

Centrul National de Dezvoltare a  
Invatamantului Profesional si Tehnic

Work Based Learning in Romanian Initial VET  
- Goals, Success Factors and Challenges –  
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Centrul National de Dezvoltare a  
Invatamantului Profesional si Tehnic

## iVET and WBL in Romania


iVET in Romania is organized through the **school based system**:

- vocational and educational training pathways within the educational system
- starts at the age of 14/15 years old;
- the first 2 years are part of the compulsory education

Currently, the **apprenticeship (company-based training)** is not actually an effective iVET alternative (*very low number of apprenticeship contracts concluded*):

- vocational training organised within the adult training system
- admission over 16 y.o. - not attractive for the young people (at 16 y.o they are normally enrolled in education)
- not enough attractive by the companies (precondition either to be authorized or to contract an authorized training service provider)

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## iVET and WBL in Romania (2)

**iVET in Romania (school based system):**

- **Competence-based** learning
- **Modularized curriculum** (training modules combining theory and practice) based on National Training Standards validated by the social partners (Sectoral Committees)
- The **curriculum** has **two main components: the core part** (defined at national level) and **a local component**. The local component of the curriculum is designed by each individual school in co-operation with its relevant social partners in order to better adapt to the specific needs of the local labour market.
- Training process **combines**:
  - **school-based learning** (theory and practice within the school's labs and workshops)
  - **work-based learning** (providing work-experience, as part of the core and local curriculum).

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## iVET and WBL in Romania (3)

**Structure of practice in the 3 years VET school:**

- ❖ 1st year – practical training - **20% of the total time**, out of which:
  - **core curriculum**: 3 h/week x 34 weeks
  - **local curriculum**: 30 h/week x 5 weeks
- ❖ 2nd year – practical training - **60% of the total time**, out of which:
  - **core curriculum**: 16 h/week x 32 weeks
  - **local curriculum**: 30 h/week x 9 weeks
- ❖ 3rd year – practical training - **74% of the total time**, out of which:
  - **core curriculum**: 22 h/week x 30 weeks
  - **local curriculum**: 30 h/week x 10 weeks

- According to the partnership agreement, the **core curriculum practice** can be organized in school, in company (WBL), or both
- As a general rule, the **local curriculum practice** has to be organized as WBL (exceptions only by special approval from the school inspectorate)

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**iVET and WBL in Romania (4)**

**WBL main goals:**

- Training of practical skills
- Offers complementary learning opportunities
- Provides the first work-experience
- Important contribution to development of social skills and attitudes
- Offers support for the career guidance

**Prerequisite conditions for the approval of VET schooling planes:**

- ❖ A partnership agreement in place, as a framework contract for practice, concluded between the school and partner companies

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**WBL in Romania – the contract for the practical training**

**Contract for the practical training of the VET students:**

- Model approved by the Ministry of Education
- Concluded between the school, company, student/legal representative of the minor student
- Main regulations of the contract:
  - Aims
  - Health and safety conditions at the workplace
  - Responsibilities of the trainees
  - Obligations and responsibilities of the school
  - Obligations and responsibilities of the company
  - Incentives and support for the students
  - Persons responsible on behalf of the company (tutor) and school (practice coordinator)
  - Arrangements for monitoring and assessment

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**WBL in Romania – the contract for the practical training (2)**

**Pedagogical issues (Annex to the practice contract):**

- Duration of the training, working time, timetable
- Prior condition for admission in practice (e.g. medical exams, work safety training, outcomes from previous theoretical training and practice in the school's workshops etc.)
- Provisions for non-discriminatory conditions
- Organizational and pedagogical arrangements for the special needs students
- Arrangements for insuring complementarities between practical training in school and company
- Approach of WBL added value for the career guidance
- Units of competences and learning outcomes to be achieved, type of activities, placement / rotation of the students at the workplaces etc.
- Provisions for assessment of learning outcomes (type of tests and assessment tools)

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**WBL in Romania – the contract for the practical training (3)**

**Certificate for the practical training:**

- Model approved by the Ministry of Education
- Issued by the school and signed by the legal representatives both of the school and partner company
- Main headings:
  - Description of the practical training: name of the qualification, aims of the practical training, duration
  - Description of the training activities: type of activities, units of competences and learning outcomes according to the Training Standard, other skills and knowledge achieved
  - Assessment tests and student results

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**WBL - Success factors**

- The **"driving force"** for effective WBL: **labour market mechanisms and companies acting in their own interest**
- **Companies and schools share responsibility** for the provision of VET **by acting in their own interest**
- A **shared responsibility for the educational process** and a **shared understanding of goals and planned outcomes**
- **Coordination** in exploring and making use of the opportunities offered by the **complementarity of different learning context**
  - ❑ **Use of the students portfolio** of work done, both in school and in the company, might be also be a *valuable tools in ensuring continuity and complementarity*

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**WBL - Success factors (2)**

- **Develop all levels of co-operation.** *There are different intensities of cooperation:*
  - **Share of information**
  - **Coordination:** school and company coordinate efforts to create more coherent training.
  - **Full cooperation:** school and company cooperates in development of training methods, curricula etc.
- **Involving companies in :**
  - setting up the VET offer, based on the labor market demand
  - promoting the VET offer
  - recruitment and selection of students
  - curriculum design/adaptation
  - training, monitoring and evaluation of students during WBL;
  - final evaluation and certification of graduates

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**WBL – Challenges**

- Further develop **mechanisms for increasing accountability and commitment of companies** in providing effective and quality WBL
- To improve cooperation in WBL on **concrete pedagogical issues**, tailor-made approach to encourage **individual progress**, special measures for **low achievers** and **special needs students**
- *.....What about the companies' interest in recession time? Shall we count on the proactive approach and long term vision on behalf of the companies? Are additional incentives for the companies needed?*
- Implementation of a dual system

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**QUESTIONS & ANSWERS ?**

Thank you!