

# EQAVET Romanian Peer Review – Day 1

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

19 and 20 March 2025 (online)

# Opening and welcome

Monika Auzinger  
& Marta Perich  
EQAVET Secretariat Team

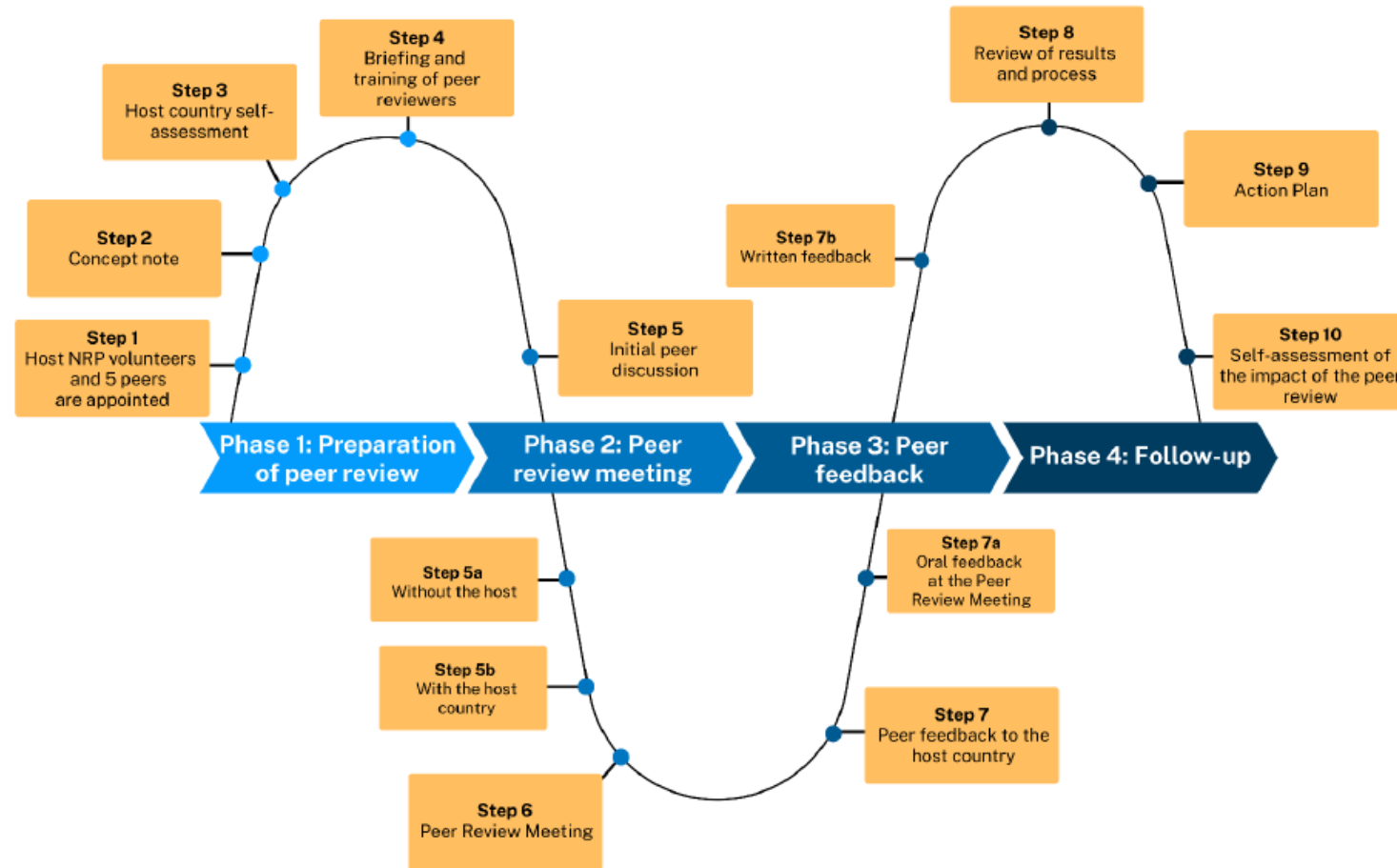


# Institutional welcome

Dalia-Maria DĂRĂMUȘ

National Center for TVET Development

# Peer Review process



Source: ICF.

# Agenda for today

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:15 – 10:15 | <p>Presentations:</p> <ol style="list-style-type: none"><li>1. Mechanism for the evaluation and monitoring of public policies in initial vocational education and training - Dana Stroe – National Center for TVET Development</li><li>2. Presentation of the ReConnect platform – Carmen Muşat – National Center for TVET Development</li></ol>                                                                                                                                                                                      |
| 10:15 – 10:30 | Virtual coffee break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 10:30 – 12:00 | <p>Reflection on key guiding questions:</p> <ul style="list-style-type: none"><li>• What recommendations can be provided regarding the selection of indicators, data collection, and presentation of indicators to ensure effective monitoring and evaluation of public policies in the IVET field?</li><li>• How can the existing mechanism to evaluate IVET policies be further improved, and how can it be applied to any policy in the field of IVET? How can it be used by VET providers to improve their performance?</li></ul> |
| 12:00 – 12:15 | Comfort break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12.15-12.45   | Peer reflection on Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 12:45 – 13.00 | Short wrap-up session, bringing everyone together to take stock of the key outcomes/lessons learnt/outstanding items from Day 1                                                                                                                                                                                                                                                                                                                                                                                                       |



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## EQAVET Peer review in Romania 19th and 20th March 2025 (online)

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

***Dana STROIE-member of the QANRP ROMANIA***

## 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



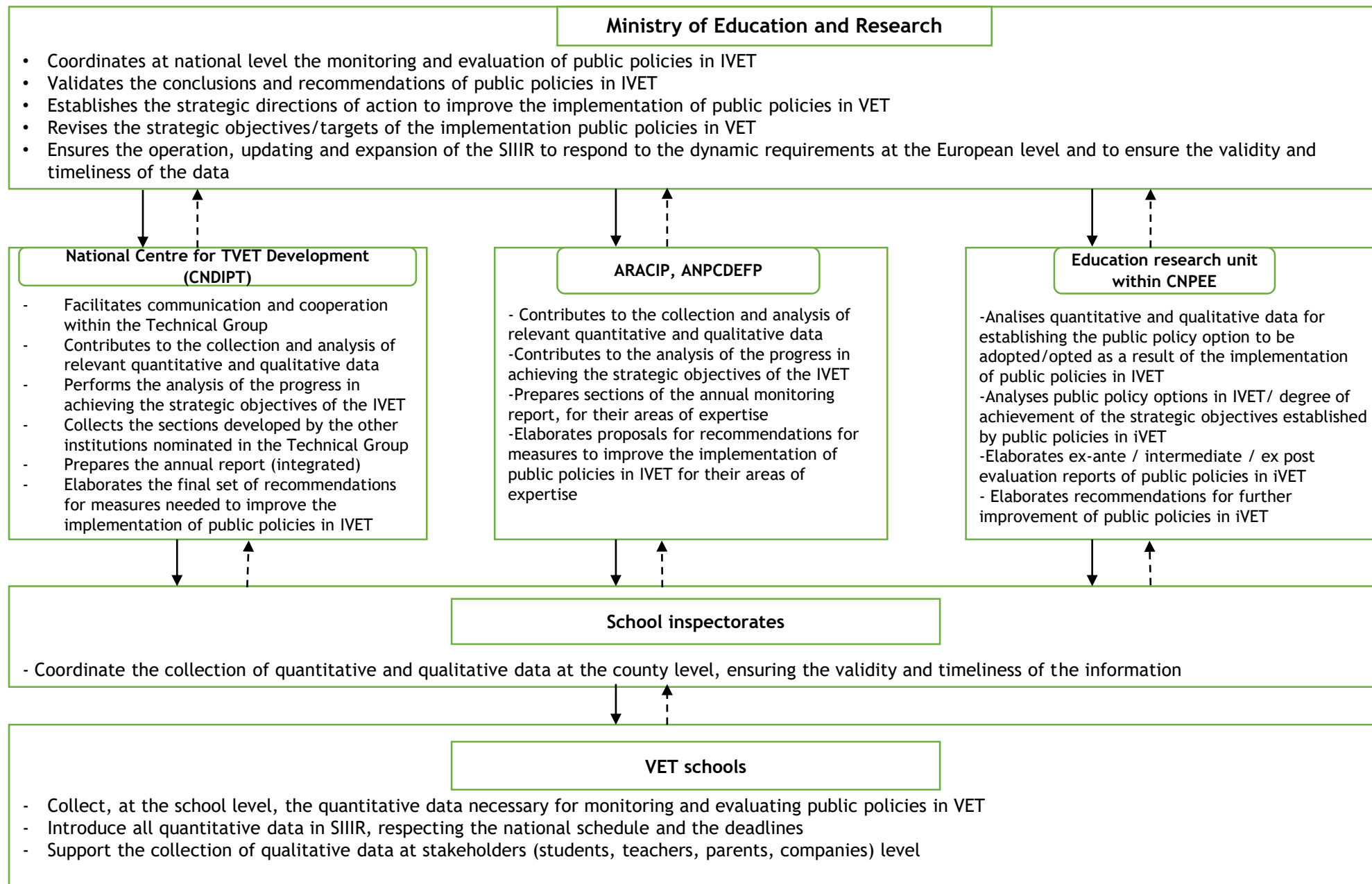
**The need for quality of public policy and for harmonization of the vocational training with the labor market**



**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**



## **Governance of the mechanism (1)**

### **The Technical Group for monitoring progress in the implementation of public policies in IVET**

#### **Structure:**

- 4 Representatives of CNDIPT (1 of whom will coordinate the group)
- 3 Representatives of the Ministry of Education and Research
- 1 Representative of ARACIP
- 1 Representative of ANPCDEFP

#### **Responsibilities:**

- Collection of quantitative and qualitative data relevant to the implementation of public policies in IVET
- Analysis of progress in achieving strategic objectives in VET, based on the quantitative and qualitative data collected
- Elaboration of the Annual Report for monitoring progress in the implementation of public policies in IVET
- Elaboration of a set of recommendations to improve the implementation of public policies in IVET

## **Governance of the mechanism (2)**

### **The Technical Group for evaluation of the implementation of public policies in IVET**

#### **Structure:**

- 4 Representatives of the Education research unit within CNPEE (1 of whom will coordinate the group)

#### **Responsibilities:**

- Analyses quantitative and qualitative data for establishing the public policy option to be adopted/opted as a result of the implementation of public policies in IVET
- Analyses public policy options in IVET/ degree of achievement of the strategic objectives established by public policies in iVET
- Elaborates ex-ante / intermediate / ex post evaluation reports of public policies in iVET
- Elaborates recommendations for further improvement of public policies in iVET

| 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.      | <b>Capacity to provide vocational training programs</b> |                                                                                              |
|         |                                                         | 3.1. Human resource                                                                          |
|         |                                                         | 3.2. Types of vocational training units (authorized, unauthorized, accredited, unaccredited) |
| 4.      | <b>Process management</b>                               |                                                                                              |
|         |                                                         | 4.1. Access to initial vocational training programs                                          |
|         |                                                         | 4.2. Provision of initial vocational training programs                                       |
| 5.      | <b>Results/Impact/Efficiency/Objective effect</b>       |                                                                                              |
|         |                                                         | 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.      | <b>Results/Impact/Efficiency/Subjective effect</b>      |                                                                                              |

