



Independent national experts network in the area of adult education/adult skills

Full Country Report - Romania

Written by Simona Sava
October - 2017



EUROPEAN COMMISSION

Directorate-General for Employment, Social Affairs and Inclusion

Directorate E — Skills

Unit E.3 — VET, Apprenticeship and Adult Learning

Contact: Mantas Sekmokas

E-mail: EMPL-E3-UNIT@ec.europa.eu

European Commission

B-1049 Brussels

**Independent national experts network in the area
of adult education/adult skills**

Full country report - Romania

***Europe Direct is a service to help you find answers
to your questions about the European Union.***

Freephone number (*):

00 800 6 7 8 9 10 11

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

LEGAL NOTICE

This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

More information on the European Union is available on the Internet (<http://www.europa.eu>).

Luxembourg: Publications Office of the European Union, 2018

© European Union, 2018

Reproduction is authorised provided the source is acknowledged.

For any use of materials which are not under the European Union copyright, permission must be sought directly from the copyright holder(s) indicated.

CONTENTS

1.0	COUNTRY OVERVIEW (STATISTICAL ELEMENT TO BE INSERTED BY ECORYS FROM UPDATED COUNTRY OVERVIEW)	6
1.1	Key statistical indicators.....	6
1.2	Trends for low qualified adults	9
2.0	BRIEF OVERVIEW OF ADULT LEARNING SYSTEM	14
2.1	Main features and a concise summary of historic development.....	14
2.2	Provision	16
3.0	ADULT LEARNING POLICIES.....	20
3.1	Context.....	20
3.2	Adult learning policy framework	23
3.3	National quantitative policy targets.....	25
3.4	Quality assurance.....	28
3.5	Future policy developments	29
4.0	INVESTMENT IN ADULT LEARNING SYSTEMS	31
4.1	Total investment in adult learning and change over time	31
4.2	Public national investment.....	32
4.3	EU support via structural funds (primarily ESF)	33
4.4	Effectiveness of investment	34
4.5	Develop learners' interest in learning	34
4.6	Increase employers' investment in learning	35
5.0	ASSESSMENT OF EXISTING POLICY	36
5.1	Develop learners' interest in learning	36
5.2	Increase employers' investment in learning	37
5.3	Improve equity of access for all.....	37
5.4	Deliver learning that is relevant	38
5.5	Deliver learning that is of high quality.....	39
5.6	Ensure coherent policy.....	39
6.0	STRENGTH AND WEAKNESSES OF THE ADULT EDUCATION SYSTEM	41
6.1	Strengths	41
6.2	Weaknesses.....	41
7.0	FURTHER POLICY REFORMS AND ORIENTATIONS NEEDED.....	43
8.0	SUMMARY.....	45
9.0	BIBLIOGRAPHY.....	47
	ANNEXES	52
	Annex 1: List of adopted legal acts, strategies, laws	52
	Annex 2: Inventory of policy interventions.....	54

1.0 COUNTRY OVERVIEW (STATISTICAL ELEMENT TO BE INSERTED BY ECORYS FROM UPDATED COUNTRY OVERVIEW)

1.1 Key statistical indicators

1.1.1 Employment – entire population

Table 1.1: Evolution of employment rate - national average (2010-2016) compared to EU data

Geographical area	Years									Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020
EU-28 average	:	67.9	68.6	68.6	68.4	68.4	69.2	70	71	75% of the 20-64 year-olds in employment	70
Member State	70.5	63.6	64.8	63.8	64.8	64.7	65.7	66	66.3		

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the employment rates of those with low qualifications (ISCED levels 0-2) to the average employment rate of the population (ISCED all levels) aged 20 to 64 in a given member state over the period 2010-2015. This table contains information to compare this national data to the EU average. It also compares national data to targets for the EU as a whole as well as by Member State.

-Comparison to EU2020 target:

Romania has negotiated a lower target than the EU2020 target, of 70%. Overall, labour market conditions in Romania improved in 2015 and 2016, but the progress is slow. The unemployment rate (4% EUROSTAT, 2016) and long-term unemployment rate are both below the EU average. Such positive data should however be seen together with the strong outward migration which has been experienced in Romania, including the highly-skilled workers, coupled with an ageing population.

According to CEDEFOP's skills supply and demand forecast (2015), in spite of the European Commission's growth forecast for Romania of 2.4% in 2015 and 2.8% in 2016 (one of the highest in EU), this economic growth will have a limited impact on job growth. Employment in Romania is only expected to reach its pre-crisis level in 2025 (whereas most other EU countries are expected to recover to this level by 2020).

-Comparison to National 2020 target:

According to the forecasts of the Ministry of Labour, the target of 70% will be quite difficult to reach, and a maximum of 69% is estimated by 2020. Also, a significant proportion of people from rural area are employed in subsistence agriculture jobs, with low income. The poverty rate remains one of the highest in Europe (EC 2017).

-Comparison between 2016 national data and the EU-28 average for 2016.

The progress of 0.3% is lower than the EU of 0.7%, keeping the same lower speed of progress than the EU average. Low unemployment is matched by one of the highest inactivity rates in the EU (EC 2017, CSRs on Romania).

-Evolution over time:

Since 2010, the employment rate has been improving, but the progress is slow. The employment rate improved with 1.5%, from 64.8% (2010), to 66.3% (2016). With the current rate of progress it will be difficult for Romania to improve by 3.7% and reach the national target by 2020. The unemployment rate decreased, now being at the pre-crisis level. The emigration rate remains high (EC, 2017).

