

Model of social partnership for VET in Romania

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Ildikó PATAKI – expert social partnership,
counselling , learning development
**National Centre for TVET Development
Romania**



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- **TOPICS:**
 - Main social partners' organisations
 - Social partners and their role in education/training/employment policies
 - legal documents
 - Social partnership arrangements and cooperation mechanisms regarding to education
- How systems overcome obstacles in establishing effective social partnership in education?
 - Social partnership for VET in RO – as model
 - Best practice examples, lessons learnt

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- **TOPICS: social partners and their role in education/training/employment policies**
- Social dialog – social partnership– became a key issue on **the agenda of VET reform** within the process of decentralization of education and employment policies
- The central question: Which is the most appropriate level for decisions delegation? How many levels? Which level?
- RO answer –to strengthen the **local & regional level within a** visionary and very ambitious project Phare VET 9405, feed with expectations, enthusiasm, optimism, willingness to change

Romania: 8 development regions



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- **TOPICS: Main social partners organisations – CONSULTATIVE STRUCTURES Regional & County level**
 - **RC - Regional Consortia**
 - **LCSPD - Local Committee for Social Partnership Development**
 - representatives from:
 - County Council
 - Trade Unions
 - Chamber of Commerce
 - Universities
 - Regional Development Agency & NCVETD
 - Labour Office
 - Employers representatives
 - School Inspectorates
 - Civil Sector – NGOs
 - **WHY (only) consultative?**

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- **TOPICS: Legal documents –**
- LCDSP -Set up in 1997 with the support of the first **Phare VET Project** (Phare VET RO 9405), as consultative Body of the County School Inspectorate
- RC - Phare 2001- 2006 Program&ETF support , with TORs in 2002 – endorsed by 3 Ministries (*Labour, Regional Development & Education*) for Regional Consortia – structure & roles, as consultative partner for Regional Development Council
- LCDSP & RC became legal entities, as independent associations, further assuming the previously established structure & roles
- **New Education Law – endorses the importance of REAP/LEAP for evidence based policy developing process**

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- **TOPICS:** How systems overcome obstacles in establishing effective social partnership in education?

Recognition the need for social partnership & need of decentralization

In time **identify possible obstacles and monitor** the risks BY:

- establish the correct order of actions (preventive actions)
- plan the correct timing (*a balance for a strong resistance towards changes vs. desire to introduce the new approaches*)
- To plan for different political power (*the process is longer than a period of government*)
- **To ensure the methodological and financial support – on long term**

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- **TOPICS: next steps**
- The partnership building - is an **endless process**
- **Two distinct roles:**
 - ➔ 1. **REAP-LEAP development**
 - the planning document, based on evidences
 - ➔ 2. **VET governance** - the proces of influencing the **decision** – through dialog, consultation for public policy development and implementation
 - NEED for professionalization, public recognition as partners in public policy development/implementation*

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considered a model

For VET governance, with multiple actors in
the decision making process, with shared
public responsibility, by

- **Covering the whole area of VET functions**
- **Covering the three distinct levels of interventions**