## 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**

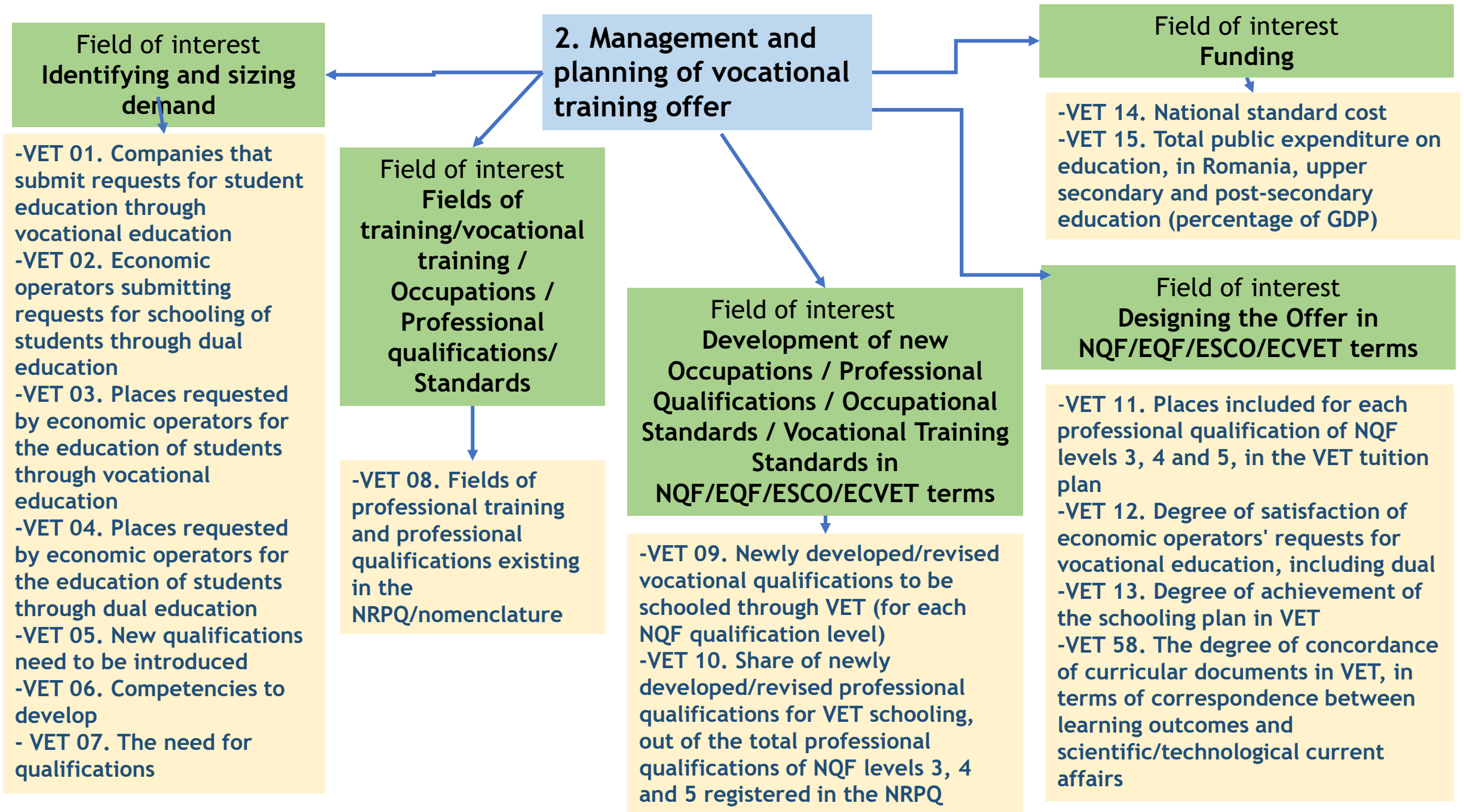
-GDP -Gross Domestic Product  
-ECON 1. Active companies, by activities of the national economy  
-ECON 2. Net investment by activities of the national economy  
-ECON 3. Newly created companies, by activities of the national economy

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

```
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"];
```

#### 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. No 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



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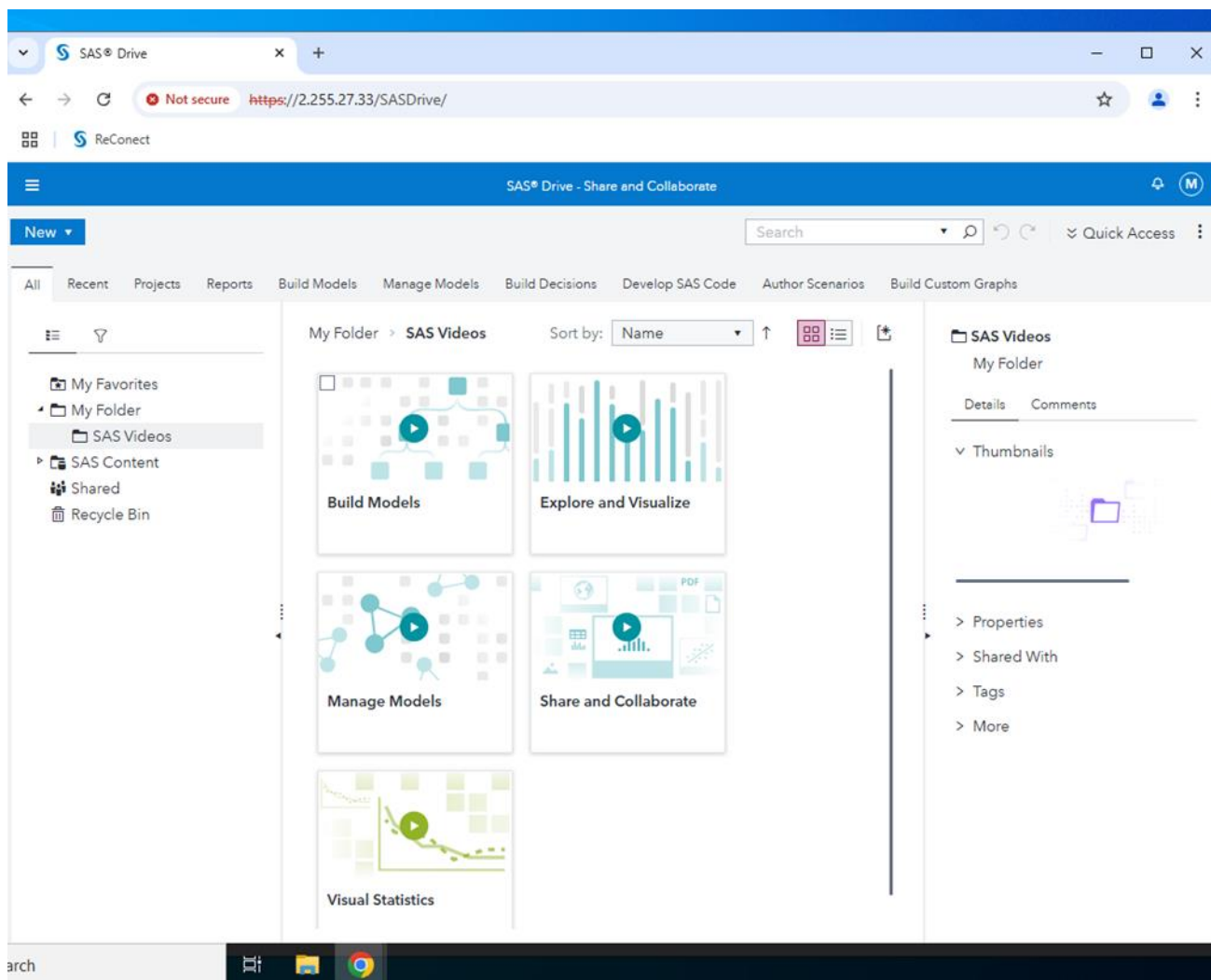
Email: [\*registratura.cndipt@gmail.com\*](mailto:registratura.cndipt@gmail.com)

# ReConect platform

EQAVET Peer review in Romania  
19th and 20th March 2025 (online)

Carmen MUȘAT – QA inspector  
[carmen.musat@tvet.ro](mailto:carmen.musat@tvet.ro)

## ReConect platform

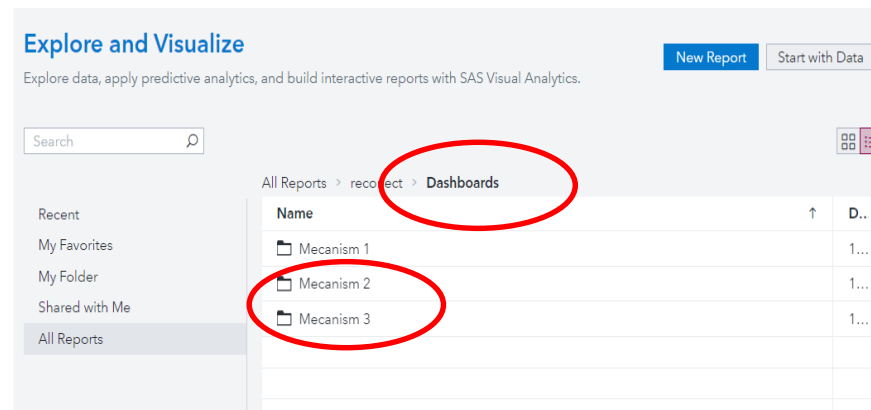
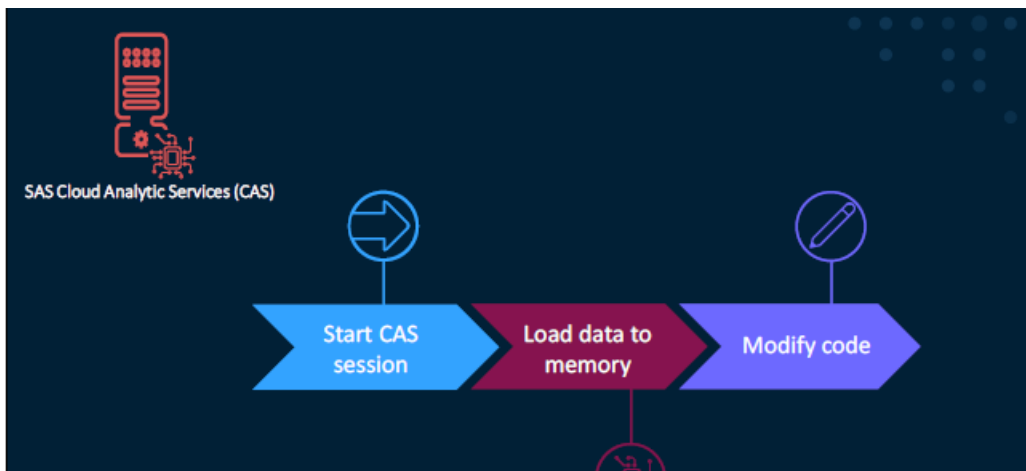


The platform was developed in the SAS Visual Analytics system through the ReCONNECT project and is managed by the National Employment Agency (ANOFM). This platform interconnects databases from education and vocational training and the labour market. Data providers:

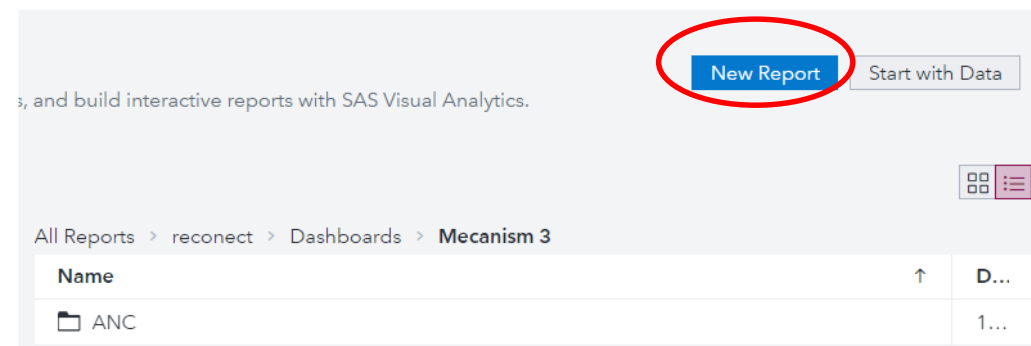
- Ministry of Education and Research (MEC): Integrated Information System for Education in Romania - SIIR, Integrated Educational Register - higher education)
- ANOFM/ Ministry of Labour
- National Authority for Qualifications (ANC)
- National Institute of Statistics (INS)

## ReConect platform – SAS system main sections

1. View and access predefined dashboards (predefined Indicators for the mechanisms)

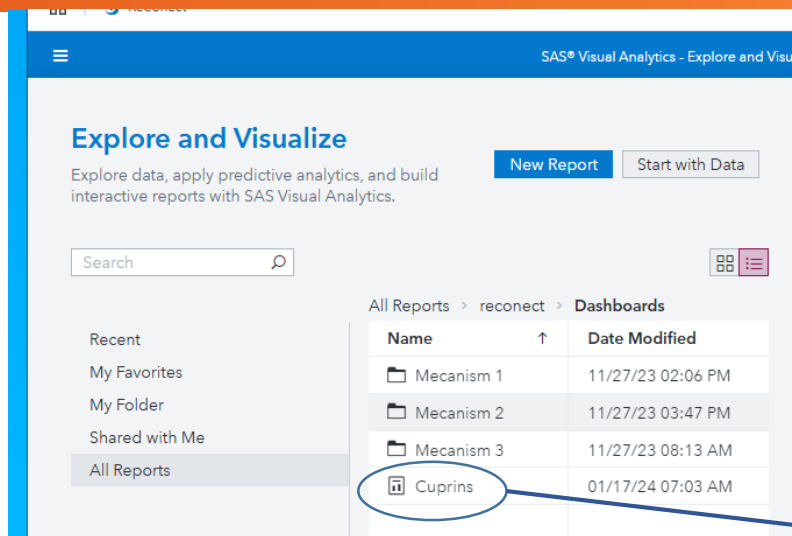


2. View folder with Cloud Analytics Services (CAS) loaders (specially for administrator)



3. Creating a new report – by selecting the "New Report" button;

## ReConect platform – dashboards (predefined reports)



The platform provides data through three mechanisms:

- The mechanism for anticipating skills and workforce needs (M1)
- The mechanism for tracking graduates (M2)
- The mechanism for monitoring and evaluating public policies in the field of vocational training (M3)

Dashboard-urile dezvoltate reprezintă ultima imagine disponibilă a datelor la momentul curent al achiziției (achiziție în progres la 17.01.2023).

| Mecanism | Flux | Perioada  | Dashboard                                                               | Status  | Detalii                                                                          |
|----------|------|-----------|-------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------|
| 9        | SIIR | 2017-2023 | IPT_SIIIR_023_Rata de tranziție în învățământul profesional             | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_024_Distributia elevilor din filiera tehnologică              | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_024_Distributia elevilor din filiera teoretică                | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_024_Distributia elevilor din filiera vocatională              | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_024_Elevi înscriși în învățământul liceal                     | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_048_Rata abandonului școlar în învățământul liceal tehnologic | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_049_Rata abandonului școlar în învățământul postliceal        | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_049_Rata abandonului școlar în învățământul profesional       | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR_049_Rata abandonului școlar în învățământul profesional dual  | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |
| 9        | SIIR | 2017-2023 | IPT_SIIIR-022_Rata de tranziție în învățământul liceal                  | partial | Imagine incompletă pentru: Populație absolvenți lipsă în județele Buzău și Salaj |

The CUPRINS (CONTENTS) section contains information regarding the collected and interconnected data. If certain data from a database were collected with errors, the error appears. For example, for Buzău and Salaj counties, the data for graduates were not completed in SIIR.

