

### Template 3: Educational System per Partner Country

<b>Organization (full legal name):</b>	Colegiul Tehnic Gheorghe Cartianu
<b>Country:</b>	Romania

#### Structure of the Educational System - Scheme of the National Educational System

## Structure of the Education System in Romania

Age	Grade	Educational Levels		
> 19		Post-graduate education		Higher education and post-graduate education
		Higher Education		
		Post-high school		Post-secondary non-tertiary education
19	XIII		High school Upper Cycle	Upper secondary education
18	XII	High school Upper Cycle		
17	XI			Completion Year
16	X	High school Lower Cycle	Arts and Trades School	Lower secondary education
15	IX			
14	VIII	General / middle school (Gymnasium)		
13	VII			
12	VI			
11	V			
10	IV	Primary school		
9	III			
8	II			
7	I			
6	Preparatory class (zero class)			
5	Advanced	Kindergarten		Pre-school education
4	Middle			
3	Beginner			

## Functioning of the National Educational System

Brief description regarding the functioning of the National Educational System.

Some aspects to take into account:

- Compulsory Education;
- Grade Levels / EQF Levels / Duration / Ages;
- Modalities to conclude each Grade Level;
- Legal organizations.

The Romanian education system is made up of the following levels:

- 1) **Pre-primary** (kindergarten) – duration: 3 years (is optional);
- 2) Pre or early childhood education (0-6 years), consisting of:
  - a. Pre-school for children aged 0-3 years.
  - b. Pre-school or kindergarten for children aged 3-6 years organized in groups: lower group, middle group, upper group.

**Compulsory education** (consists of 4 years of primary, 4 years of middle school and 2 years of lower secondary education)

- 3) Primary/ Elementary school – grades I-IV. National curriculum is divided into seven subject areas: 1. Language and Communication, II. Mathematics and natural Sciences, III. Man and Society, IV. Arts, V. Physical Education and Sport, VI. Technologies, VII. Advice and guidance;

**Primary education** made up of the kindergarten preparatory group and grades I to IV. Pupils can enrol to the first grade of primary school if they turn 6 or 7 during the respective calendar year.

Secondary education made up of:

- 4) Lower secondary (gymnasiums) which includes grades V to VIII and ends up with the taking of a “*national test examination*”.  
Secondary/ Middle school – grades V-VIII ends with a **national examination/ certificate**. The examination tests pupils’ knowledge in the fields of Romanian language and literature and Mathematics. National curriculum is structured on 2 parts: core curriculum (providing compulsory education) and the school educational offer ( extracurricular activities);
- 5) Lower secondary education – grades IX-X. can be obtained in high schools or in vocational schools

Vocational education: is organized by technical and vocational high schools and form students in professions required by the job market. The studies end up with a “*qualification examination*”. After passing this examination, the graduates get a “*qualification certificate*”. Graduates can then continue their studies in the upper-secondary cycle, a technological or vocational high-school, in a low- frequency program.

- 6) **Non-compulsory education/ Upper secondary education**  
**High school** –XI-XII grades, ends with **Bachelor Exam/ certificate**. It’s organized in 3 branches of study:  
**theoretical** (2 profiles: *humanities* – specializations: philology and social sciences and *sciences* – specialization: math - informatics and natural sciences);  
**technological** (3 profiles: *technical, services and natural resources exploitation and environmental protection*);  
**vocational education** ( 5 profiles: *military, theological, sports, arts and teaching*);

Enrolment is made on the basis of the results in the national test exam and the average degree of the gymnasium. High school studies end up with a “*baccalaureate examination*”. After passing this examination, the graduates get the “*baccalaureate diploma*”. Only students in the technological and

vocational branches must take in addition a “*qualification examination*” and get a “*qualification certificate*”.

**Post-secondary education** – can last between 2 and 5 years.

5) Post high-school non-university education: lasts 1 to 3 years and is organized in post-high schools forming the students in professions required by the job market. Admission is free (not granted on a competitive basis). High school graduates, whether they are bachelor diploma holders or not, can attend post high-school non-university education. For baccalaureate holders, credits obtained during the post high-school non university education can be recognized as units of transferable study credits for the university's first cycle: bachelor degree.