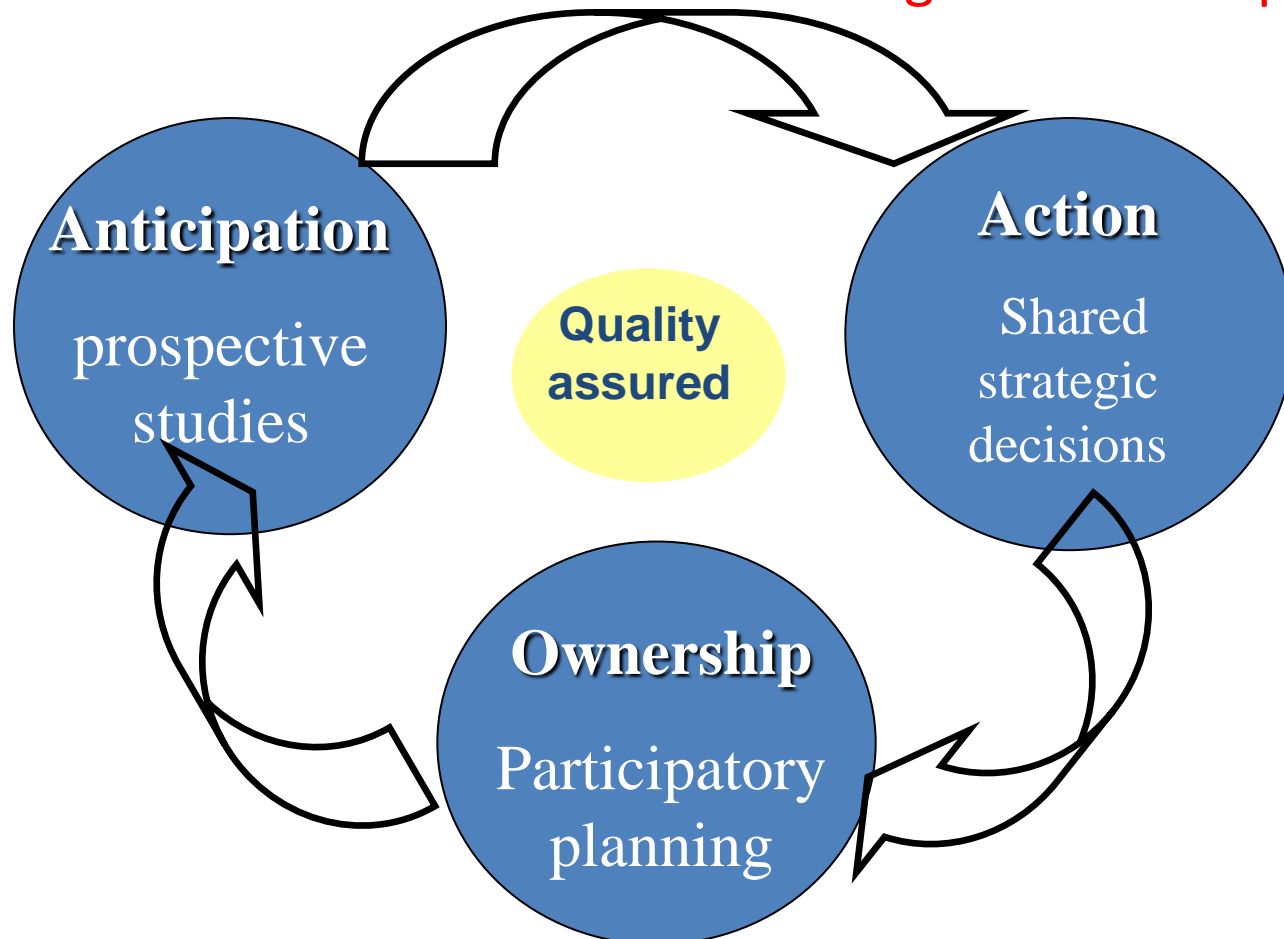
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in Romania a model for VET governance, with multiple actors in the decision making process, with shared public responsibility, by

- **Covering the whole area of VET functions**
- VET offer planning - forecast based on labour market needs
- Skills needs identification – together with employers/partners
- Consequently new curriculum and qualification development – together with partners
- Involvement of partners in program delivery, including practical training & certification/validation of competencies