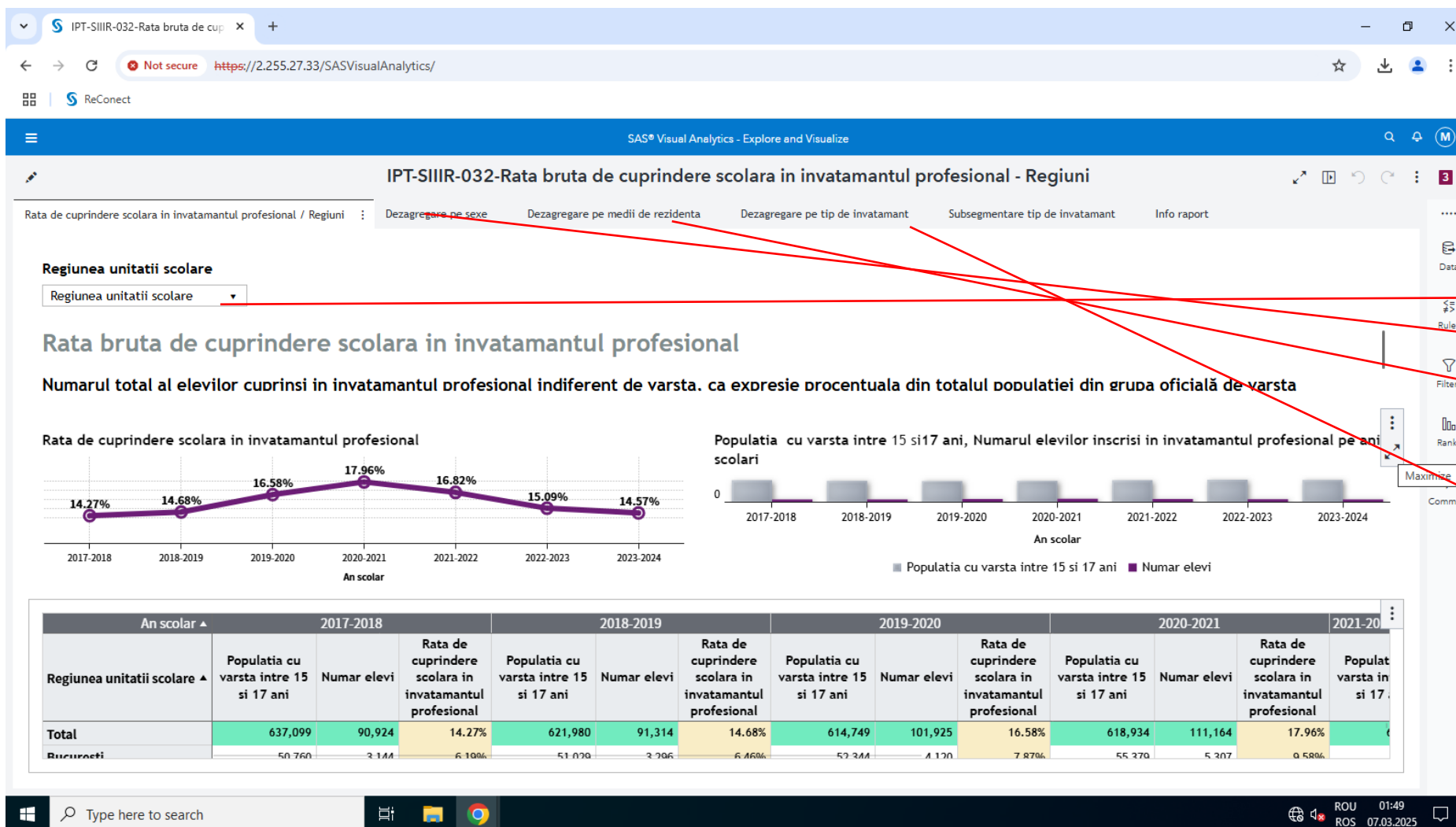
## ReConnect platform – M3, data sources: SIIIR

The screenshot displays the ReConnect platform interface. On the left, a sidebar shows a navigation menu with 'Mecanism 3' highlighted. The main area shows a dashboard for 'Mecanism 3' with a grid of folders: ANC, ANOFM, INS, RFPC, and SIIIR. A red arrow points from the 'SIIIR' folder to a larger view on the right. This larger view shows a grid of indicator folders, including 'M3-SIIIR-IPT001- Oper...', 'M3-SIIIR-IPT011-Plan ...', 'M3-SIIIR-IPT016- Cadr...', 'M3-SIIIR-IPT019-Unita...', 'M3-SIIIR-IPT021-Distri...', and 'M3-SIIIR-IPT022-Rate ...'. Red arrows point from these indicator folders to the text 'Indicators with data collected from SIIIR'. Another red arrow points from the 'SIIIR' folder in the dashboard to the text 'Data for the indicators of mechanism 3 are collected from several sources. Access the corresponding module'.

Indicators with data collected from SIIIR

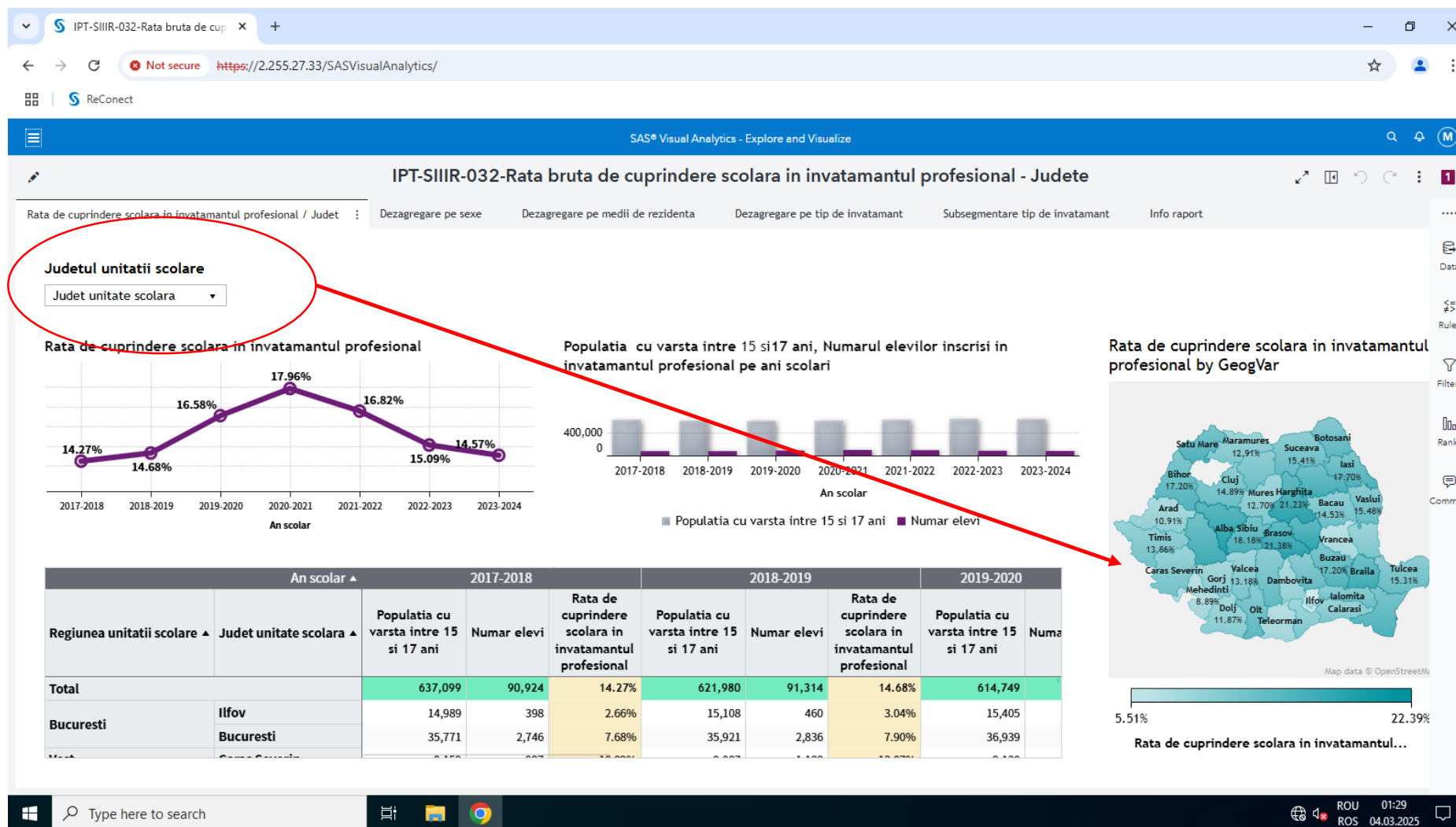
Data for the indicators of mechanism 3 are collected from several sources. Access the corresponding module

## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – national level



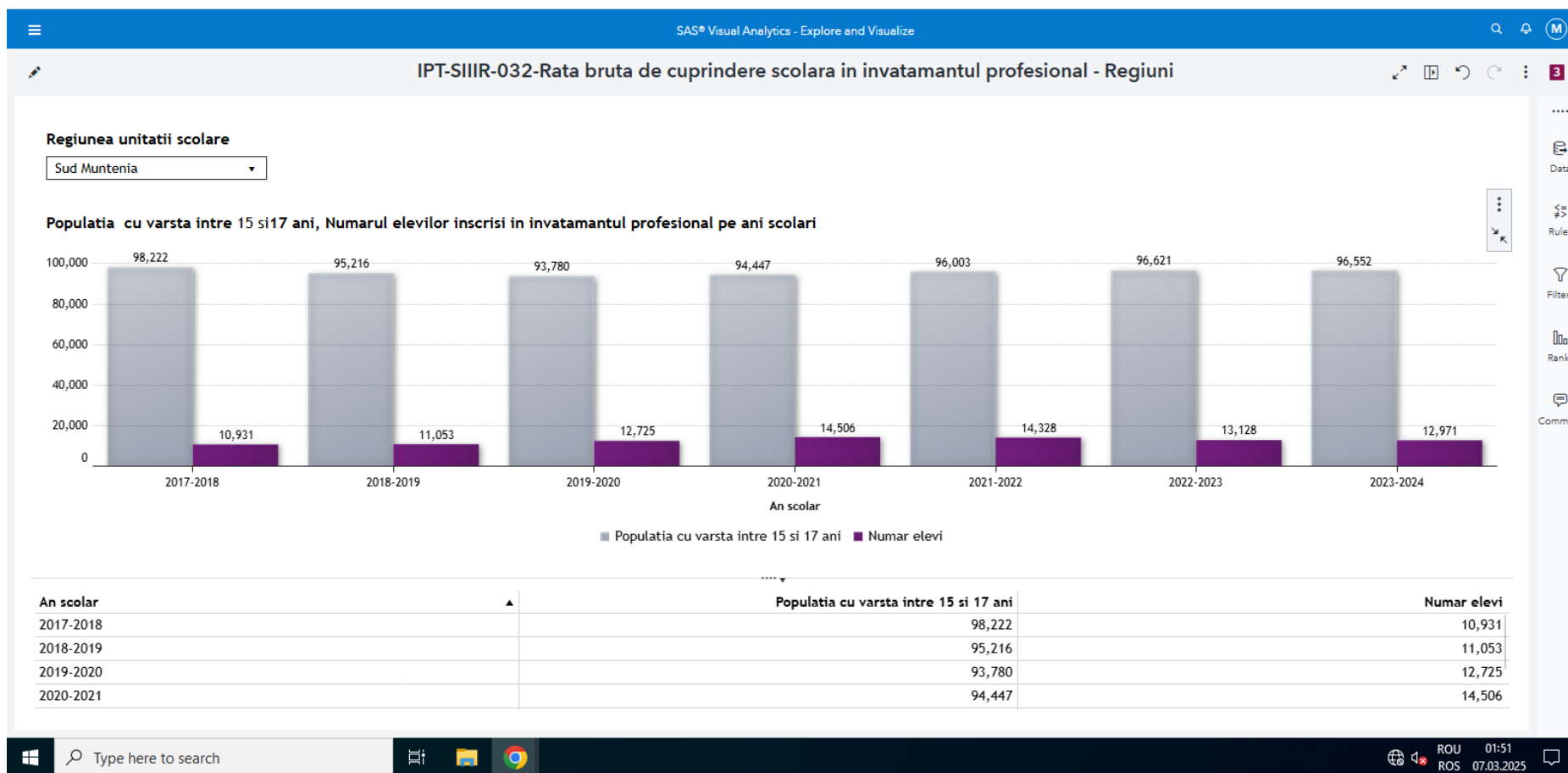
Various data disaggregation criteria can be selected: school years, regions, gender, school residence environment (urban, rural), type of education (public, special, private)

## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – South Muntenia Region



A report by county can also be obtained.

## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – South Muntenia Region

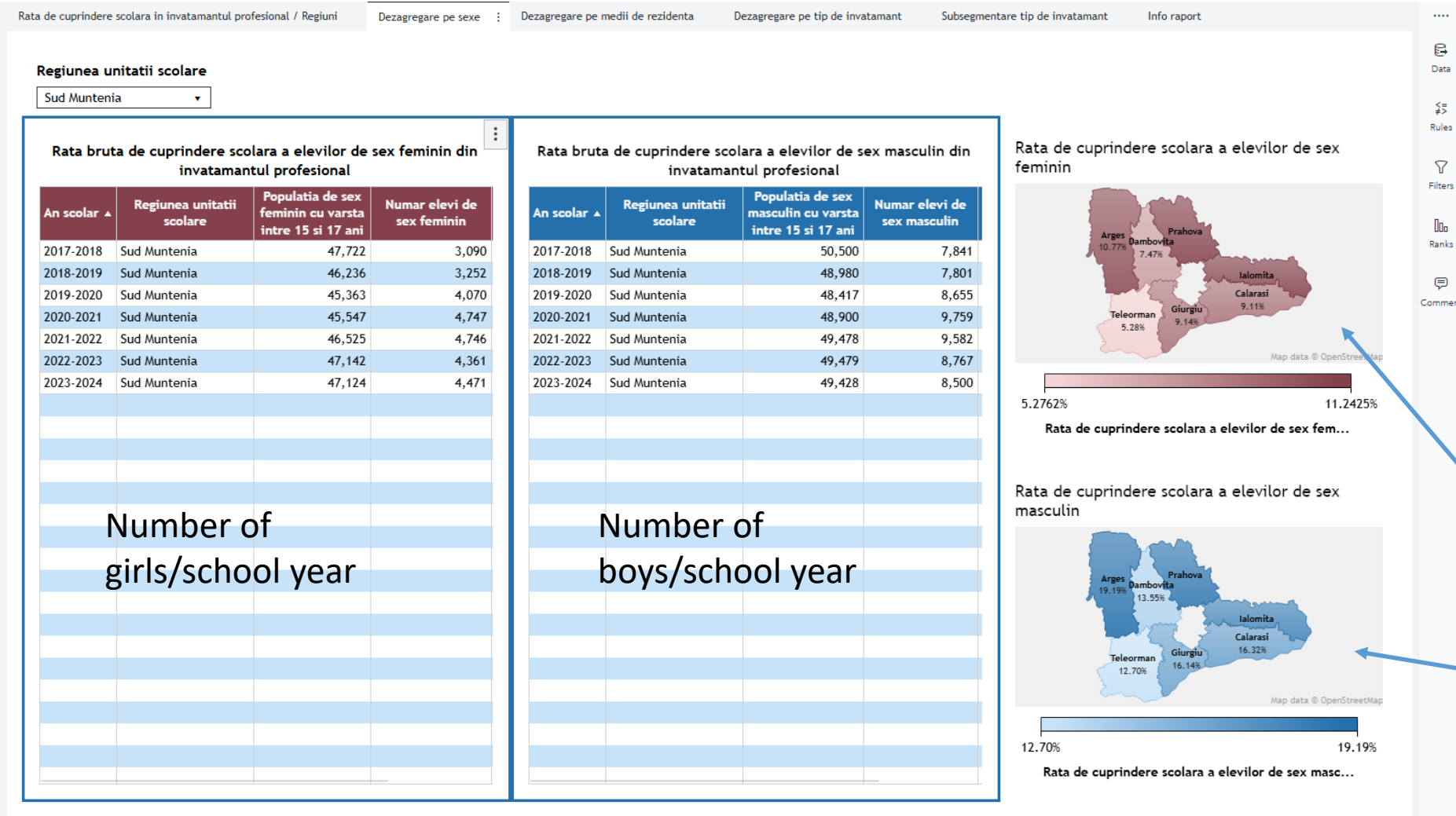


Graphic  
representation,  
unit of  
measurement:  
number of people

Other types of  
representations:

- graphic, in  
percentages
- in table form

## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – South Muntenia Region



## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – complex report

**School enrolment rate of male population in public vocational education between 15-17 years old**

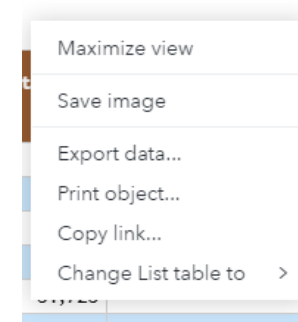
**Male population between 15-17 years old**

**Male students in public vocational education**

**Female population between 15-17 years old**

Rata bruta de cuprindere scolara a elevilor inscrisi in invatamantul de masa

| An scolar | Regiunea unitatii scolare | Populatia de sex masculin cu varsta intre 15 si 17 ani | Numar elevi de sex masculin inscrisi in invatamantul de masa | Rata de cuprindere scolara a elevilor de sex masculin din invatamantul de masa | Populatia de sex feminin cu varsta intre 15 si 17 ani | Numar elevi de sex feminin inscrisi in invatamantul de masa |
|-----------|---------------------------|--------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|
| 2017-2018 | Bucuresti                 | 26,251                                                 | 1,908                                                        | 7.27%                                                                          | 24,509                                                |                                                             |
| 2018-2019 | Bucuresti                 | 26,421                                                 | 2,028                                                        | 7.68%                                                                          | 24,608                                                |                                                             |
| 2019-2020 | Bucuresti                 | 27,173                                                 | 2,521                                                        | 9.28%                                                                          | 25,171                                                |                                                             |
| 2023-2024 | Bucuresti                 | 34,620                                                 | 3,079                                                        | 8.89%                                                                          | 32,781                                                |                                                             |
| 2022-2023 | Bucuresti                 | 33,610                                                 | 3,210                                                        | 9.55%                                                                          | 31,723                                                |                                                             |
| 2021-2022 | Bucuresti                 | 31,159                                                 | 3,362                                                        | 10.79%                                                                         | 29,131                                                |                                                             |
| 2020-2021 | Bucuresti                 | 28,770                                                 | 3,206                                                        | 11.14%                                                                         | 26,609                                                |                                                             |
| 2017-2018 | Sud Muntenia              | 50,500                                                 | 7,701                                                        | 15.25%                                                                         | 47,722                                                |                                                             |
| 2017-2018 | Sud Vest Oltenia          | 33,488                                                 | 5,573                                                        | 16.64%                                                                         | 31,430                                                |                                                             |
| 2018-2019 | Sud Muntenia              | 48,980                                                 | 7,627                                                        | 15.57%                                                                         | 46,236                                                |                                                             |
| 2018-2019 | Sud Vest Oltenia          | 32,028                                                 | 5,533                                                        | 17.28%                                                                         | 30,225                                                |                                                             |
| 2017-2018 | Vest                      | 27,513                                                 | 4,465                                                        | 16.23%                                                                         | 25,852                                                |                                                             |
| 2023-2024 | Sud Vest Oltenia          | 30,639                                                 | 4,746                                                        | 15.49%                                                                         | 28,975                                                |                                                             |
| 2018-2019 | Vest                      | 26,720                                                 | 4,544                                                        | 17.01%                                                                         | 25,232                                                |                                                             |
| 2017-2018 | Sud Est                   | 42,201                                                 | 7,093                                                        | 16.81%                                                                         | 40,083                                                |                                                             |
| 2022-2023 | Sud Vest Oltenia          | 30,893                                                 | 5,164                                                        | 16.72%                                                                         | 29,049                                                |                                                             |
| 2019-2020 | Sud Vest Oltenia          | 31,080                                                 | 6,129                                                        | 19.72%                                                                         | 29,409                                                |                                                             |
| 2019-2020 | Sud Muntenia              | 48,417                                                 | 8,485                                                        | 17.52%                                                                         | 45,363                                                |                                                             |
| 2022-2023 | Sud Muntenia              | 49,479                                                 | 8,580                                                        | 17.34%                                                                         | 47,142                                                |                                                             |
| 2018-2019 | Sud Est                   | 41,075                                                 | 7,198                                                        | 17.52%                                                                         | 38,949                                                |                                                             |
| 2023-2024 | Sud Muntenia              | 49,428                                                 | 8,291                                                        | 16.77%                                                                         | 47,124                                                |                                                             |
| 2021-2022 | Sud Vest Oltenia          | 30,958                                                 | 5,945                                                        | 19.20%                                                                         | 29,024                                                |                                                             |
| 2023-2024 | Vest                      | 27,516                                                 | 4,330                                                        | 15.74%                                                                         | 25,988                                                |                                                             |
| 2020-2021 | Sud Vest Oltenia          | 30,780                                                 | 6,394                                                        | 20.77%                                                                         | 28,993                                                |                                                             |



Segmentation by

- region
- school year
- Gender
- type of education

## IPT 032 - Gross enrolment rate in vocational education (EQF level 3) – Info report

| Rata de cuprindere scolara in invatamantul profesional / Regiuni |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dezagregare pe sexe                                              |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Dezagregare pe medii de rezidenta                                |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Dezagregare pe tip de invatamant                                 |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Subsegmentare tip de invatamant                                  |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Info raport                                                      |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| No                                                               | Capitol                               | Detalii                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1                                                                | Denumirea indicatorului               | Rata bruta de cuprindere scolara in invatamantul profesional                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2                                                                | Cod indicator                         | IPT32                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3                                                                | Definitie                             | Numarul total al elevilor cuprinsi in invatamantul profesional indiferent de varsta, ca expresie procentuala din totalul populatiei din grupa oficiala de varsta corespunzatoare invatamantului profesional, (15-17 ani).                                                                                                                                                                                                                                         |
| 4                                                                | Scop                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5                                                                | UM                                    | Procent, %                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6                                                                | Sursa                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 7                                                                | Metoda de calcul                      | Pentru numitor: se au in vedere microdatele precizate la indicatorul derivat DEM2A, Populatia rezidenta de varsta scolara pentru categoria de varsta 15-17 ani (varsta oficiala pentru invatamantul profesional), la 1 iulie, pe sexe si medii de rezidenta (dupa localitatea de domiciliu) Pentru numarator: se au in vedere microdatele aferente indicatorului Elevi inscrisi in invatamantul profesional, inclusiv dual, (in programe de formare nivel 3 CNC). |
| 8                                                                | Istorie constituita incepand cu       | Se iau in considerare anii scolari 2017-2018 pana in prezent.                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9                                                                | Periodicitatea de colectare a datelor | Annual, incepand cu 01 noiembrie                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 10                                                               | Acoperire geografica                  | National, regiuni de dezvoltare, judete                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 11                                                               | Tip de indicator                      | de intrare                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 12                                                               | Standarde de calitate si limite       | Calitatea indicatorului este determinata de corectitudinea inregistrarii datelor in SIIR                                                                                                                                                                                                                                                                                                                                                                          |

....

