac.eu

The acquisition of a deeper transparency of people's qualifications and competences is one of the European Union's priorities. The definition of an European Qualification Framework aims to reach several macro-objectives, such as the support and realisation of an "economy based on a more competitive and dynamic knowledge of the world" (Lisbon 2000) and the sustentative actions aiming to the cohesion policies for building an economic, social and politic integrated framework.

The support to the transparency policies allows to:

- enhancing the competences acquired by the people, in order to individuate the skills;
- enabling people in finding a motivation for a life long and life wide learning support;
- easing the people's professional mobility in the countries, regions, sectors and single enterprises;
- improving the quality of the training supply systems.

Even if referring to qualifications specific to different sectors (**engineering sector**, respectively **adult education sector**) the both projects have the **main objectives**:

- creating tools and instruments directed to the comparison of the national/regional qualification system in the engineering area of the countries involved

- creating and testing a device (procedures, tools and instruments) for the transparency and validation of the competences acquired in non-formal and informal contexts.

The duration of the both projects is of 24 months (from October 2006 to September 2008).

REAR WINDOW – Transparent qualifications in the engineering sector

Rear Window is one of the pilot projects approved in the ambit of the Leonardo da Vinci EU Programme. The project involves **Ial Emilia Romagna (Italy)**, which plays the role of project leader, and 6 other partners representing 5 European countries: **BEST Training (Austria)**, **KTP (Czech Republic)**, **Fundación Red Andalucía Emprnde (Spain)**, **CEDIT (Italy)**, **ANUP** and **CNFPA (Romania)**.

In this way and in the ambit of the Europass implementation process, the project intends to support the workers' professional mobility employed in the mechanical-engineering sector of the 5 countries involved in the project. As far as the investigated sector concerns, it represents a relevant leading element in the economic and productive systems in the local areas of the involved countries, both in economic and employment terms and in the phenomena that attest training and vocational "emergencies".

The European Commission is carrying on discussing with the engineering sector's representatives all the matters concerning the competitiveness of the sector itself during the periodical meetings known as "Mechanical Engineering Dialogue". This initiative, coherently with the foreseen macro-actions, has the purpose of creating devices and instruments directed to the **comparison of the national/regional qualification system** in the engineering area.

In this direction, the project intends to:

- analyse, confront and rebuild the **descriptions of the work and competences** of a determined number of professional profiles in the engineering sector, selected on the basis of their importance in the various national/regional productive contexts;
- create a **device for the transparency and validation of the competences** acquired in non-formal and informal contexts on the basis of the descriptions of the work and competences previously analysed, compared and rebuilt;
- provide useful **contents for the compilation of the Europass Curriculum Vitae**, in the sections arranged for the self-certification of technical-professional and transversal competences;
- disseminate the outcomes of the project at national and European level.

The instruments produced and tested can integrate, apart from the Europass system, also with the various devices and/or structures arranged for the recognition and transparency in the partner countries.

VINEPAC – Validation of informal and non-formal psycho-pedagogical competences of adult educators

VINEPAC seeks to improve the adult educator's image and to consolidate their professional status, and also promotes the compatibility, transferability and transparency of competencies and qualifications at European level.

The quality of our attempt is guaranteed by the complementary of the partner institutions, covering in a coherent, functional network of all the authorities supposing to

contribute to it: universities, research pedagogical institutes, accreditation bodies and their respective networks of practitioners, as follows: **IREA** – Romanian Institute for Adult Education (**Romania**), as project leader; **CREA** – Centre for Research in Theories and Practices for Overcoming Inequalities of the University Barcelona (**Spain**); **DIE** – German Institute for Adult Education; ENESAD - National school of higher agronomy studies, The Department Science of the Training and Communication (**France**); **GWU** – General Workers' Union (**Malta**); **NATB** – National Adult Training Board (**Romania**), **UB** – University of Bucharest (**Romania**)

The project is aiming to **improve quality** and to implement innovation in the field of adult education by designing compatible instruments for the validation of the competences acquired by adult educators through non-formal and informal settings.

In this respect the project intends to:

- identify the state of the art in the partners' countries regarding the system of initial and continuing education and training for the adults' educators, and the system of certification;
- set up a common psycho-pedagogical **competencies profile** for teachers and trainers working with adults, compatible at European level;
- develop a list of **standards and indicators** for psycho-pedagogical competencies profile of adults' educators;
- design a set of **instruments** meant for validating the psycho-pedagogical competencies acquired in informal and non-formal learning settings, and a guide for using these instruments;
- validate and improve a set of instruments by **pilot testing**;
- disseminate the outcomes of the project at national and European level.

**Annex 6 – SECTORAL OPERATIONAL PROGRAMME
HUMAN RESOURCES DEVELOPMENT 2007 – 2013**

Priority Axes	Key Areas of Intervention (KAI)	Financial plan, in EUR
Priority Axis 1: Education and training in support for growth and development of knowledge based society		797,803,989
	<i>KAI 1.1 – Access to quality education and initial VET</i>	
	<i>KAI 1.2 – Quality in higher education</i>	
	<i>KAI 1.3 – Human resources development in education and training</i>	
	<i>KAI 1.4 – Quality in CVT</i>	
	<i>KAI 1.5 – Doctoral and postdoctoral programmes in support of research</i>	
Priority Axis 2: Linking life long learning and labour market		911,775,778
	<i>KAI 2.1 – Transition from school to active life</i>	
	<i>KAI 2.2 – Preventing and correcting early school leaving</i>	
	<i>KAI 2.3 – Access and participation in CVT</i>	
Priority Axis 3: Increasing adaptability of workers and enterprises		450,189,271
	<i>KAI 3.1 – Promoting entrepreneurial culture</i>	
	<i>KAI 3.2 – Training and support for enterprises and employees in order to promote adaptability</i>	
	<i>KAI 3.3 – Development of partnerships and encouraging initiatives for social partners and civil society</i>	
Priority Axis 4: Modernisation of Public Employment Service (PES)		176,656,289
	<i>KAI 4.1 – Strengthening the PES capacity to provide employment services</i>	
	<i>KAI 4.2 – Training of the PES staff</i>	
Priority Axis 5: Promoting active employment measures		476,402,823
	<i>KAI 5.1 – Developing and implementing active employment measures</i>	
	<i>KAI 5.2 – Promoting long term sustainability of rural areas in terms of HRD and employment</i>	
Priority Axis 6: Promoting social inclusion		540,608,927
	<i>KAI 6.1 – Developing social economy</i>	
	<i>KAI 6.2 – Improving the access and participation of vulnerable groups to the labour market</i>	
	<i>KAI 6.3 – Promoting equal opportunities on the labour market</i>	
	<i>KAI 6.4 – Trans-national initiatives on inclusive labour market</i>	
Priority Axis 7: Technical Assistance		122,707,919
	<i>KAI 7.1 – Support for SOP HRD implementation, overall management and evaluation</i>	
	<i>KAI 7.2 – Support for SOP HRD promotion and communication</i>	
		Total
		3,476,144,996