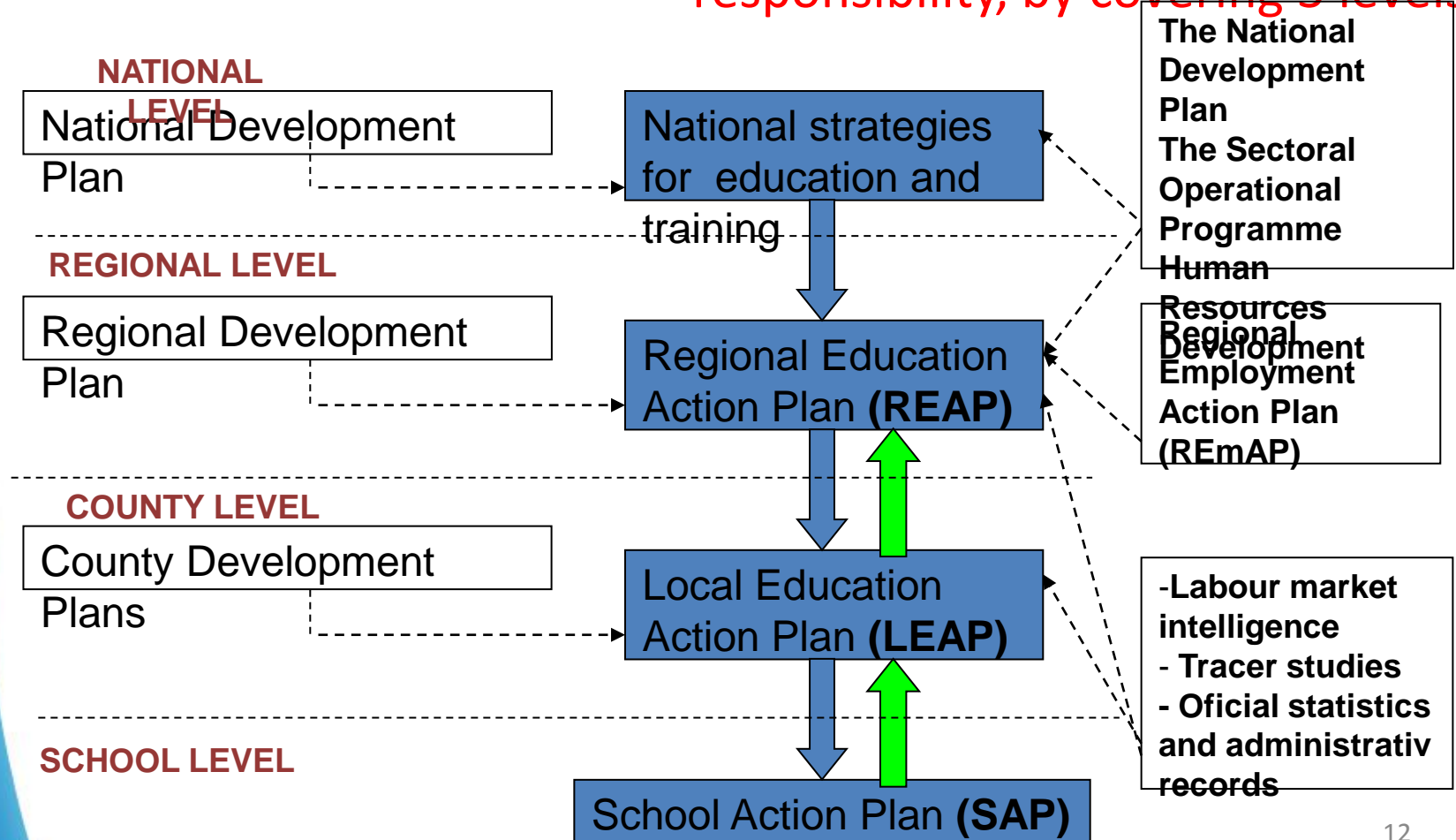
VET functions during the cycle of VET supply

from needs anticipation to output validation
as collective action leading to ownership



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in Romania a **model for VET governance**, with multiple actors in the decision making process, with shared public responsibility, by covering 3 levels



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lessons learnt - 1

top down vs. bottom up ?

- ▶ Social dialog for policy development & implementation requires an inter-ministerial coordination
- ▶ Government create through soft rules the space for local actors, as support for social dialog (implicit recognition)
- ▶ Clear and transparent arrangements regarding the transfer of decision-making power OR consultation from the government towards the social partnership structures

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lessons learnt - 2

national OR local level?

- ▶ Exist a need to support the local capacity to define the labour market needs – skills needs, employers needs, employability forecast, including ability to collect, analyse and report relevant and reliable data
- ▶ Is not enough to collect and publish relevant data
- ▶ The process of influencing decision – through lobby, advocacy- give sense to the work of developing documents (including decisions regarding the local budget for VET)

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lessons learnt - 3

social partnership – bi,- tri,- multipartite?