Data

Rules

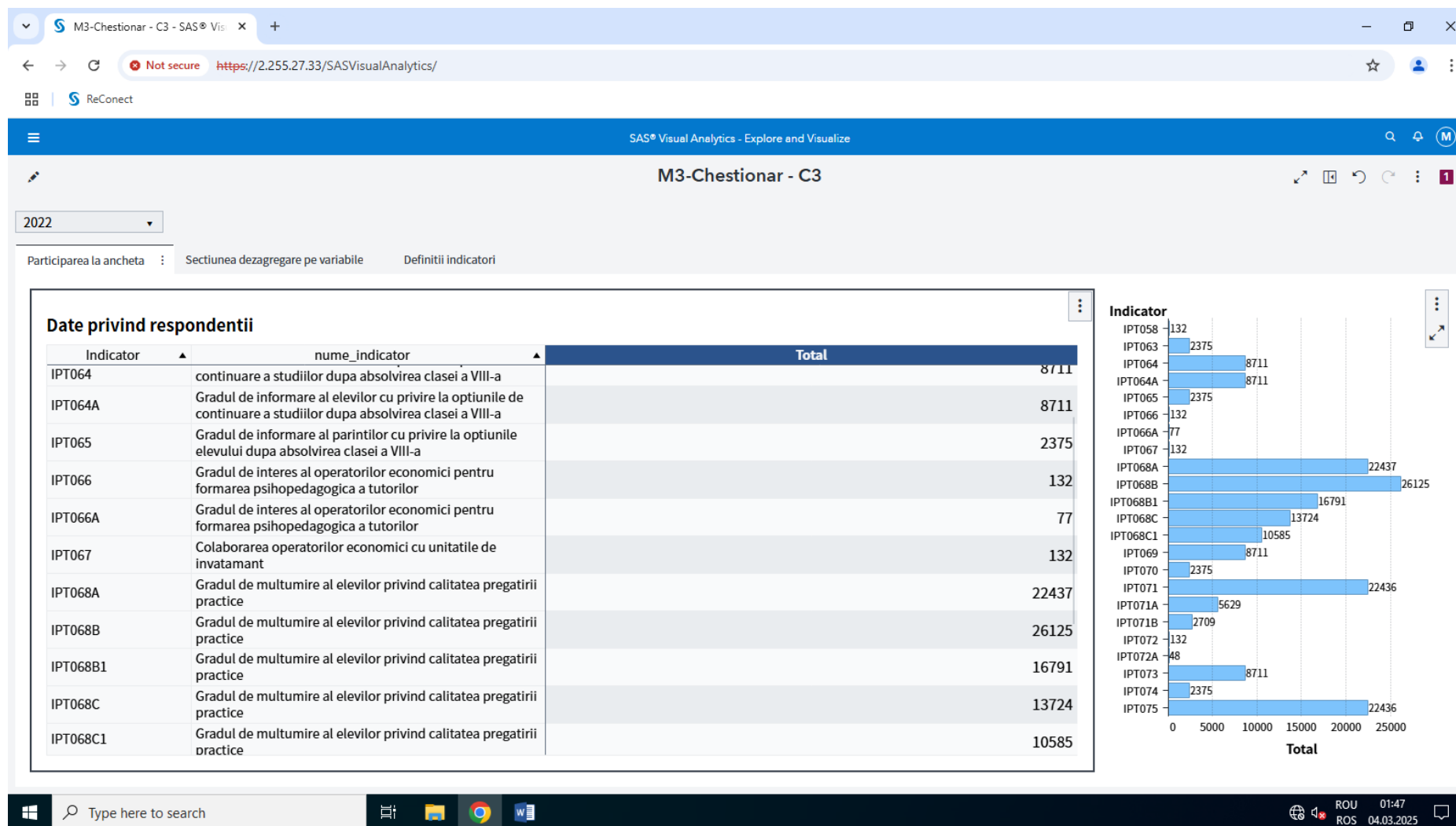
Filters

Ranks

Comment

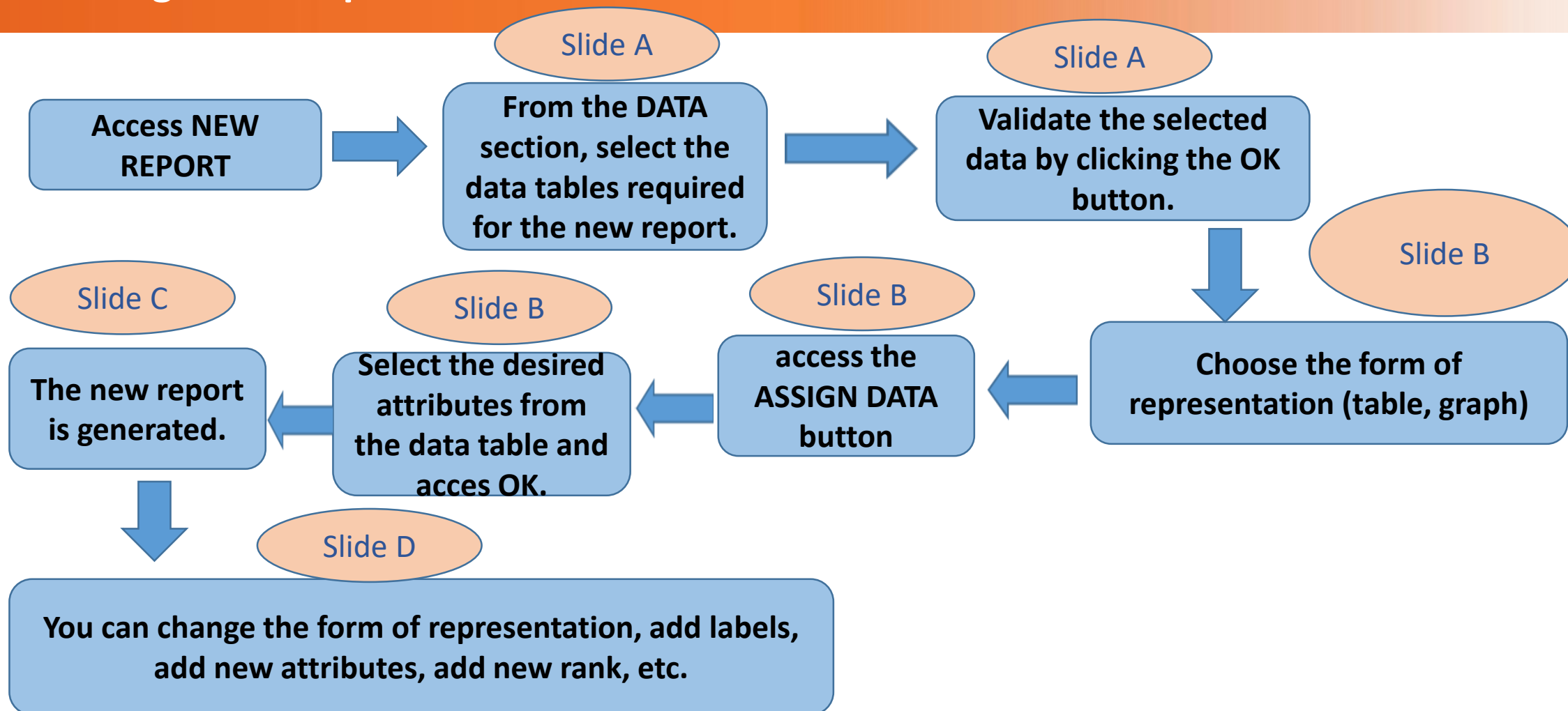
- Name of indicator
- Cod of indicator
- Definition
- unit of measurement
- calculation method / formula
- collection period
- Type of indicator (input, output, process)
- quality standards and limits

## M3 Questionnaires– qualitative indicators

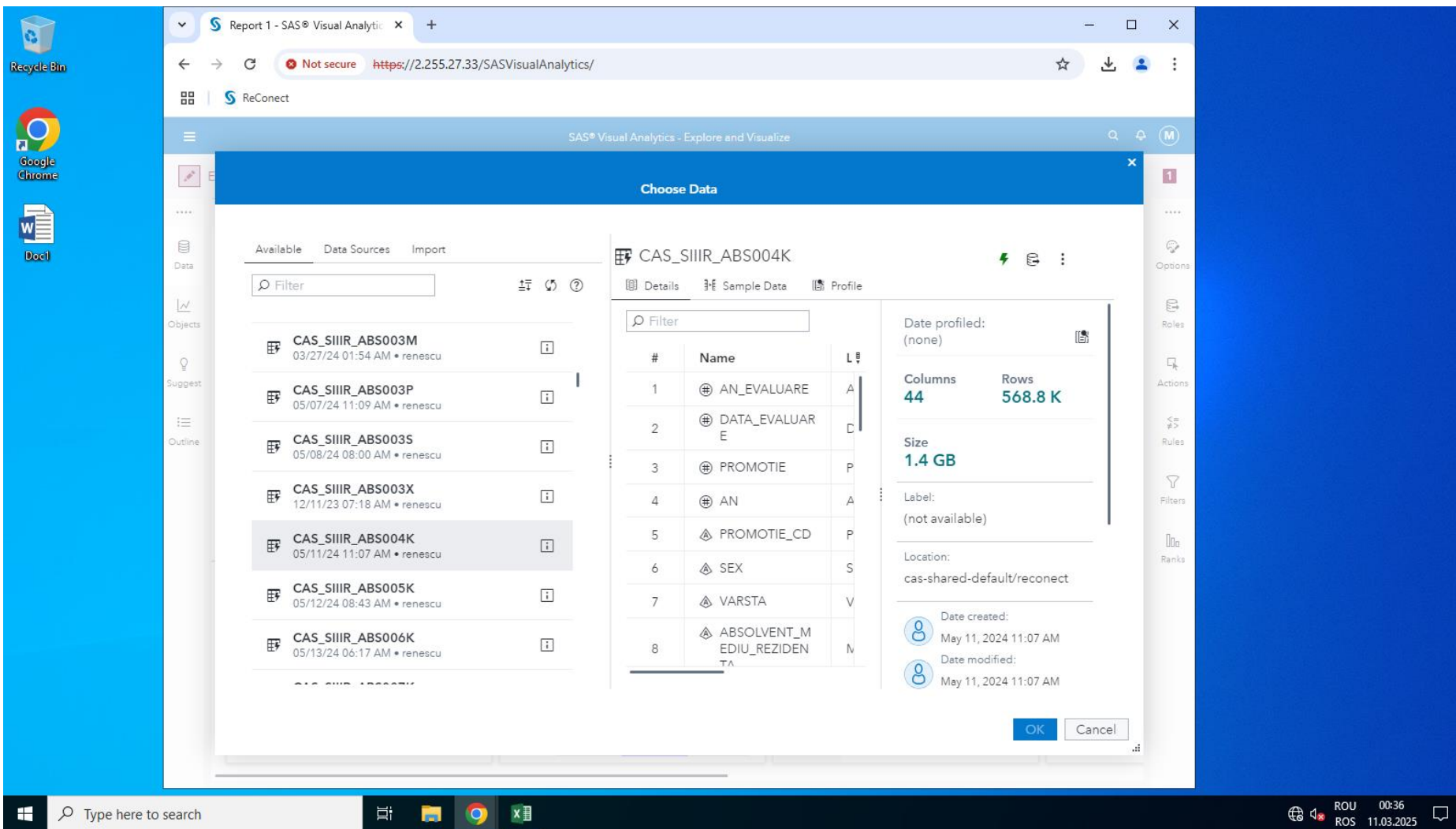


**Respondent data for  
qualitative indicators**

## Drafting a new report



## New report: Continuing studies after graduation (Slide A)



**Available** Data Sources Import

Filter

**CAS\_SIIIR\_ABS004K**

Details Sample Data Profile

| # | Name                       | L |
|---|----------------------------|---|
| 1 | AN_EVALUARE                | A |
| 2 | DATA_EVALUARE              | C |
| 3 | PROMOTIE                   | P |
| 4 | AN                         | A |
| 5 | PROMOTIE_CD                | P |
| 6 | SEX                        | S |
| 7 | VARSTA                     | V |
| 8 | ABSOLVENT_MEDIU_REZIDENTIA | N |

Date profiled: (none)

Columns: 44 Rows: 568.8 K

Size: 1.4 GB

Label: (not available)