**Post-secondary non-tertiary education (învățământ postliceal)** is provided by post-secondary schools (școala postliceală) and by foremen schools (școala de maiștri). Postsecondary non-tertiary education consists of 1 to 3 years of study and is organised at the initiative of the Ministry of Education, Research, Youth and Sports or following the specific requests of companies and other interested institutions. The general legal framework for the organisation and functioning of school education, including secondary and post-secondary non-tertiary education, is established within the Education Law (Law 84/1995, republished, subsequently modified and completed). Implementation of the general provisions of the law is ensured through Government Decisions and Orders of the Minister of Education, Research Youth and Sports and of other central public authorities. Post-secondary non-tertiary education ensures training of specialised technicians and foremen (Level 3 of Advanced Qualification) to work within specific domains according to their qualification.

The obligation to attend the 10 grades of compulsory education (the frequency form), ceases at the age of 18. Education in technological and vocational high-schools, professional schools, non-university post high schools is organized for specializations and qualifications established by The Ministry of Education, Youth and Sports, according to the National Registry of qualifications.

- 1) **HIGHER EDUCATION** –Bologna Agreement, it takes 3 years to complete. **Master's programs** take 2 years and they are a prerequisite for admission to PhD programs (who take 3 years to complete).

## Vocational Education and Training

Brief description regarding the national VET system, focused on Youths.

Some aspects to take into account:

- Modalities / Grade Levels / EQF Levels / Duration / Ages;
- Legal organizations.

**TVET is delivered through the formal education and training system and, in the near future, also through apprenticeship schemes by enterprises in cooperation with education and training providers**

**Policies for TVE should be seen as integrated**

- within the overall national development context defined through the strategic papers referring to the economic and social development at national, regional and local level
- within the education and training system – LLL perspective (secondary general education, HE, CVT)

**The Policy Paradox of Secondary Education toward youth: ambiguous and complex policy choices because of the intrinsic duality of secondary education, which is at once:**

- terminal and preparatory

- • compulsory and post-compulsory
- • uniform and diverse
- • meritocratic and compensatory
- • geared to serving both individual needs and interests and societal and labour market needs
- • involved in integrating students and offsetting disadvantages but also, within the same institution, in selecting and screening students according to academic ability
- • charged with offering a common curriculum for all students and a specialized curriculum for some”.

**VET main goals mirroring the double role of education and training – social and economic**

1. assurance of students personal and professional development so that they are able to become *active citizens of their community*;
2. assurance of *equal chances/equitable access* to technical and vocational education, as well as professional development of each student, depending on her/his individual aspirations and learning potential;
3. assurance of *professional development* chances for each student for achieving *qualification and competences* in line with existent *employment opportunities*, and in a *lifelong learning* perspective;
4. assurance of *the quality conditions in organization and development of education and training processes* in every school providing TVET.

Age	Grade/ Group	Education level			Reference level EQF	
>19		Higher education – long duration		Higher education – doctoral studies (PhD)	8	
				Higher education – master	7	
		Higher education – short duration		Higher education – bachelor	6	
		Post high school education (Tertiary education- non university)			5 TVET	
18	XIII				Technical high school (US)	4 TVET
17	XII	General high school (upper secondary -US)	Art, sport and theological High school (US)	Technica I High school (US)		
16	XI				3 TVET	
15	X					
14	IX	General high school (lower secondary - LS)	Art, sport and theological High school (LS)	Technica I High school (LS)		Vocational school
13	VIII					
12	VII	Gymnasium education				1
11	VI					
10	V					

TVE system structure is facilitating

- ❖ Career development (progressive pathway with no dead ends)
- ❖ lifelong learning through multiple exists and entrances, based on prior learning acquisitions (*not yet operational the recognition of achievements from non-formal and informal learning contexts*)
- ❖ Lifelong learning due to its organisation based on the NQF (under construction) – TVE is design as part of a training package: job readiness means adding on-the-job training

TVE curriculum premises:

- ❖ Comprehensive curriculum (academic and vocational)
- ❖ Double qualification opportunities, academic and professional recognition – upper secondary TVE graduates passing academic examination (*baccalaureate*) entitle to continue studies through tertiary

university education

Curriculum has two main components:

(i) **core curriculum** and (ii) **local developed curriculum**

### **CORE CURRICULUM**

- Content relevancy: Training Standards based on Occupational Standards
  - validated by Employers and other Social Partners (Sectorial Committees/National Authority for Qualifications)
  - based on competences and related learning outcomes
- Curriculum structure:
  - modular
  - based on units of competences reflected by units of learning outcomes (1 module=1 learning and evaluation unit)
  - credits allocated (similar to ECVET)