Romania has the highest risk of poverty or social exclusion in the EU (40.2% in 2014), according to Eurostat data. Social exclusion mainly affects those in rural areas, where people are employed predominantly in subsistence agriculture and where there is severe under-utilisation of human capital.

1.1.2 Participation rate – entire population

Table 1.2: Evolution of participation rate in education and training - national average (2010-2016) compared to EU data

Geographical area	Years									Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020
EU-28 average	:	9.6	9.3	9.1	9.2	10.7	10.8	10.7	10.8		
Romania	0.9	1.6	1.4	1.6	1.4	2	1.5	1.3	1.2	15% of adults in lifelong learning (LLL)	10%

Source: Participation rate in education and training by sex and age (%), Eurostat code *trng_lfse_01*, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 for those with low qualification levels (ISCED levels 0-2) and the average population over the period 2010-2015. This table contains information to compare this national data to the EU average. It also compares national data to targets for the EU as a whole as well as by Member State.

-Comparison to EU2020 target:

Romania has negotiated a lower percentage than the EU target for the participation rate, at 10%. In spite of this, the evolution of the participation rate has been decreasing in the last three years, being far from the agreed target.

-Comparison to National 2020 target:

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

The National Strategy for Lifelong Learning (NSLL), adopted in 2015, as well as the National Strategy for Education and Vocational Training (NSVET), adopted in 2016, highlight the visions and the activity measures leading to reaching the national target of 10% by 2020. However, their implementation lags behind, and the already low participation rate is decreasing. There is not a clear sign that the national target, will be achieved, since 2010, Romania recorded -0.2%, out of the needed 8.8% still to be accomplished.

However, unemployed adults have tended to participate more in LLL as their education is subsidised. However, general participation in LLL is not subsidised, employers benefit from small extend schemes supporting further education, despite the existing active measure managed by National Employment Agency (with its county agencies all over the country). 40% of the adult population in Romania report that finance is the most important obstacle to further education, this is the highest rate in Europe. (EC/Eurydice 2015).

-Comparison between 2016 national data and the EU-28 average for 2016.

The participation rate in Romania decreased by 0.1%, whilst the European average rate on participation of adults to LLL has increased by 0.1%, widening this gap further between Romania and the EU-28 average. Romania remains among the countries contributing to the slow progress in reaching the EU2020 target or even decreasing the overall chances for Europe to reach its target for 2020.

-Evolution over time:

The participation rate remains one of the lowest in Europe, with no significant improvement over the last ten years (and not much improvement since this reporting and data collection was first implemented at European level, when it stood at 0.9%). Romania usually shares the lowest participation ranking with Bulgaria, however Bulgaria has managed to make significant progress in participation rates in the last year. Explanations for this low participation rate include a high migration rate, high rate of population in rural area with poor educational infrastructure, poverty, governmental will, and the structure of the educational system for adults (Sava, Lustrea, 2017).

1.2 Trends for low qualified adults

1.2.1 Share of low qualified adults

Table 1.3: Share of low-qualified adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	30.6	27.3	26.6	25.8	24.8	24.1	23.5	23
Romania	30.7	26.9	26.1	25.5	24.6	24.3	27.2	25	23.3

Source: Population by educational attainment level, sex and age (%), Eurostat edat_lfse_03, last updated 25 April 2017.

Explanatory note: this table compares the percentage of the population with low qualifications (ISCED levels 0-2) in 2016 to the EU-28 average for 2016 and the period 2000-2016.

-Comparison to EU-28 average:

With the progress made in 2016, it seems that Romania has reached the EU-28 average. The recent progress has been better than the EU-28 average and as a result, Romania almost has the same level of low-qualified adults as the EU-28 average. A determinate action in this respect of the Romanian government/ Ministry of education is to start running the ROSE project, the Romanian Secondary Education Project – ROSE is a project having the objective to reduce dropout in lower/ upper secondary and tertiary education (<http://proiecte.pmu.ro/web/guest/rose>).

-Evolution over time:

The evolution over time is quite comparable with the evolution of the EU-28 average. From 2010 till 2013 Romania managed to be under the EU average. However, due to the big increase in 2014, it now is struggling to recover. Overall, in recent years, it was generally decreasing, but the EU average managed to decrease more than Romania.

The education for the low skilled adults is mostly free of cost through the second chance to education programs, but they are usually amongst the hard to reach adults. In spite of being a priority group set in the NSLL and in the NSVET, the outreach policy measures so far did not prove to be effective (EC 2017).

1.2.2 Employment rate of low skilled adults

Table 1.4: Employment rates of low skilled adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	55.7	53.8	53.4	52.7	52	52.6	53.2	54.3
Romania	68.7	53.2	55.8	51.9	53.5	54	55.5	53.7	52.8

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the employment rates of those with low qualifications (ISCED levels 0-2) to the EU average over the period 2010-2016.