Location: cas-shared-default/reconnect

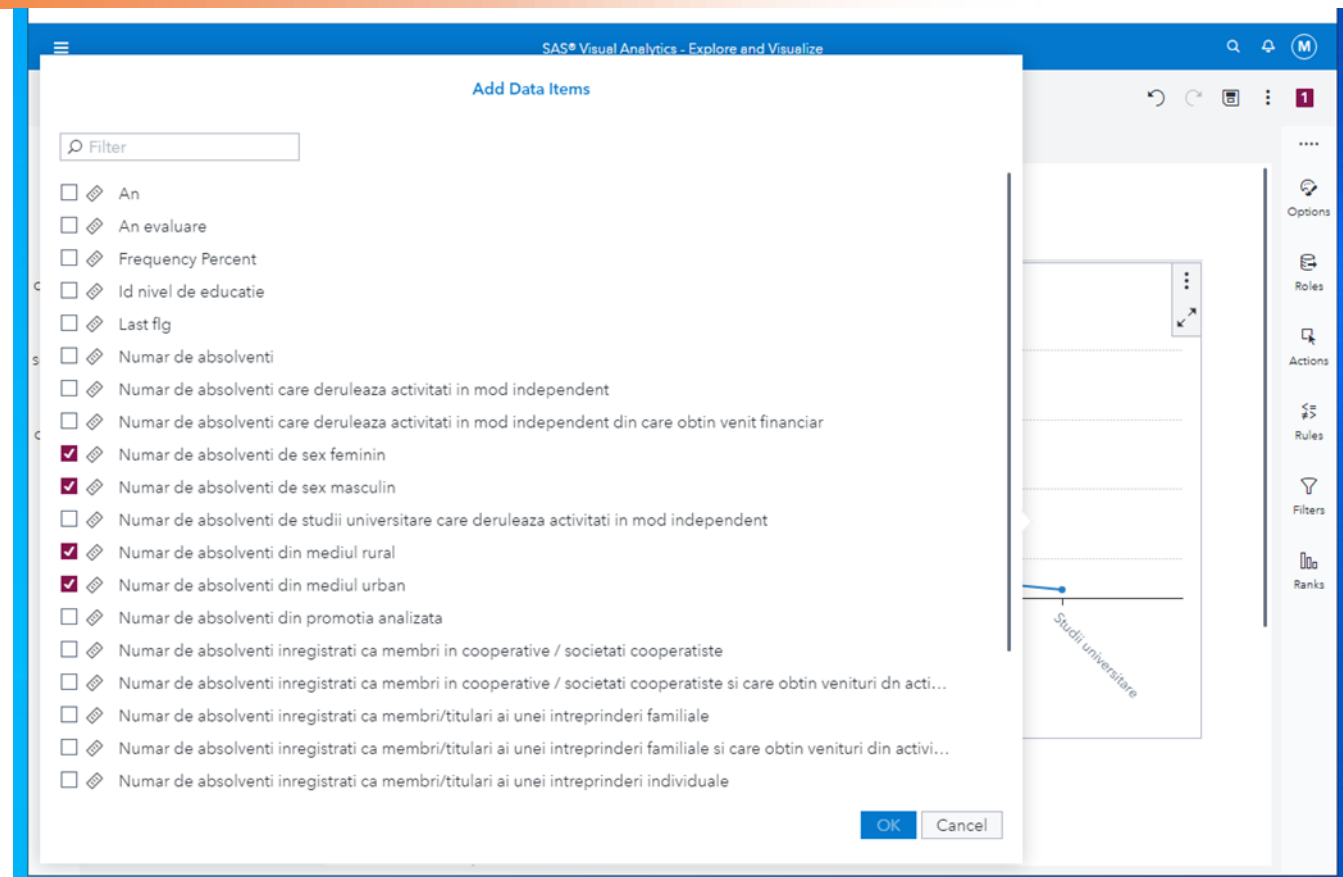
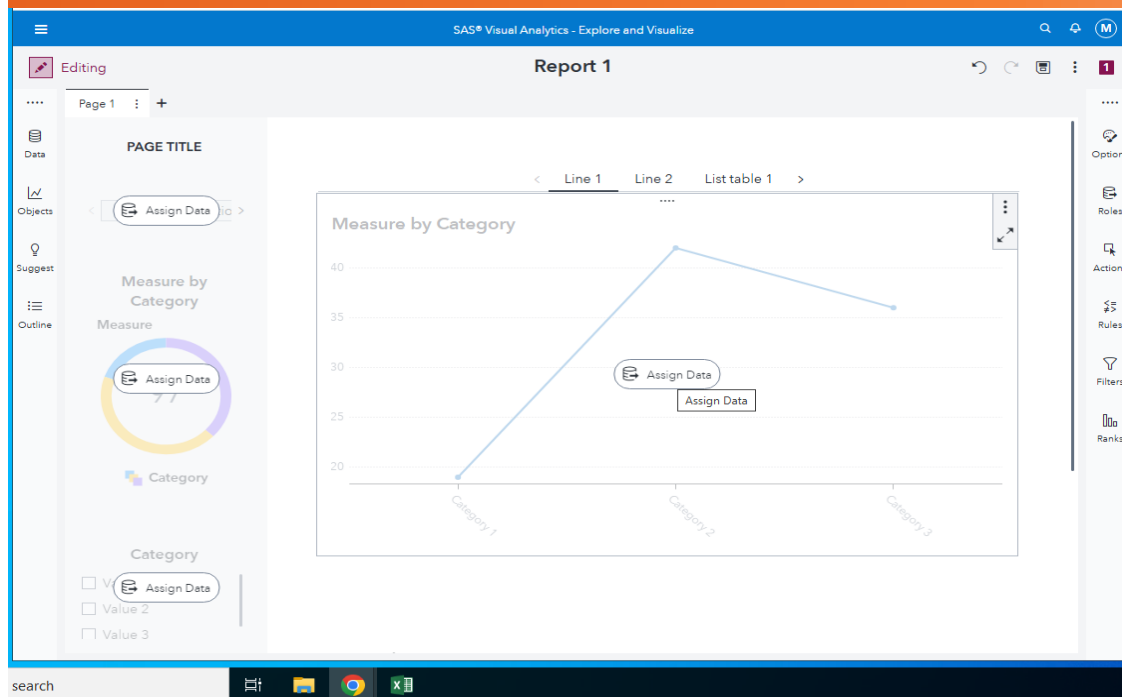
Date created: May 11, 2024 11:07 AM

Date modified: May 11, 2024 11:07 AM

OK Cancel

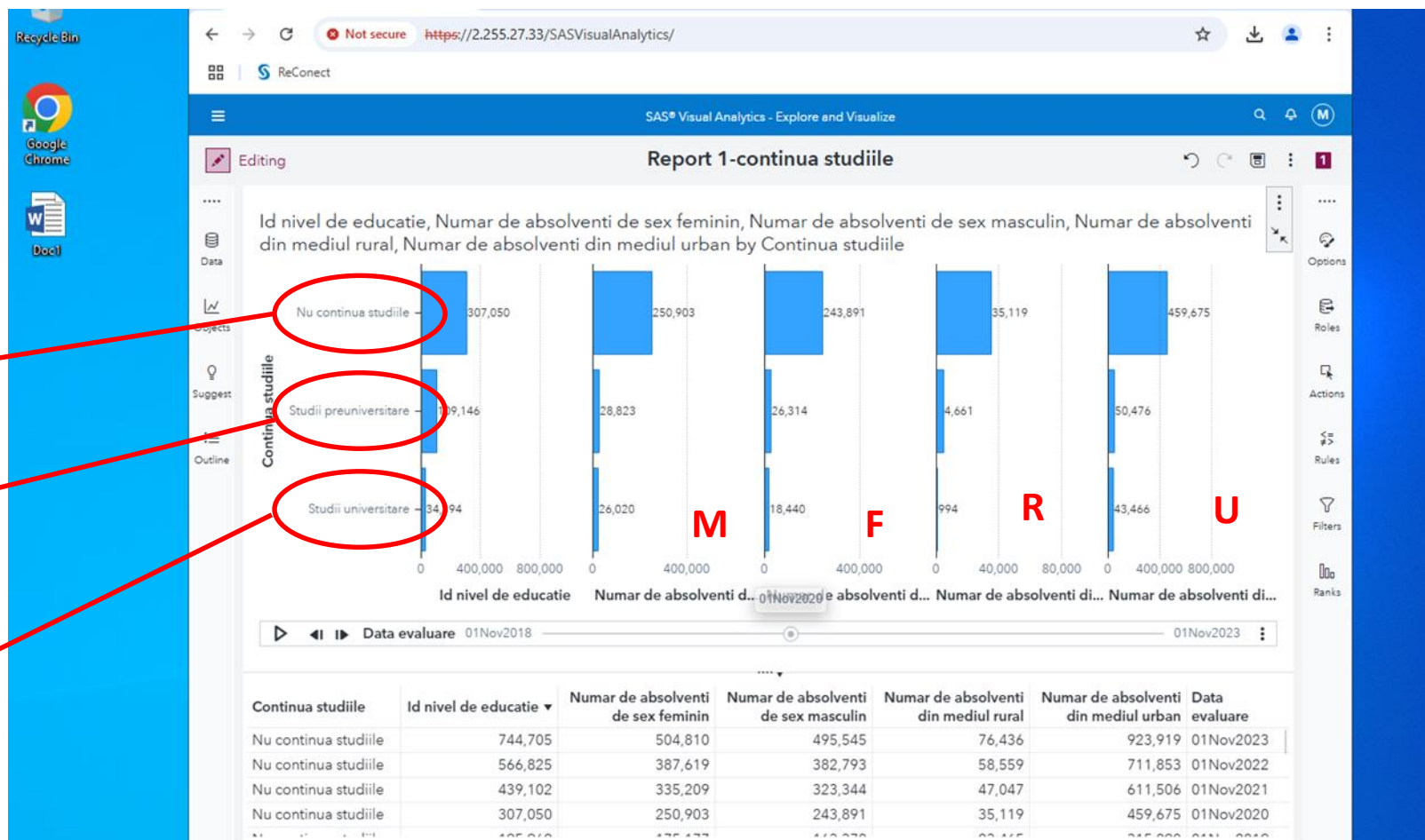
Selecting  
data tables  
**GRADUATES**

## New report: Continuing studies after graduation (Slide B)

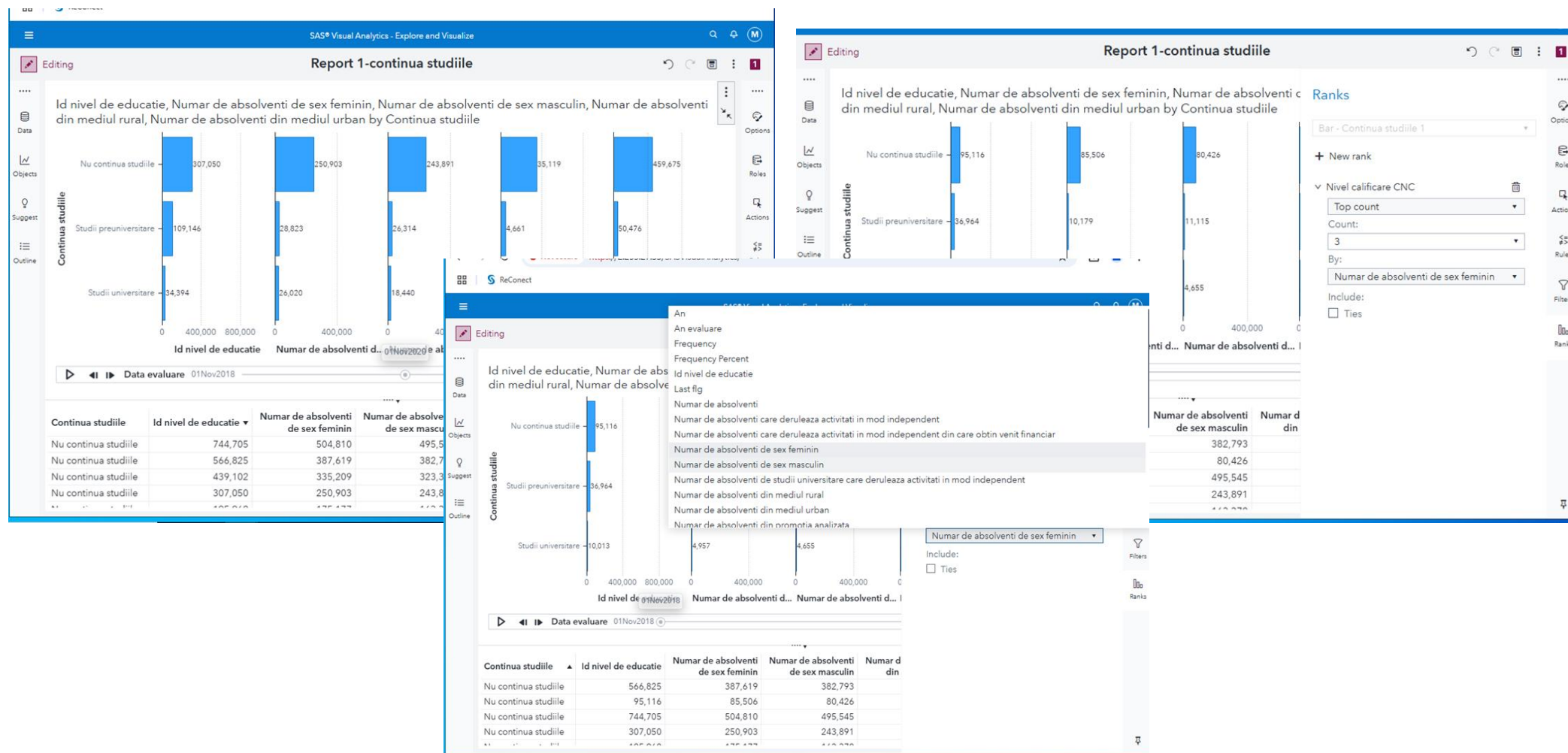


**Filtering and assigning data: number of graduates level 3 EQF continuing their studies, by gender, by area of residence**

## New report: Continuing studies after graduation (Slide C)



## New report: Continuing studies after graduation (Slide D)





# THANK YOU !

<http://gnac.montivagant.ro>



# Comfort break

10:15 – 10:30

# Guiding questions

- What recommendations can be provided regarding the selection of indicators, data collection, and presentation of indicators to ensure effective monitoring and evaluation of public policies in the IVET field?
- How can the existing mechanism to evaluate IVET policies be further improved, and how can it be applied to any policy in the field of IVET? How can it be used by VET providers to improve their performance?

