



CENTRUL NAȚIONAL
DE DEZVOLTARE A
ÎNVĂȚĂMÂNTULUI
PROFESIONAL ȘI TEHNIC



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**Mechanism for monitoring and evaluating public policies
in the field of initial vocational education and training
(IVET)**

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PURPOSE OF THE MONITORING AND EVALUATION MECHANISM FOR PUBLIC POLICIES IN INITIAL VOCATIONAL TRAINING

- ☐ **WHAT?**- formulating conclusions within an evaluation and monitoring report
- ☐ **WHY?**
 - to see the extent to which the objectives have been achieved
 - to check whether the results obtained correspond to those planned
 - to establish the ratio between the expected costs and those obtained
 - **to collect and interconnect data from education and the labor market**
- ☐ **FOR WHAT?/FOR WHAT PURPOSE?**
 - reviewing and optimizing public policy
 - increase the capacity to develop public policies regarding initial vocational training through their monitoring and evaluation



The need to elaborate the Mechanism for evaluating and monitoring public policies in the field of vocational training



The need for quality of public policy and for harmonization of the vocational training with the labor market



Challenges at European level: VET Recommendation, Qualitative indicators from EQAVET Recommendation, Country reports



National context: Pre-university Education Law no. 198/2023, Educated Romania, country recommendations from the EC Education and Training Monitor/low attractiveness of vocational education

Crt. No.	Policy area	Area of interest
1.	Context	
		1.1. Demography
		1.2. Economy
		1.3. Labor market
		1.4. Forecast of labor demand and supply
2.	Management and planning of vocational training offer	
		2.1. Identifying and sizing demand
		2.2. Fields of training/vocational training / Occupations / Professional qualifications/Standards
		2.3. Development of new Occupations / Professional Qualifications / Occupational Standards / Vocational Training Standards in NQF/EQF/ESCO/ECVET terms
		2.4. Designing the Offer in NQF/EQF/ESCO/ECVET terms
		2.5. Funding

Crt.no.	Policy area	Area of interest
3.	Capacity to provide vocational training programs	
		3.1. Human resource
		3.2. Types of vocational training units (authorized, unauthorized, accredited, unaccredited)
4.	Process management	
		4.1. Access to initial vocational training programs
		4.2. Provision of initial vocational training programs
5.	Results/Impact/Efficiency/Objective effect	
		5.1. Vocational training program graduation
		5.2. Baccalaureate promotion
		5.3. Certification in professional qualification
		5.4. School dropout
		5.5. Early school leaving
		5.6. Vertical transitions between qualification levels (NQF)
		5.7. Insertion into the labor market
		5.8. Transferability of learning outcomes - ECVET credits
6.	Results/Impact/Efficiency/Subjective effect	

1. General context

Field of interest
Demography

-DEM 1. Resident population
-DEM 2. Resident school-age population for the age group 15-21 years
-DEM 3. Resident school population 15-21 years old, projected in the 2030s and 2060s