-Comparison to EU-28 average

The employment rate of low skilled adults decreased in 2016 by 0.5%, compared with 2015, while the EU-28 average has an amelioration of 1.1%. This means that the national programs and efforts addressing this target group were not efficient enough. For example, the report for the first semester of 2017 of the National Employment Agency, on activities addressing the young people with risk of marginalization shows the following figures: at national level 52 persons were counselled (out of 718 aimed for 2017), and 46 got solidarity contracts (against 583 aimed to be employed in 2017)

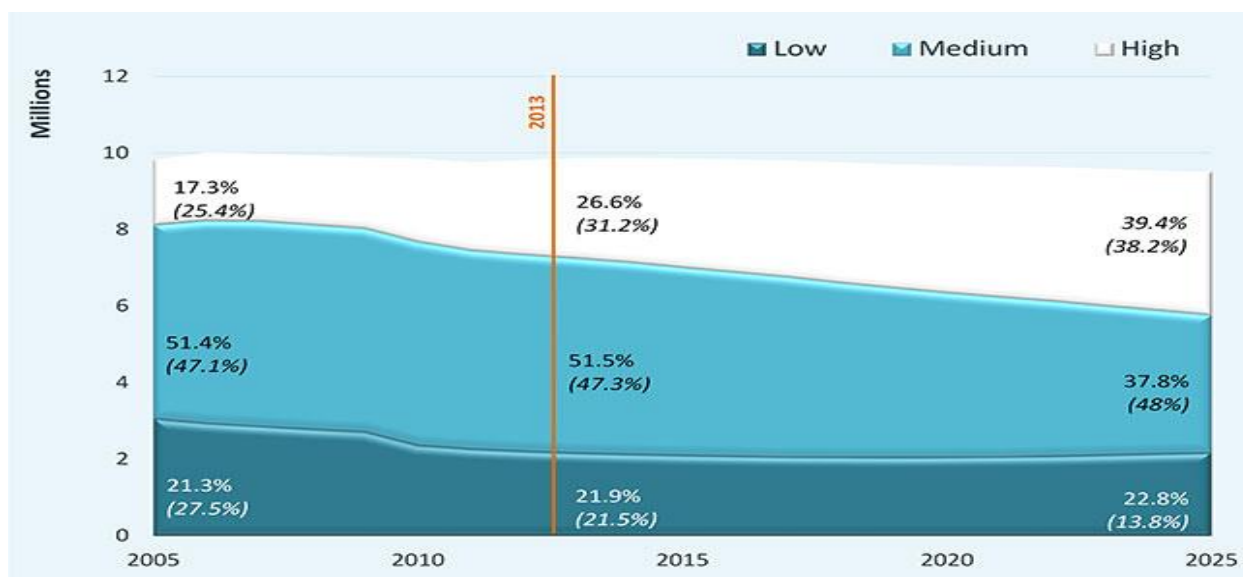
(<http://www.anofm.ro/files/Raport%20marginalizare%20%20TRIM%20I%20%202017%20.pdf>)

-Evolution over time

The evolution over time shows that in Romania the employment rate for the low skilled adults has decreased by 3% since 2010, while at the Europe-28 average has slightly increased (0.5%). This shows that the different active measures to stimulate the employment rate for this target group (counselling, apprenticeship programs, second chance program etc.), implemented by the National Employment Agency were not successful enough in reaching these people.

For Romania, the skill forecasts (CEDEFOP, 2015) show that the low skilled jobs will increase, so giving the fact that Romania has a high drop-out rate of 19% in 2015 (EUROSTAT 2016), such people still have a chance, in spite of the fact that they are more exposed to poverty (Kitchen et al, 2017):

Labour force trends by qualifications, 2005-2025, Romania (and EU) (%)



Source: Cedefop skills forecast, 2015: Labour force trends by qualifications, 2005-2025, Romania (and EU) (%)

1.2.3 Participation rate of low skilled adults

Table 1.5: Participation rate of low skilled adults – EU average in comparison to national average

Geographical area	Years									
	2000	2005	2010	2011	2012	2013	2014	2015	2016	
EU-28 average	:	3.7	3.9	4	3.9	4.5	4.5	4.3	4.2	
Romania	:	:	:	0.2	:	0.5	0.4	0.3	:	

Source: Participation rate in education and training by sex and educational attainment (%), Eurostat code and trng_lfse_03, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 with low qualification levels (ISCED levels 0-2) to EU data and over the period 2000-2016.

-Comparison to EU-28 average

There is data lacking for Romania in the respective period, it is difficult to debate, however, as the overall participation rate decreased in 2016, it is expected that this rate did not improve. A possible explanation is related to the fact the ESF grants from which an important amount of training provision is ensured, were largely blocked for the last year.

Romania did not take part in the PIAAC study. However, the level of competencies is quite low compared to other EU countries based on the results of the PISA studies. The table below show that the share of 15 year-olds with underachievement in reading, maths and science in Romania is above the EU average:

Table 1.6 PISA Results on low performance in Reading, Maths, Sciences (PISA 2006, 2009, 2012) – comparative data Romania – UE (Faturnic 2015, after Education and Training Monitor, 2014, http://ec.europa.eu/education/library/publications/monitor14_en.pdf)

	Romania			European Union			Target EU
	2006	2009	2012	2006	2009	2012	2020
Reading	53.5%	40.4%	37.3%	23.1%	19.6%	17.8%	15.0%
Math	52.7%	47.0%	40.8%	24.0%	22.3%	22.1%	15.0%
Science	46.9%	41.4%	37.3%	20.3%	17.8%	16.6%	15.0%

In spite of the improvement of these results since 2006, Romania remains one of the lowest performers in the EU, with more than double the rate of low performance than the EU target for 2020. It must be noted that the data in Table 1.4 must be looked at together with the fact that Romania has about 18% early school leavers, most of whom do not undertake the PISA tests, and also considering the low participation rate in LLL. Together this implies a poor prognosis for the level of competences of the adult population in Romania. The PIAAC study is therefore very much needed in Romania, to identify the competence levels of the adult population as the PISA study results cannot be used to extrapolate to the older population.