# Comfort break

12:00 – 12:15

# Peer reflection Day 1

**See you tomorrow at 08:45 CET!**

# EQAVET Romanian Peer Review – Day 2

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

19 and 20 March 2025 (online)

# Agenda for today

|               |                                                                                                                                                                                                                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:00 – 9:10  | Welcome and agenda including a summary from Day 1                                                                                                                                                                                                                                                                                                  |
| 09:10 – 10:00 | <p>3. Qualitative indicators in IVET, data collection and analysis - Carmen Musat - National Center for TVET Development</p> <p>4. Dual education in Romania - example of using the mechanism for evaluating and monitoring a policy - Cecilia Crăciun - National Center for TVET Development</p>                                                  |
| 10:00 - 11:15 | <p>Reflection on key guiding questions:</p> <ul style="list-style-type: none"><li>• How can we improve the response rate for qualitative indicators collected through surveys on a digital platform?</li><li>• Which are the success factors regarding the establishment of systemic links between data collection, review and planning?</li></ul> |
| 11:15 – 11:30 | Comfort break                                                                                                                                                                                                                                                                                                                                      |
| 11.30 - 12.45 | <p>Peers Reflection session</p> <p>Peers' discussion in break-out room to reflect on conclusions from the Peer Review</p>                                                                                                                                                                                                                          |
| 12.45 - 13.15 | Reporting back from peers' group                                                                                                                                                                                                                                                                                                                   |
| 13.15 - 13.30 | <p>Institutional closure</p> <p>Next steps: report and action plan</p> <p>Closing remarks by NCTVETD</p>                                                                                                                                                                                                                                           |
| 13.30         | End of day 2                                                                                                                                                                                                                                                                                                                                       |

# Feedback collection and analysis; Qualitative indicators

EQAVET Peer review in Romania  
19th and 20th March 2025 (online)

Carmen MUȘAT – project coordinator  
[carmen.musat@tvet.ro](mailto:carmen.musat@tvet.ro)

## Why qualitative indicators?



**Assessing the satisfaction of direct beneficiaries and stakeholders of vocational training and their proposals for improvement are important in the quality cycle.**



**Vocational training must be focused on the needs of the learner and the labour market. Their opinion is important**

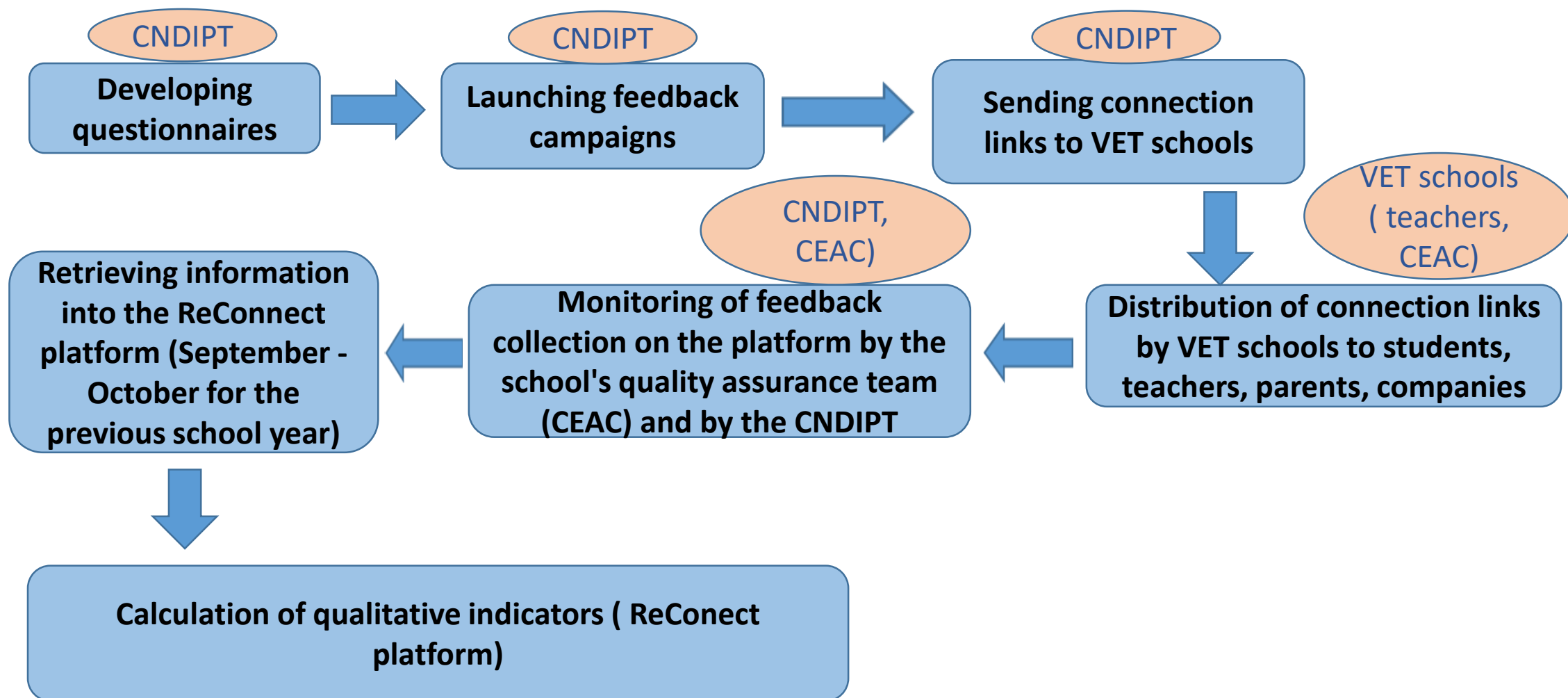


**European directives integrated into the national context**

| Nr. Crt. | Policy area                                                            | Qualitative indicators                                                                                                                           |
|----------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | <b>Capacity to provide vocational training programs</b>                | IPT 59. Teachers' degree of satisfaction with the current education system and with the opportunities and support offered by the school unit     |
| 2        |                                                                        | IPT 60. Adequacy of the continuous professional training programs of TVET teachers to their needs                                                |
| 3        |                                                                        | IPT 61. Degree of satisfaction with the current continuous professional training system for teaching staff in vocational and technical education |
| 4        | <b>Process management</b><br>Access to vocational training programs    | IPT 62. Attractiveness of IVET for admitted students.                                                                                            |
| 5        |                                                                        | IPT 63. Attractiveness of VET for parents of students admitted                                                                                   |
| 6        |                                                                        | IPT 64. Degree of information of students regarding the options for continuing their studies after graduating from the 8th grade                 |
| 7        |                                                                        | IPT 65. Degree of information of parents regarding the options of the student after graduating from the 8th grade                                |
| 8        | <b>Process management</b><br>Provision of vocational training programs | IPT 66. Degree of interest of economic operators for the psycho-pedagogical training of tutors                                                   |
| 9        |                                                                        | IPT 67. Collaboration of economic operators with educational units                                                                               |
| 10       |                                                                        | IPT 68. Degree of satisfaction of students regarding the quality of practical training                                                           |
| 11       |                                                                        | IPT 69. Frequency of communication of students with the school teacher/counselor                                                                 |
| 12       |                                                                        | IPT 70. Frequency of communication of parents with the school teacher/counselor                                                                  |
|          |                                                                        | IPT 71. Degree of satisfaction of students regarding the opportunities offered by the school regarding entrepreneurial education                 |

| Nr.<br>Crt. | Policy area                                                  | Qualitative indicators                                                                                                                                                                                       |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14          | <b>Results / Impact / Efficiency<br/>/ Subjective effect</b> | IPT 72. Adequacy of the professional skills specific to the training program with those needed on the labor market                                                                                           |
| 15          |                                                              | IPT 73. Degree of information of students regarding the options they have after graduating from the training program                                                                                         |
| 16          |                                                              | IPT 74. Degree of information of parents regarding the student's options after graduating from the training program                                                                                          |
| 17          |                                                              | IPT 75. Willingness of students in VET to recommend to other people to follow an VET program in the same professional qualification and educational unit                                                     |
| 18          |                                                              | IPT 76. Motivation of the availability/unavailability of students in VET to recommend to other people to follow an VET program in the same professional qualification and educational unit                   |
| 19          |                                                              | IPT 77. Willingness of parents of students in VET to recommend to other people to follow an VET program in the same professional qualification and educational unit                                          |
| 20          |                                                              | IPT 78. Motivation of the availability/unavailability of parents of students in VET to recommend to other people to follow an VET program in the same professional qualification and educational institution |

## The procedure for obtaining data for qualitative indicators



## Difficulties encountered in applying the feedback collection procedure

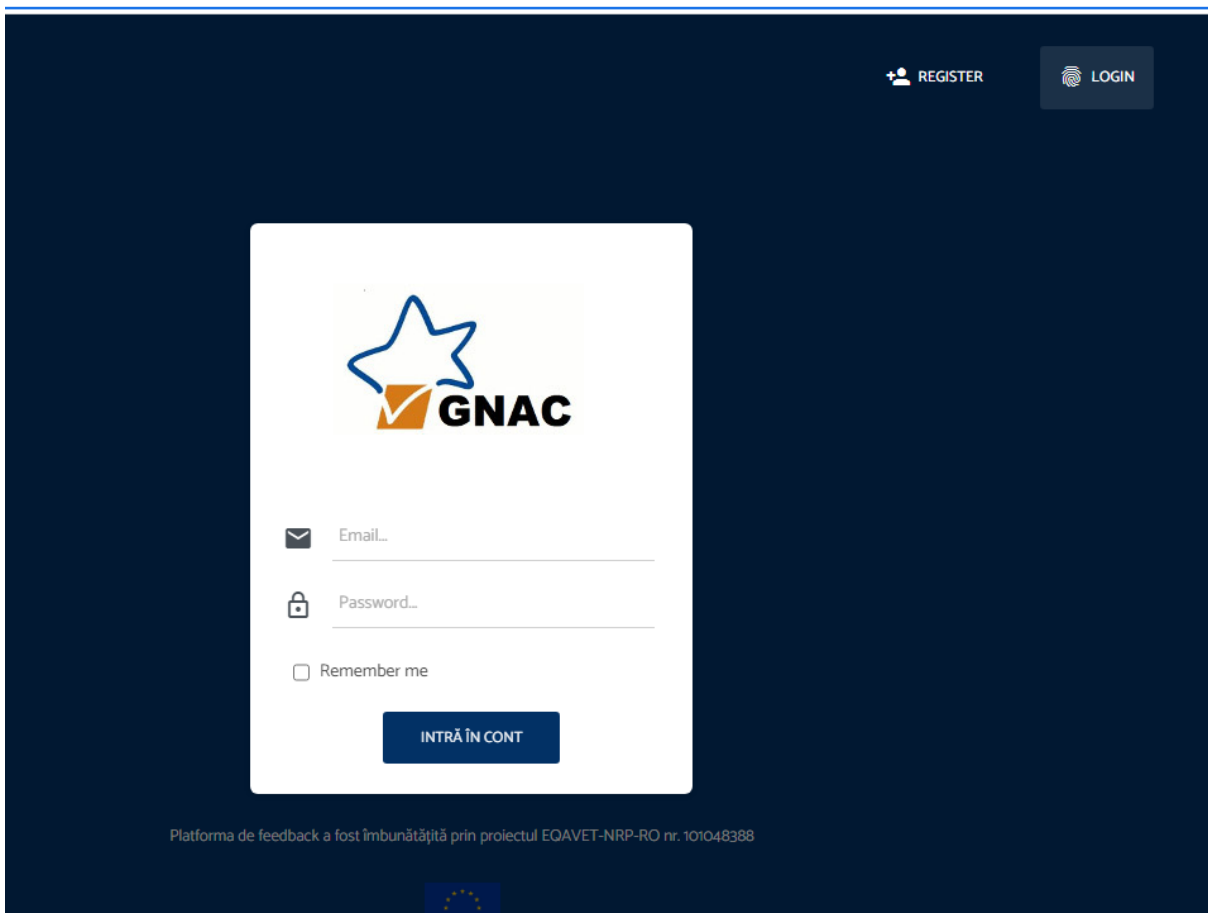
| Stage                                                                                     | Difficulty                                                                                                                                                                                                                                                                                              | Possible remedial actions                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Questionnaire development                                                                 | <ul style="list-style-type: none"> <li>Questionnaires are developed by CNDIPT experts who do not have adequate training</li> <li>Questionnaires applied to various direct or indirect beneficiaries do not always have the same common thread (the same problem seen from different angles!)</li> </ul> | <ul style="list-style-type: none"> <li>Collaboration with the Institute of Educational Sciences in developing questionnaires</li> </ul>                                                                                             |
| Sending connection links to VET schools                                                   | <ul style="list-style-type: none"> <li>Sending the link is subject to GDPR. It cannot be sent to all VET schools at the same time (approximately 1000 schools)</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Developments of the feedback collection platform so that when the campaign is launched, it is automatically sent to the school</li> </ul>                                                    |
| Distribution of connection links by VET schools to students, teachers, parents, companies | <ul style="list-style-type: none"> <li>Not all of the respondents' email addresses are known or they are incorrect</li> <li>The school does not organize information activities for students, parents, teachers, companies (lack of staff, too many tasks, lack of interest)</li> </ul>                 | <ul style="list-style-type: none"> <li>database with beneficiaries' contacts, permanently updated</li> <li>motivation of the organizers</li> <li>reducing the tasks of people in the CEAC</li> <li>Promotional campaigns</li> </ul> |

<https://chestionare.gnac.ro/auth/login>

**3 levels of access to the platform:**

- ☐ Local – VET schools
- ☐ Regional – school inspectorates, regional structures
- ☐ National – structures at the national level

**The questionnaires for the mechanism for monitoring and evaluating public VET policies are developed at the national level. The application of the feedback collection questionnaires is done by the school unit upon request from the Ministry of Education / CNDIPT.**