**TRAINING STANDARDS (TS) - a document describing the competences units of a qualification which is an aggregated result of competences specific to one or more occupations, as defined by occupational standard(s)**

Includes:

- ↪ Competences units – **statements based on a coherent set of learning outcomes**
- ↪ Reference level
- ↪ Credit value
- ↪ Competences/ related learning outcomes
- ↪ Performance criteria
- ↪ Learning environment conditions
- ↪ Assessment criteria

### **QUALIFICATION STRUCTURE**

Key skills units – common for all qualifications from all the domains the TVE is organised - **to assure a common ground to build foundation working and learning capacities**

General technical units – common for all qualifications within the same domain as employability predictor

Specialized technical units – specific for each qualification supporting labour market immediate responsiveness

At present, for a transition period, the organisation of examinations for the certification of a professional qualification for graduates of vocational education and training is regulated as follows:

1. Graduates of high-school, the technological path, graduates of post-secondary education (tertiary non-university education) and graduates of vocational training programmes organised in compliance with the Law of Education 84/1995, with its subsequent changes and completions, take the examination for the certification of professional qualification in compliance with the provisions of the Order of the Education, Research and Youth Minister 5172/29.08.2008 on the approval of the Methodology for the organisation of examinations for the certification of professional qualification of graduates of vocational education and training at school education level.
2. Graduates of the lower cycle of high-school who attended and completed their practical training take the certification examination in compliance with the Order of the Education, Research Youth and Sports Minister 5222/29.08.2011 on the approval of the Methodology for the organisation of examinations for the certification of professional qualification of graduates of the lower cycle of high-school who completed their practical training.
3. Graduates of vocational education with two years duration take the certification examination in compliance with the provisions of Order of the Minister of National Education on the approval of the Methodology for the organisation of examinations for the certification of professional qualification of graduates of vocational education with two years duration.



The normative framework for the organisation of certification examinations has the following main regulation elements:

- The organisation of examinations for the certification of professional qualification is methodologically coordinated, at national level, by the National Commission for Assessment and Certification - NCAC, established every school year and functioning in the Ministry of National Education. Locally, at county level, the County Commissions for Assessment and Certification are responsible for the organisation of Examination Centres and the coordination of certification examinations.
- The County Commissions for Assessment and Certification are made of the specialist inspector for vocational education and training and representatives of stakeholders: the chair of the Local Committee for the Development of Social Partnership in Vocational Training or his representative, the director of the County Employment Agency or his representative, representatives of other social partners as deputy chairs, so as at least half of them are representatives of social partners.
- The Examination Centres are organised in schools based on a decision of the general school inspector; they can ensure, at their own premises or at partner companies/public institutions, the best conditions for the organisation of examination tests, usually as close as possible to the work conditions in companies; they can ensure the best conditions for the specific activities of the examination commissions, as well as the security of the documents of the commission; their experience in vocational training is recognised in the local labour market.
- The Commissions in the Examination Centres are made of the chair – the head teacher/deputy head teacher of the school, a specialist teacher in the area of professional qualifications for which the certification examination is taken, the deputy chair – the representative of companies for one of the certified professional qualifications or, in case there is none, a representative of the Local Committee for the Development of Social Partnership in Vocational Training or a representative of the County Employment Agency, accordingly, secretary – secretary of the school where the Examination Centre is organised or a specialist teacher from that school, assessor members – external assessors for every professional qualification, among whom representatives of partner companies/public institutions in students' practical training, authorised assessors, external to the school.
- In each Examination Centre, the activity of the Examination Commission is observed and evaluated by a representative appointed by the County/Bucharest Commission for Assessment and Certification as monitor of the quality of the certification examination, nominated in the decision for the establishment of the Examination Commission of that Centre.

#### Responsible bodies:

The Ministry of Education has the overall responsibility for vocational education and training within the formal education system. It develops strategies and policies, prepares legislation and manages public education. It also approves curricula, national assessment standards and the school network. The regional representatives of the Ministry, the County School Inspectorates ensure the implementation of and compliance with the policies and decisions of the Ministry of Education.

The Ministry of Labour and Social Protection and its regional branches, the County Labour and Social Protection Directorates, are responsible for the retraining and further training of the labour force.