Field of interest
Economy

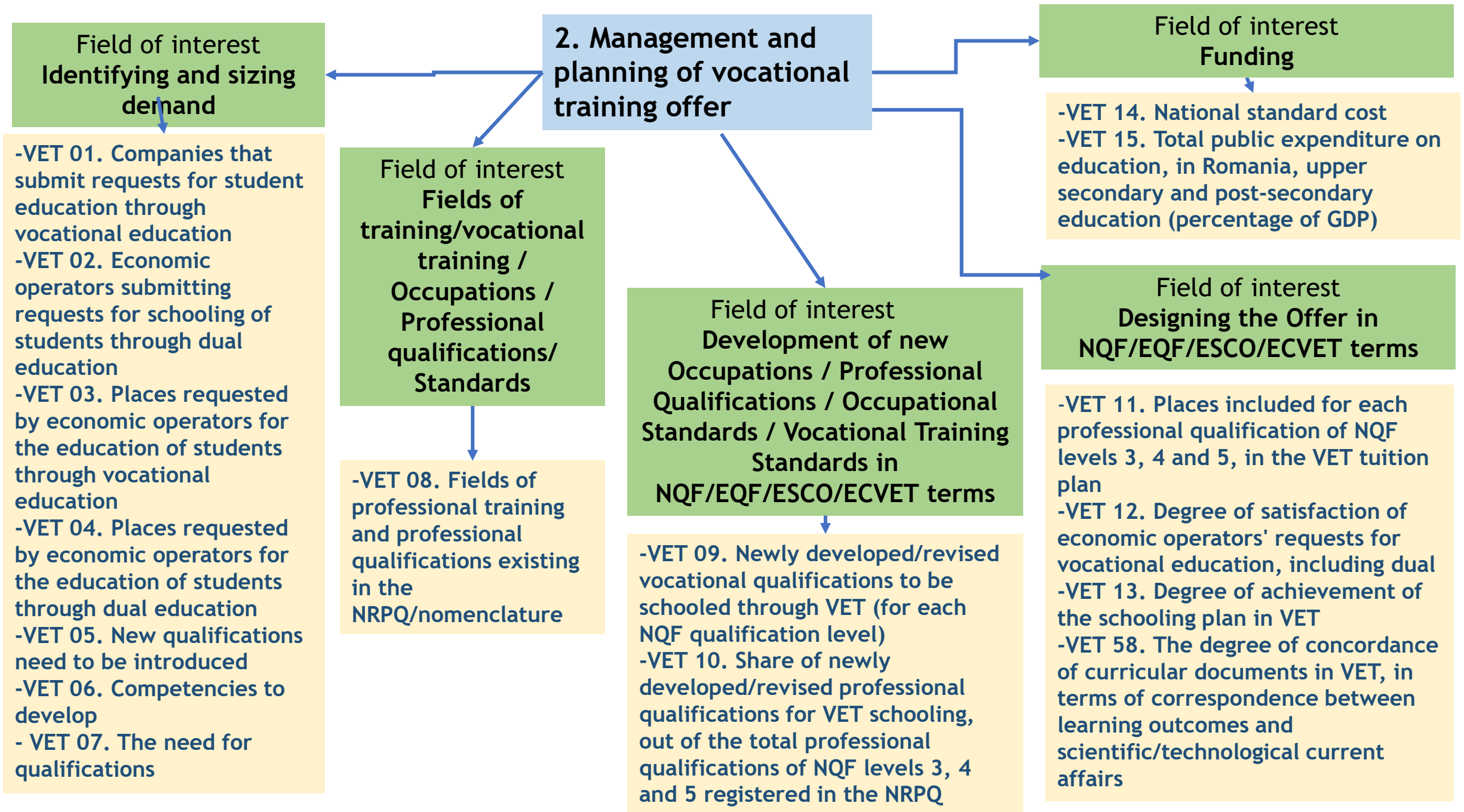
-GDP -Gross Domestic Product
-ECON 1. Active companies, by activities of the national economy
-ECON 2. Net investment by activities of the national economy
-ECON 3. Newly created companies, by activities of the national economy

Field of interest
Labor market

AP-Active population
OCUP 1. Employed population
OR -Occupancy rate
OCUP 2. Unemployment ILO
OCUP 3. Unemployment rate ILO
LM1-Job vacancy rate
LM2-Number of jobs offered to new graduates
LM3-Number of new graduates that companies hired
LM4-Reasons for not filling job vacancies offered to graduates

Field of interest
Forecast of labor demand and supply

OP1-Job vacancies at the time of the survey
OP2-Job vacancy duration
OP3-Duration of job vacancies, over 3 months
OP4-Causes of unfilled job vacancies



3. Capacity to provide vocational training programs

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graph TD; A[3. Capacity to provide vocational training programs] --> B[Field of interest<br/>Human resource]; A --> C[Field of interest<br/>Types of vocational training units<br/>(authorized, unauthorized, accredited,<br/>non-accredited)]; B --> D["-VET 16. Teaching staff in VET by education levels<br/>-VET 17. Share of qualified teachers teaching VET<br/>-VET 18. Ratio of students enrolled in vocational education, technological high school, post-secondary education (post-secondary school and foreman school) to a specialized teacher from VET<br/>-VET 59. Teachers' degree of satisfaction with the current education system and with the opportunities and support offered by the school unit<br/>-VET 60. Adaptation of continuing professional training programs for TVET teachers to their needs<br/>-VET 61. Degree of satisfaction with the current continuous professional training system for teaching staff in vocational and technical education"]; C --> E["- VET 19. Educational units providing vocational training programs in VET<br/>- VET 20. Educational units providing vocational training programs in dual vocational education"];
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Field of interest Human resource

- VET 16. Teaching staff in VET by education levels
- VET 17. Share of qualified teachers teaching VET
- VET 18. Ratio of students enrolled in vocational education, technological high school, post-secondary education (post-secondary school and foreman school) to a specialized teacher from VET
- VET 59. Teachers' degree of satisfaction with the current education system and with the opportunities and support offered by the school unit
- VET 60. Adaptation of continuing professional training programs for TVET teachers to their needs
- VET 61. Degree of satisfaction with the current continuous professional training system for teaching staff in vocational and technical education

Field of interest Types of vocational training units (authorized, unauthorized, accredited, non-accredited)

- VET 19. Educational units providing vocational training programs in VET
- VET 20. Educational units providing vocational training programs in dual vocational education