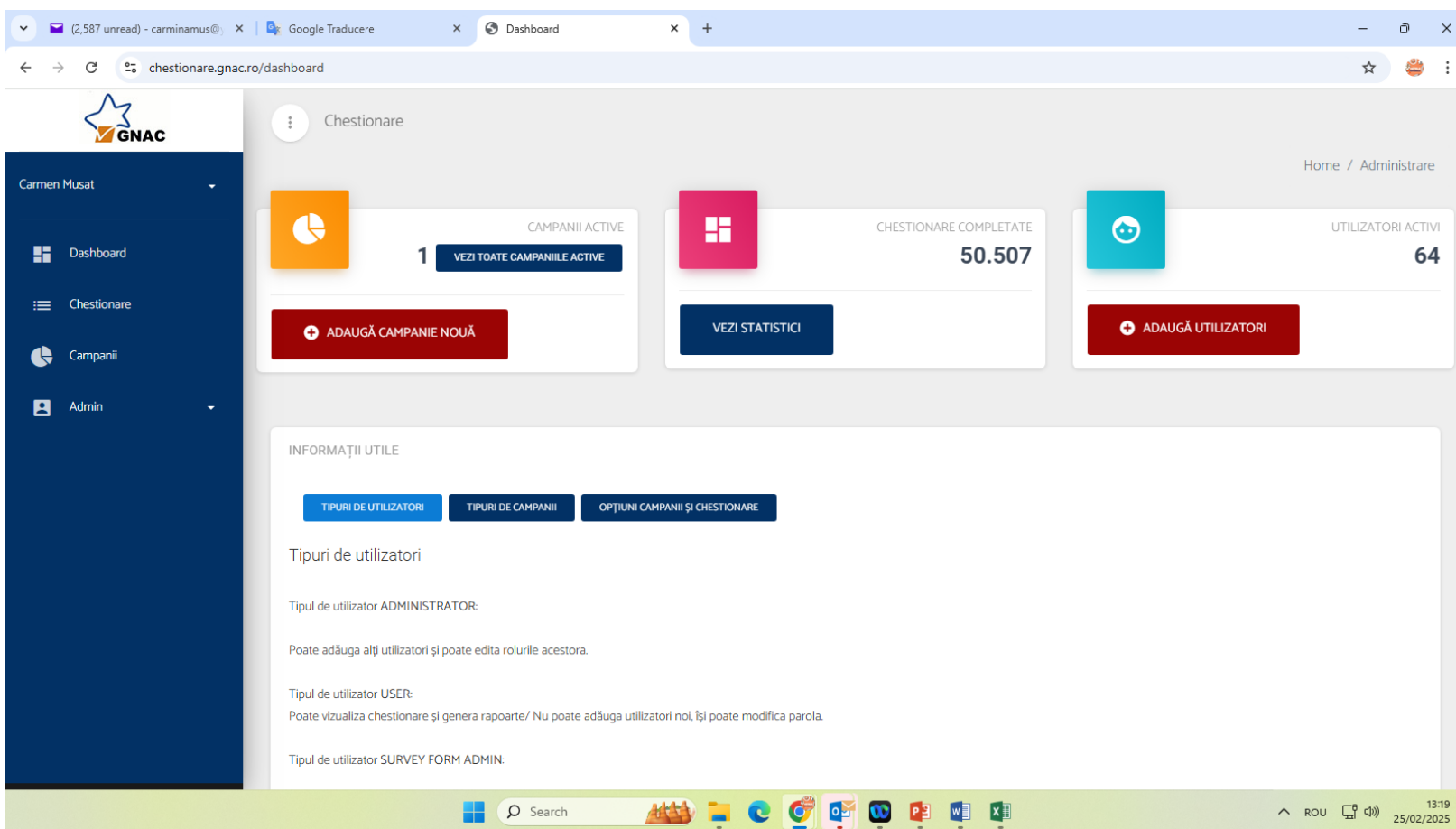
The screenshot shows the login interface of the GNAC platform. At the top right, there are buttons for 'REGISTER' and 'LOGIN'. The main area features the GNAC logo, which consists of a blue star with an orange checkmark inside, followed by the text 'GNAC'. Below the logo are input fields for 'Email...' and 'Password...', each preceded by an icon (an envelope for email and a padlock for password). There is also a 'Remember me' checkbox. A blue button labeled 'INTRĂ ÎN CONT' is positioned below the input fields. At the bottom of the page, a small text line reads: 'Platforma de feedback a fost îmbunătățită prin proiectul EQAVET-NRP-RO nr. 101048388'. A small European Union flag is visible in the bottom left corner.

<https://chestionare.gnac.ro/auth/login>

## MODULES:

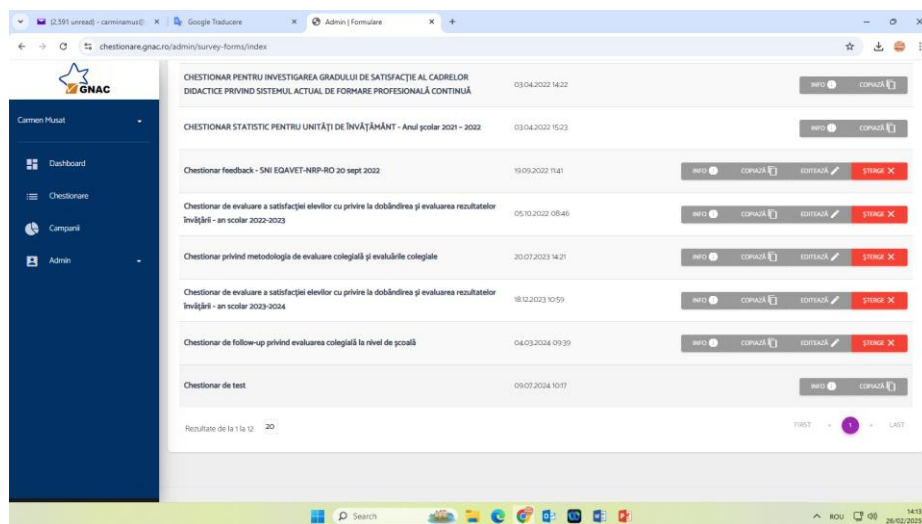
- Questionnaires
- Feedback Campaigns
- Statistics
- Users

**A campaign can be assigned to a specific school, county, or national (all counties). Reports can be generated by school, county, national or other criteria established by the questionnaire (domain, types of education, etc.)**

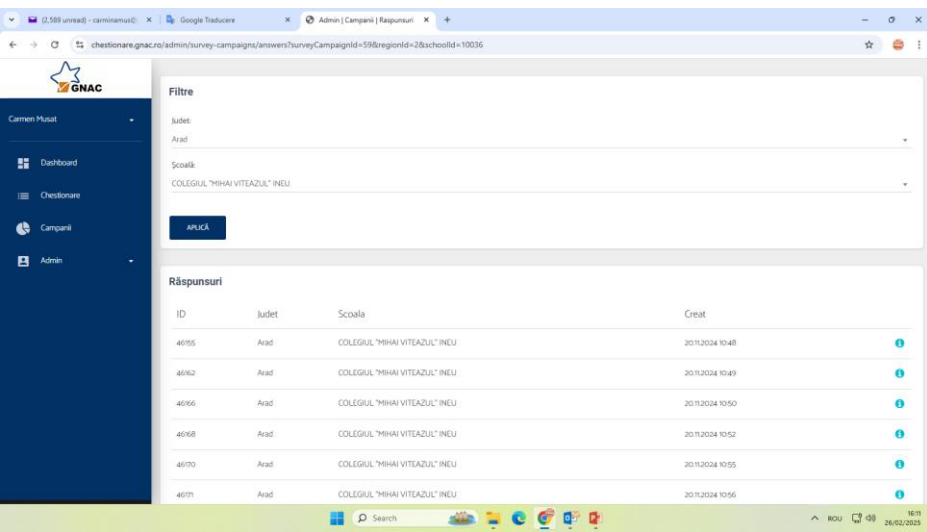


The screenshot shows the dashboard of the GNAC Feedback Collection Platform. The browser address bar displays `chestionare.gnac.ro/dashboard`. The dashboard features a dark blue sidebar with the GNAC logo and a user profile for Carmen Musat. The main content area is titled 'Chestionare' and includes a breadcrumb trail 'Home / Administrare'. Three key performance indicators (KPIs) are displayed: 'CAMPANII ACTIVE' with a value of 1 and a button 'VEZI TOATE CAMPANIILE ACTIVE'; 'CHESTIONARE COMPLETATE' with a value of 50.507 and a button 'VEZI STATISTICI'; and 'UTILIZATORI ACTIVI' with a value of 64 and a button 'ADAUGĂ UTILIZATORI'. Below these, there is a section titled 'INFORMAȚII UTILE' with three tabs: 'TIPURI DE UTILIZATORI', 'TIPURI DE CAMPANII', and 'OPȚIUNI CAMPANII ȘI CHESTIONARE'. The 'TIPURI DE UTILIZATORI' tab is selected, showing details for 'Tipul de utilizator ADMINISTRATOR' (who can add and edit users), 'Tipul de utilizator USER' (who can view questionnaires and generate reports), and 'Tipul de utilizator SURVEY FORM ADMIN'.

## Questionnaires/ Campaigns

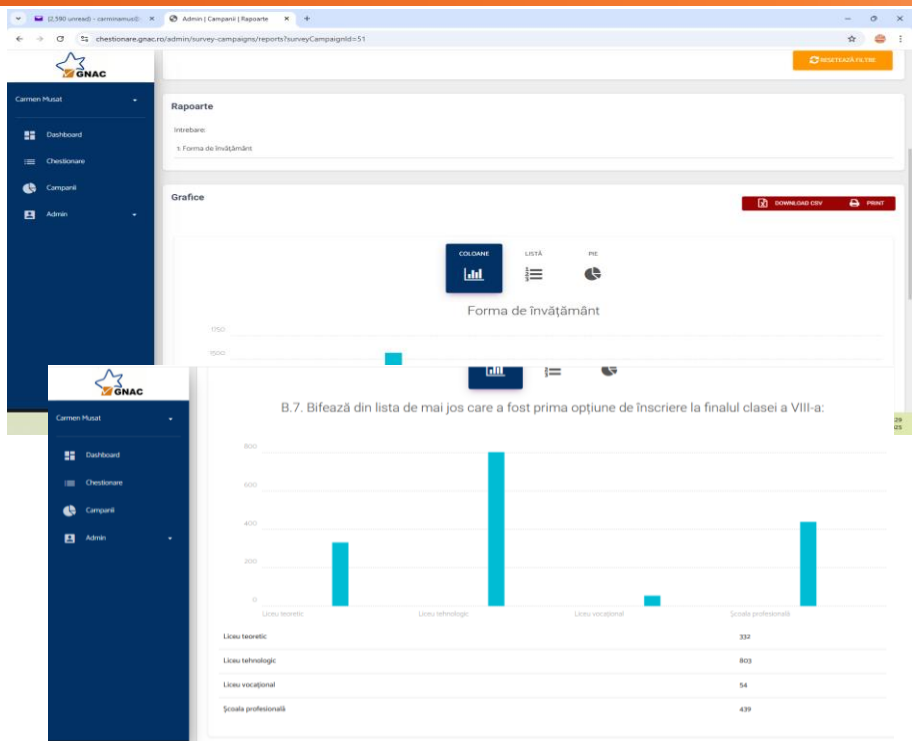


Questionnaires can only be modified, copied, or deleted by the person who edited them.



Campaigns can be selected by: Title - county – school. Only one county or all counties can be selected. All questionnaires in the selection can be viewed.

## Reports / Users



Reports can be downloaded in CSV format or graphically represented. In graphical format there are three representation modes:

- columns
- list
- pie

For each item in the questionnaire there is also a tabular representation

**Users:** The platform administrator can add users and establish the user role (local/regional/national, generation and use of reports/ generation and use of reports+ development and campaign launch)



## Response rate

966 VET schools

| Category of respondents        | Number of respondents 2021-2022 | Numbe of respondents20 23-2024 | Total 2023-2024 | Response rate |
|--------------------------------|---------------------------------|--------------------------------|-----------------|---------------|
| Students of 9th and 12th grade | 8.711                           | 1.628+12.897                   | 155.039         | 9,37 %        |
| Parents of 9th grade students  | 2.376                           | 628+5.310                      | 90.258          | 6,58 %        |
| Companies                      | 132                             | 31+284                         |                 |               |
| Teachers                       | 863                             | 123+1.393                      | 13,622          | 11,13 %       |

### Possible causes:

- the email went to spam
- the message was lost in the multitude of messages
- lack of interest from the management team

- lack of interest on the part of respondents
- incorrect or missing email addresses
- many tasks
- lack of time





# THANK YOU !

<https://chestionare.gnac.ro/auth/login>

<http://gnac.montivagant.ro>



# Dual education in Romania - example of using the mechanism for evaluating and monitoring a policy

Cecilia Crăciun – National Center for TVET Development

# Guiding questions

- How can we improve the response rate for qualitative indicators collected through surveys on a digital platform?
- Which are the success factors regarding the establishment of systemic links between data collection, review and planning?

# Comfort break

11:15 – 11:30

# Peer reflection Day 2

# Thank you!

[EQAVET.mutual.learning@icf.com](mailto:EQAVET.mutual.learning@icf.com)  
[monika.auzinger@3s.co.at](mailto:monika.auzinger@3s.co.at)  
[marta.perich@icf.com](mailto:marta.perich@icf.com)