According to Eurostat data, in 2015, Romania had the lowest percentage of regular internet users in the EU (52% compared to 76% in the EU) and 32% of the population had never used the internet (16% in the EU). Less than 46% of the workforce possesses basic or above digital skills (72% in the EU), a fact which has had a negative influence on Romania's economic growth. (EC 2016).

-Evolution over time

It can be noted that figures in Romania are often not documented. The figures available show a continued decline since 2013, with very low participation rates in education.

In 2015, three national strategies (on reducing early school leaving, on tertiary education, and on lifelong learning) and related actions plans were adopted to support reaching the targets set for 2020 for all 3 attainment levels. The progress so far suggests that reaching the target might be possible only for tertiary education attainment. The participation of low skilled adults in education and training has increased by only 0.1% within the last five years, which suggests that Romania will be unlikely to reach the target within the next four years.

In 2016 the National strategy for education and vocational training was launched, with clear targets of addressing low-skilled citizens. Different recommendations were also formulated by the OECD experts in the dedicated study on Romania ("Romania 2017", Kitchen et al, 2017), trying to address the improving of learning outcomes, the needed organisational capacity building and the evaluation system, to ameliorate the weak link of the educational system, which is the transition from lower secondary to upper secondary school (Faturnic, 2014).

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

However, training the low skilled adults is a national priority in the Erasmus+ strategic projects (KA2, KA3), and it is designed as a priority in the POCU-ESF grants. Also, in the National Government Plan for Action, 2017-2020, there are foreseen dedicated measures for developing the entrepreneurial skills, for improving the system of second chance schools, and for enlarging the counselling services (GoR, 2017).

2.0 BRIEF OVERVIEW OF ADULT LEARNING SYSTEM

2.1 Main features and a concise summary of historic development

The adult learning system in Romania, as stipulated in the Law of education 1/2011, in the dedicated chapter on lifelong learning, comprises the education and training of adults undertaken for professional development, for ensuring the basic skills level, for community participation and inclusion, and for personal development. It generally covers adults from the age of 18+, but also, in situation of early school leaving, for the youths not completing high-school: it addresses the persons from 16-66 years old. Some statistics even include 15-70 year olds, as the individuals can have employment contracts for apprenticeship from the age of 15, with parental approval.

The system of adult education in Romania reflects very much the structure of financing: the professional and vocational field of adult education is more developed than the so-called liberal adult education field (related to non-formal participation in leisure time, or for democratic citizenship, cultural activities). The first one is the focus of the government, mainly in relation to the unemployed or low skilled. The National Employment Agency, with its 42 county agencies and the regional training centres under its umbrella, are managing the funds for fostering employment, through which private vocational centres, employers, or even (high) schools are providing professional adult education.

The cultural houses or homes, in rural areas, or related peoples' universities, usually belong to local authorities, but their provision of courses is quite limited. The budgets from local authorities are mainly related to cultural events to be organised by these institutions and almost none of the budget is set aside for courses for adults. In most of these cases, adults pay for courses by themselves, which means that there is a limited demand and consequently, a limited supply of courses on offer. A lot of such institutions are offering vocational courses to attract people. These institutions can be contracted to act as community centres for LLL (CCLLL), as stipulated in the Law of education. The CCLLL are foreseen in the National Strategy for Lifelong Learning to be set, with dedicated support to enhance their educational provision. So far, in spite of it being foreseen in the NSLL that more than 200 such centres are to be set up by 2020, this has not yet been implemented. Also, in the NSLL there is a large emphasis on enlarging the counselling services and provision, but this has not yet implemented. Basic adult education is mainly offered through the school system as second chance education. Distinct measures for these purposes are listed the GoR Plan for 2017-2020, with clear indicated budget.

Despite this, the adult learning (AL) system in Romania is considered to be fragmented, with asymmetric development of the different components of the system, with better developed VET provision and dramatic decreasing in the provision for personal and community development. A brief overview on the historic developments of adult education in Romania, with its positive and structural disparities has been provided, for the last 100 years (Sava, Lustrea, 2017).

The recent developments might be briefly characterised by the efforts to improve the capacity building, with EU support, previous to joining EU in 2007, for example, setting up

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

some of the prominent institutions for the adult education field: the National Adult Training Board - CNFPA, and the National Employment Agency. The CNFPA merged into the National Authority of Qualification (ANC), in 2011. In spite of being a tripartite umbrella organisation, under the coordination of ministry of education and ministry of labour, the ANC still cannot be considered the national coordinating body for the whole adult education system in Romania. The ANC focuses more on accrediting training providers up to the level 6 EQF, managing the national qualification framework, monitoring the validation system, and less developing frames for increasing the educational provision as a whole. The universities act independently, with different accreditation route for their post-gradual offers.