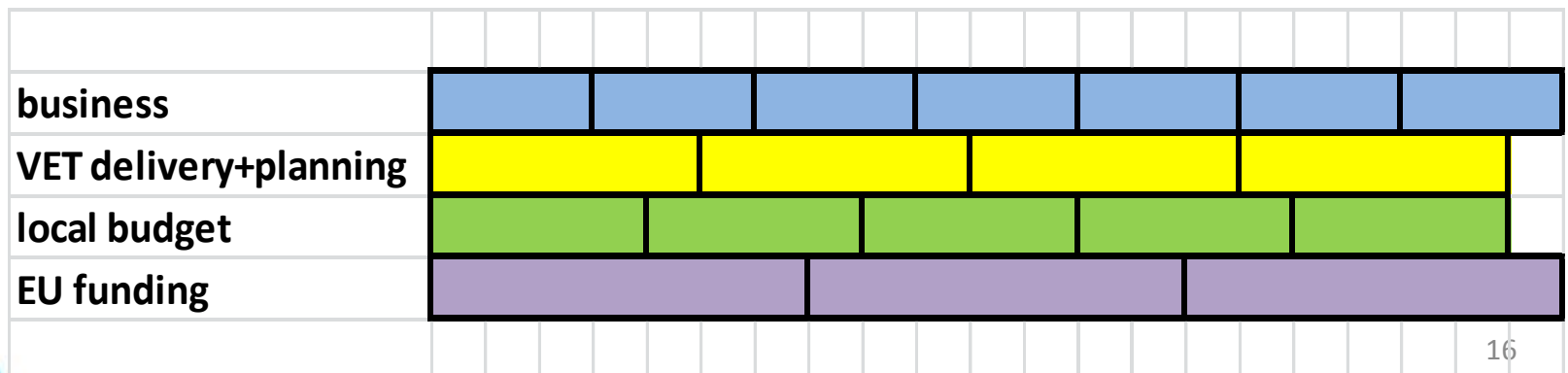
- ▶ **Social partnership** is a **process** that aims to **solve problems** (rationale for existence are **PROBLEMS**)
- ▶ The structure should be adequate to the nature and complexity of the **problems** (evolved from bipartite, towards multipartite, including progressively the local governments as they became more relevant)
- ▶ There is a link between the roles and scopes of social partnerships, and the existing problems (changes to be considered)

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lessons learnt - 4

responsiveness of VET towards labour market

- ➔ The period for business/employment prognosis max 3 years
- ➔ The cycle of VET programs delivery – 4 year & 1 year, before delivery, for VET planning
- ➔ The period of local budget 4 year
- ➔ The EU programming period – 7 years



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lessons learnt - 5

managing common & contradictory interests

- ➔ Ensure a balance between the interests of the partners (= process, needs a competence and effort)
- ➔ LM – needs specific, narrow competencies vs. VET schools mission to offer key competencies for the whole professional career
- ➔ LM needs immediate insertion vs. students interested in generic skills, flexibility for discover themselves
- ➔ Employers make selection of HR (graduates) vs. VET system offer inclusive approach

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lessons learnt - 6

managing common & contradictory interests

- ▶ Labour market & Employers concentrate on short term needs, while VET school offer is based on long-term prognosis, skills forecast, and support LLL for professional career

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lessons learnt - 7

flexible & systemic/systematic approach

- ➔ Central control vs. local (institutional) autonomy limited by the local specific capacities/competencies (need to build local capacities, to support the process by NCVETD)
- ➔ Need for increase the domains for local decisions together with increased accountability towards local authorities
- ➔ Lack of willingness & competencies for transparency and accountability towards beneficiaries : students, parents, employers, the whole community

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lessons learnt - 8

social partnership AFTER VET reform(s)

- ➔ Partners should be involved in delivery of VET reform agenda
- ➔ Partners role/involvement in long-term policy development and implementation
- ➔ 'after' reform, changed role of the partnership to be considered
- ➔ Policy implementation – means a permanent adaptation of the VET supply to the rapidly changing labour market needs

The success comes from

- **Active involvement of all stakeholders** concerned in elaboration, implementation, monitoring and evaluation processes
- **Accountability** mechanisms set-up
- **Capacity building** of the members of participative management structures
- Distribution of roles and responsibilities in a **cost-effective approach for ensuring a transparent management of VET**
- **Coherence** between **national strategies and regional policies** and proper support mechanisms in the implementation
- Availability of **medium and long term prognosis** for economic and human resources development
- Availability of **institutional and technological infrastructure** for collecting and analysis of the relevant data and indicators (economy, education, demography, labour market)

For further information...

National Centre for TVET Development in Romania

www.tvet.ro

Tel: +4021 311 1162

+4021 312 1161

Fax: +4021 312 54 98