Field of interest
**Access to vocational training
programs**

4. Process management

Field of interest
**Provision of professional training
programs**

VET 21. Students enrolled in 8th grade, middle school education
VET 22. Transition rate in technological high school education
VET 23. Transition rate in vocational education including dual
VET 24. Students enrolled in high school education by educational track
VET 25. Share of students enrolled in high school education by educational track
VET 26. Students enrolled in vocational education, including dual, (in EQF/NQF level 3 training programs)
VET 27. Students enrolled in dual education, (in EQF/NQF level 3)
VET 28. Share of students enrolled in dual education, out of total number of VET students
VET 29. Students enrolled in post-secondary education, (in NQF level 5)
VET 30. Share of students enrolled in post-secondary education/foreman school, out of total post-secondary students
VET 31. Gross enrolment rate in technological high school education
VET 32. Gross enrolment rate in vocational education
VET 33. Gross school enrolment rate in dual education
VET 34. Gross enrolment rate in post-secondary education
VET 62. The attractiveness of VET for students admitted to VET
VET 63. The attractiveness of VET for parents of students admitted to VET
VET 64. Degree of information of students regarding options for continuing their studies after graduating from the 8th grade
VET 65. Degree of information of parents regarding options for continuing their studies after graduating from the 8th grade

VET 35. Vocational qualifications schooled through VET, levels 3, 4 and 5 NQF
VET 36. Share of professional qualifications schooled through VET, out of all professional qualifications at levels 3, 4 and 5 NQF registered in the NRPQ/nomenclature
VET 37. Provisionally authorized / accredited / periodically evaluated vocational training programs
VET 38. VET educational units that have active training companies on the ROCT platform
VET 39. Internships for students
VET 40. Conducting training programs/internships for students in companies during the previous year (graduates)
VET 66. The degree of interest of economic operators in the psycho-pedagogical training of tutors
VET 67. Collaboration of economic operators with educational institutions
VET 68. Degree of satisfaction of students regarding the quality of practical training
VET 69. Frequency of students' communication with the school teacher/counsellor
VET 70. Frequency of communication between parents and the class teacher/school counsellor
VET 71. Degree of satisfaction of students regarding the opportunities offered by the school regarding entrepreneurial education

Field of interest
**Vocational training
program graduation**

- VET 41. High school graduates
- VET 42. VET Graduates levels 3 and 4 EQF, including dual
- VET 43. Post-secondary education graduates (5EQF)

**5. Results/ Impact/ Efficiency/
Objective effect**

Field of interest
**Certification in professional
qualification**

- VET 45. No of graduates of high school education, technological track, who passed the professional qualification certification exam/ Share of graduates of the 12th / 13th grade of high school (technological and vocational tracks) who obtained a professional qualification certificate
- VET 46. Nu of graduates of vocational education, including dual, who passed the certification exam/ Share of vocational education graduates who obtained a professional qualification certificate
- VET 47. No of Post-secondary education graduates who passed the certification exam/ Share of certified graduates out of total graduates

Field of interest
**School
dropout**

- VET 48. School dropout rate in technological high school education-VET
- VET 49. School dropout rate in vocational education, including dual
- VET 50. Dropout rate in post-secondary education

Field of interest
**Early school
leaving**

- VET 51. Early school leaving rate for high school and vocational education, including dual

Field of interest
**Vertical transitions
between
qualification levels
(NQF)**

- VET 52. Graduates in education (continuing studies)

Field of interest
**Insertion
into the
labor
market**

- VET 53. Share of VET graduates employed at the reference point after graduation
- VET 54. Average time from graduation to first job
- VET 55. Share of VET graduates employed in occupations corresponding to the field of training completed
- VET 56. VET Graduate employment rate x months after graduation

Field of interest
Baccalaureate graduation

- VET 44. VET High school graduates who passed the baccalaureate exam

Field of interest
**Transferability of learning
outcomes - ECVET credits**

- VET 57. Assessment of the degree of satisfaction with the level of skills of new VET graduates

6. Results / Impact / Efficiency / Subjective effect



- VET 72. Matching the professional skills specific to the training program with those needed on the labor market
- VET 73. The degree of information of VET students regarding the options they have after graduating from the training program
- VET 74. Degree of information of parents regarding the student's options after graduating from the training program
- VET 75. Willingness of VET students to recommend others to follow an VET program in the same vocational qualification and educational unit
- VET 76. Motivating the willingness/unavailability of VET students to recommend other people to follow an VET program in the same professional qualification and educational unit
- VET 77. Willingness of parents of VET students to recommend other people to follow an VET program in the same vocational qualification and educational unit
- VET 78. Motivation of the willingness/unavailability of parents of VET students to recommend other people to follow an VET program in the same professional qualification and educational unit