The bridge services and possibilities for attending a diverse educational provision are quite limited. The VPL services (validation of prior learning), set up in 2004 increased continually until in the last three years, when the number of accredited centres for VPL has been decreasing. In 2013 Romania adopted the National Qualification Framework – NQF/CNC. The VPL does not work for university level qualification). Added to this, there is poor data collection and a limited culture of participation in LLL (i.e. people do not label some activities as learning when reporting participation in LLL) which are also possible reasons for the low participation in adult education in Romania. Data collection for research purposes is undertaken by the Institute of Educational Sciences but this organisation has limited capacity to cover adult education, as it has to focus mainly on the pre-university system. The research institute connected with the Ministry of Labour provides studies on skills and labour forecasts. The universities, and the Romanian Institute for Adult Education (IREA) also supports research activities, but on a small scale and in a systematic way, as research grants are largely missing.

However, the limited available data, as well as imbalanced and limited educational provision, to address the diversity of adults, with all their personal and professional pathways and needs, can be noticed in the table below:

Table 2.1 Number of participants in formal education and training by level of education and age

	Age 20-24	Age 25+	Total
Level of education (i.e. basic, vocational, higher)	No data available	No data available	No data available
Primary	0	0	0
Lower secondary	0	0	0
Upper secondary	No data available	647	647
Post-secondary non-tertiary education		28,525	
Short-cycle tertiary education		0	
Bachelor's or equivalent level		71,115	
Master's or equivalent level		54,130	
Doctoral or equivalent level		18,534	

Independent national experts network in the area of adult education/adult skills Full country report - Romania

Source: Eurostat, Eurostat database table "Pupils and students enrolled by education level, sex and age (educ_uoe_enra02)", accessed 2017.08.21

There is also provision in public schools and in cooperation with prisons or different companies, to ensure the second chance to education, both for primary and lower secondary level.

However, describing the educational system should not focus only on public provision. The data from the private providers is even more difficult to collect, once a comprehensive database, or dedicated studies do not exist for all kind of educational offers, but mainly for the (state) certified provisions. NGOs tend to provide educational offers for community development and personal development, which otherwise are very limited. However, their offers are more project based and are therefore not constant or regular.

Government financial support to adult education is very limited. Not only does the whole education system have the lowest share of GDP compared to other European countries, but the adult education component has always had the lowest share of education expenditure.

The recently launched strategies for LLL, continuing development of labour force and for access to tertiary education and for VET (2014, 2015, 2016) have their own distinct priority actions for enlarging the educational provision and its relevance, for improving the cooperation between the different stakeholders, for improving the quality, and the monitoring of the system. The results of such actions are yet to be seen.

2.2 Provision

2.2.1 Helps adults improve their Basic Skills

A specific action in this respect of the Romanian government/ Ministry of education was to start running the ROSE (Romanian Secondary Education Project) project. ROSE is a project with the objectives of reducing dropouts in lower, upper secondary and tertiary education (<http://proiecte.pmu.ro/web/guest/rose>). It also aims to build support system to ensure that low qualified youth and adults can progress further with their qualifications and make the transition among different qualification paths.

Also, in NSLL (2015), in the NSVET strategy (2016), and in the GoV Action Plan for 2017-2020, there are clearly indicated priorities and budgets, responsible institutions, targets with low qualified adults to be counselled and trained, to be included into second education programs, or provided with opportunities for developing entrepreneurial skills. It is also stipulated that at national and regional level regional committees should be built up to design plans for needed skills and qualifications, according with the labour market characteristics (NSVET). In this context, the actions involve the role of vocational (high)-schools, about the apprenticeship training, or about VPL service, about public educational institutions or private providers, about stimulating the employers to be involved in providing training on the job and distinct measures being foreseen to stimulate increased cooperation of the relevant stakeholders.

The leading role is taken by the schools, vocational high-schools, in the last three years there has been a big focus on developing the dual system (formally regulated in Oct 2016), relaunching the vocational education for ISCED 3-4, with qualifications more adapted to the labour market. Grants are offered to youth and low skilled adults to encourage them to enrol in such training provisions. The NEETs guarantee scheme is also foreseen to support accessing training provisions for improving basic skills and access to labour market.

2.2.2 Helps adults achieve a Recognised Qualification

Adults lacking a qualification have the chance to enrol in second chance schools, with the possibility to get evaluated and recognised for their competences acquired in non-formal settings (VPL). VPL is part of the second education programs, but can act also distinctly for all qualifications until level 6 NQF. The National Authority of Qualification is managing the register¹ with all accredited centres for evaluation of competences, as it is also responsible for their (re)accreditation.

As stipulated in the NSVET, the VPL provision is rather limited, and the methodology for improving the VPL procedure is still pending. In the NSVET there is foreseen a distinct measure addressing "consolidation and flexibilisation of the mechanisms of validation of learning outcomes acquired in non-formal and informal contexts", with a dedicated budget, as part of achieving the strategic objective of "improving participation and facilitating access to training programs". Dedicated measures are foreseen also in the NSLL and its related action plan. In 2017 is planned that 322 adults will benefit from free by VPL services, according with the plan of National Employment Agency for continuing education.

Attending accredited training provisions is one of the active measure for employment, being fully covered by the National/ County Employment Agency (ANOFM). According with the National Plan for Training implemented by ANOFM², in 2017 2,235 training programs are to be delivered, out of which 2,143 will be fully covered by state funds. It is planned that 41,942 adults attending such courses will have their participation fully covered, being clearly differentiated by types of vulnerable groups and how many from each category (unemployed, from rural area, youth, imprisoned adults, etc.). The database with accredited training providers is managed by the National Authority for Qualification and is transparently published³.

2.2.3 Helps adults develop other knowledge and skills, not for vocational purposes

Educational provision of this kind is mainly covered by the cultural houses and NGOs, based on different project runs. Such provision is mainly not subsidised, unless the courses offered are part of different projects (i.e. Erasmus+). For youths there are more provisions

¹ http://www.anc.edu.ro/?page_id=1120 – National Register of Accredited centres for evaluation of and recognition of competences

² <http://www.anofm.ro/files/Programul%20National%20de%20Formare%20Profesionala%202017.pdf> – National Employment Agency – 2017 Plan for Professional Training.

³ http://www.anc.edu.ro/?page_id=40 – National Database of Training Providers and Qualifications Delivered

of this kind (i.e. on public speaking, team building, intercultural communication), than for seniors.

2.2.4 Facilitates Transition to the Labour Market for unemployed people or those at risk of unemployment (ALMPs)

This is an active measure managed by the National Employment Agency (NEA) with a yearly budget, both for counselling services and for information campaigns and matching services. Grants are also available for unemployment benefits of young graduates.

For 2016, facilitating transition from education to work was a priority of the ROSE project, with dedicated grants. Also in the NSLL and NSVET there are distinct activities, with the related budget and responsible institutions listed for carrying out the counselling services. Grants are available for stimulating the employers to employ the adults just graduating, also under the administration of NEA.

2.2.5 Opens up Higher Education to adults

Among the strategic priorities listed by the Ministry of Education for 2016, improving the transition from high-school to higher education is listed as one of them⁴, with a related budget. Also, The ROSE project is financing projects for transitions schemes and outreach activities meant to attract to higher education pupils from rural areas or other vulnerable groups.

In 2015, the GEO 5160/ 2015 described the way the institutions of higher education universities can organise post-university programs for continuing education. Also, the ministerial order 4342/2015 stipulates the way the HEI (Higher education institutions) can organise non-university programs for NQF 5, mainly for the high-school graduates not managing to pass the baccalaureate. In the NSLL there is a distinct strategic action foreseen for the involvement of HEIs in adult education, emphasising the need for HEIs-companies partnerships for continuing education, the need for a more differentiated post-gradual offer for professional development.

2.2.6 Enables adult employees to develop their work-related skills

One of the active measures supported by the NEA and included with concrete figures in yearly actions plans, is related to granting on the job training that companies can apply for. Also, in NLSS, NSVET there are distinct lines, with related budget for such a measure, complementing one of the strategic objective set in the national Strategy for Employment (Ministry of Labour, 2013). The Labour Code stipulates the obligation for employers to have yearly plan for training and to foster the minimum number of hours set yearly by law for further training of all employees. Study leave is also foreseen among the active measures to foster further education.

⁴ http://www.edu.ro/sites/default/files/fi%C8%99iere/Minister/2016/strategii/MENCS_Plan_strategic_v3.pdf - Strategic Priorities for 2016 – Ministry of Education

2.2.7 *Other (if any)*

The ESF negotiated grants for 2014-2020 include special priority axes for continuing education of human capital, but they are not yet running for a lot of targets.

3.0 ADULT LEARNING POLICIES

3.1 Context

Since 2010 adult learning in Romania has received more attention from policy makers, at least regarding the political will expressed in the different policy documents launched in this period. From the legal point of view, the adult learning system is quite well covered, the most important documents addressing the field being launched in this period. In spite of this, the percentage of adults participating in lifelong learning did not increase, placing Romania on the bottom of the performer's list. Romania is still pending to prove implementation of the effective solution for improving the performance of the educational system for adults as a whole. It seems that the stipulations in all the national policy documents are not systematically followed or implemented.

3.1.1 Distribution of responsibilities regarding adult learning

A big step forward in structuring the field of adult education was the adoption of the Law of Education 1/2011. The law has a special chapter on LLL, stipulating the roles of the main institutions responsible for the education, training and skills development of adults. It also introduces the concept of community centres for lifelong learning (CCLL). This Law of Education from 2011 is considered to be the most relevant document framing the policy conceptualization in adult education.

The adult learning system in Romania is quite fragmented, with it being the responsibility of various ministries, including the ministry of education, labour, culture, internal administration, etc, as enumerated in the law. There is still not a coordinating body for adult education, although the Ministry of Education has the leading role. Such division of responsibilities can be noticed while looking at the governing body of the National Authority for Qualification, The National Agency for Qualification (NAQ/ ANC). It is the umbrella organisation acting as tripartite institution, with more than 20 members, representatives of the different ministries, social partners, and of the 15 sectoral committees of different qualifications.

At national level, the ministry of education, supposedly takes a leading role in adult education, however it still does not have a dedicated department to deal with adult education, within the general department of lifelong learning. The Ministry of Labour supposes to take a secondary role in supporting adult education. The two main coordinating agencies for continuing and further education are the National Authority for Qualifications (ANC), and the National Agency for Employment (NAE/ ANOFM). ANC, as a tripartite organisation, mainly under the umbrella of the two ministries, is expected to take over a lot of coordinating tasks for the adult learning system, but it has limited institutional capacity. The same is true for the ANOFM; therefore, the CSRs for Romania have highlighted the need for improved capacity and quality of the services of ANOFM.

The tasks of ANC/NAQ are mainly related to quality assurance and accreditation of training providers, evaluation and monitoring and validation of prior learning. It is mainly responsible for the National Qualification Framework, it is also the national coordinator for

the EPALE platform. Its quality assurance mechanisms and efforts are mainly related to accreditation of training providers.

The ministry of Culture was previously quite active on adult education and learning, with the largest network of cultural institutions, but it currently has a very limited role and was not even invited to join the elaboration of a LLL strategy.

Responsibility for accrediting the training providers lies at regional level with county committees, under the coordination of the ANC. Formal education is largely state subsidised and regulated. The regional tripartite bodies forecast the (training) educational needs. However, it is to be noted that at regional and local level, the stipulations fostering decentralisation are quite limited. These bodies are more consultative, with no operational or governing role. The county bodies belonging to the ANC have the limited role of evaluation of the training providers. At regional and local level in the NSVET strategy (2016) it is stipulated that the regional and local consortia for social actions, (also approved by ministerial order 4456/2015) are the ones who agree on the required qualifications and competences at regional/ local level, and to be trained in vocational education at upper secondary level.

According to the Law of Education no.1/2011, formal education is provided by the following institutions or organisations, nominated to act at a local level:

- Education and training centres in ministries or local public authorities;
- Public and private providers of education and training certified and accredited under the law;
- Governmental or non-governmental organisations that offer programs authorized under law;
- Employers who offer their own training programs for employees.

Non-formal adult learning may be provided by the following organisations: workplace, cultural institutions such as museums, theatres, cultural centres, libraries, documentation centres, cinemas, cultural houses/ homes, professional and cultural associations, trade unions, NGOs.

The Community Centres for Lifelong Learning (CCLL) should provide both formal and non-formal training programs, as well as encourage and organise activities that facilitate informal learning. They will be the responsibility of the local authorities, acting as integrating institution at community level, but for the moment no public budget is foreseen for supporting them.

3.1.2 Major national socio-economic strategies governing the provision of Adult Learning

The major socio-economic strategies governing the provision of adult learning in Romania were related with the main characteristics and challenges to be addressed. Among them:

- The poverty rate, which determined the adoption in 2016 of the anti-poverty package;

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

- The decreasing demographic trend, complemented by the high percentage of NEETs, which determined the adoption of the national strategy for youth, for 2015-2020;
- The rapid changes on the labour market, with ongoing need for updating and upgrading. In the last two-three years, Romania enjoyed one of the highest economic increases amongst the EU countries, with implications for the needed labour force needed.

The 2014-2020 Partnership Agreement between Romania and the European Union, foreseen adopting a package of five strategies:

- Strategy to reduce early school leaving, 2015-2020;
- National strategy for tertiary education 2015-2020;
- Lifelong learning strategy 2015-2020;
- The education and vocational training strategy in Romania during 2016-2020;
- The national strategy for upgrading the educational infrastructure - currently being prepared.⁵

Beside all the political documents addressing Horizon 2020, the forecast concept of "Educated Romania" looks forward to the 2030s. "Educated Romania" is the national project of the President of Romania aiming to set the vision on the education system on long term, based on large consultation process and consensus, and is being elaborated between 2016-2018. The vision upon the education system supposed to ground "on values, the development of a success culture based on performance, work, talent, honesty and integrity".

In January 2011, the Law of Education was adopted, with a special chapter on lifelong learning and adult education and with clear stipulations about the actions to be taken. However, most of these actions have not yet been implemented. For instance, there were requirements to build community centres for LLL, as a way to make the system of adult education more integrated and coherent, but they have not yet been developed. The same way they were followed by stipulations of the National Strategy for Lifelong Learning, launched in 2015 (Sava, Crasovan, 2017). This demonstrates the low priority the government places on adult education. In the Romanian Government Plan for 2017-2020 building up community centres for LLL is listed as one of the priorities in relation to the efforts for increasing the participation rate to LLL (GoR, 2017).

The strategic objectives of the National Strategy for Lifelong Learning (HG 465/2015) focus on increasing participation in LLL and improving the relevance of the education and vocational training systems for the labour market, targeting at least 10% of the adult population (ages 25-64) participating in lifelong learning activities by 2020. These objectives are built on four pillars related to access to lifelong learning, its relevance, an

⁵https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments

attitude to learn always and everywhere, and partnerships with stakeholders. For each of these strategic pillars, a set of measures is being proposed⁶.

Also, in 2016 the National Strategy for education and vocational training for 2016-2020 was adopted, with its four strategic objectives on: the relevance of the educational provision; the ways the beneficiary can be address, to increase the access and participation; the ways of improving the quality and fostering the efficiency, creativity and innovation.

The implementation of the national strategies adopted in 2015 and 2016 (mainly the ones on preventing early school leaving and on lifelong learning, and on VET education) are lagging behind, in spite of the CSR for 2015 on "taking action for their swift implementation".

3.2 Adult learning policy framework

3.2.1 *A summary of major developments/ changes since 2010*

Since 2010, as already mentioned, there was a big effort in conceptualising the adult learning field. The main policy documents framing the sector were adopted since then, starting with the Law of education in January 2011. It was also needed, in agreement with the European Commission, to plan the 2014-2020 financial support from EU. Therefore, starting with 2013, different medium-term strategies have been adopted, expressing the vision and will of Romania to pave the way of reaching the EU2020 agreed targets. Annex 1 lists the main policy documents launched in this period.

Since September 2013, the main developments in Romania, in relation to the European Agenda for LLL, are:

With respect to governance, three national strategies were adopted in June 2015, with the support of the World Bank, namely the Strategy for reducing early school leaving, the Strategy on tertiary education, and the Strategy on lifelong learning. They were designed in a complementary manner, with a clear distinction between what state intervention is needed for each priority measure, differentiating between coordinating, regulating, and financing interventions. This approach was thought to ensure better coordination and complementarity between the three strategies. The institutions responsible for implementation of each measure, the time-frame, the resources needed, and the sources of the resources, as well as the targets and the numbers of beneficiaries are clearly specified. One year earlier, the strategy for employment was adopted, and in 2016 the strategy for education and vocational training, followed the agreed frame with the EC. There is some overlapping between the stipulations of the strategies adopted, and so far it has been delayed in implementation.

⁶ see: <http://www.edu.ro/index.php/articles/23305>, only in Ro

However, the **main priorities**, as stipulated in the NSLLL are: (1) improving the NQF; (2) evaluating the competence needs and development of a wider set of competences; (3) building up a system of quality assurance, monitoring and evaluation for LLL – with related needed regulation; and, ensuring the needed financing for (4) consolidating and encouraging the training market, by counselling services as well; and (5) supporting the unemployed and inactive persons, including by providing financial incentives and counselling. If we analyse these priorities around the four pillars related to access to lifelong learning, its relevance, an attitude to learn always and everywhere, and partnerships with stakeholders, and correlate them with the four priorities of the European Agenda for adult learning (related to: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion, and active citizenship; and enhancing creativity and innovation, including entrepreneurship, at all levels of education and training), it can be seen that that national priorities are more narrow, with a more limited understanding of adult learning needs, and more focus on employment. Additionally, their scope is more limited, as wider topics like social cohesion and inclusion, efficiency of the training system and enhancing creativity and innovation are not covered at national level.

With respect to supply and take up the following should be considered: a) The National Anti-Poverty Package (Feb.2016); b) The national curriculum for lower secondary school (which also influences second chance education) has been redesigned, with the view to “strengthening the foundation of basic skills” (Skills agenda, 2016), and improving the results to further PISA studies; c) a Dual-system VET has been adopted by the minister of education in Nov. 2016.

With regard to flexibility and access, in line with the stipulations of the Skills Agenda, regarding “making skills and qualifications more visible and comparable”, there are: d) Ministerial Orders 134/2016, 654/2016 on recognising the qualifications and professional experience acquired in Romania/abroad; e) launching the catalogue for NEETs, administered by the National Employment Agency, and continuing the implementation of the Youth Guarantee Scheme; and, f) HG 567/2015 for changing NQF. A major development was the adoption of the NQF in 2013, followed in 2015 and 2016 by amendments. The National Authority for Qualification is coordinating the implementation of the NQF and the national databases with existing qualifications, for all 8 levels of qualification. The setting up of the National Authority for Qualification in 2011 with the clear purpose of managing the NQF is one of the main achievements of this period.

With respect to quality: g) In October 2015 the National Employment Agency published its yearly survey of the labour market. Unfortunately, its recommendations had a limited impact. The survey aimed to identify the training needs of the labour force, however more discussion and reflection on its findings is needed. The ANC/ NQA has in its mandate the quality assurance of the training provision.

In the **period 2013-2016**, there were **major reforms** aiming to redesign the whole national curriculum on a competency basis, starting with primary school, and continuing with the upper schooling levels. Also, efforts were made to extend access to tertiary education, addressing at the same time the problem of high percentages of high-school graduates failing the baccalaureate exam – the Ministerial Order 4342/2015 on non-

university tertiary colleges was launched on June 2015. Different occupational standards have been revised/ approved.

The main effort was spent in designing all the national strategies listed previously, in line with agreed European targets, with a view to accessing ESF funding. As mentioned in the Country reports (2013, 2014, 2015), and in National Reform Programmes (2013-2015, 2015-2018), efforts were made to focus on improving the relevance and inclusiveness of the VET system: "a serious effort is being made to create avenues between different levels of learning, and between vocational and more academic tracks, to raise the status of VET" (Musset, 2014).

3.2.2 *Main legislative act(s) governing the provision of adult learning*

The main policy documents framing the field, launched since 2010 (see also Annex 1), are related mainly to complying with the EU targets, and stipulated as such in the framework agreement, addressing the horizon of 2020⁷:

- Strategy for Employment of Labour Force 2014-2020 (HG/GD 1071/2013);
- GD 918/2013 - National Qualifications Framework (revised in 2015);
- Strategy to reduce early school leaving (HG 417/2015);
- National strategy for tertiary education 2015-2020 (HG 465/2015);
- Lifelong learning strategy 2015-2020, with its related Action Plan (HG 418/2015);
- National Strategy for Youth Policy 2015-2020 (HG 24/2015);
- Strategy for competitiveness 2015-2020 (HG/ GD 775/2015);
- Strategy for elderly people and active ageing 2015-2020;
- The education and vocational training strategy in Romania during 2016-2020 (HG/ GD 317/2016);
- The Anti-poverty package (Feb. 2016).

Most of the above listed strategies are accompanied by action plans for their implementation.

3.3 **National quantitative policy targets**

⁷ Short descriptions at https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments

Table 3.1 Targets linked to Adult Learning in broader economic policies/LLL strategies/framework or implementing act

General information		Progress toward target		
Target (target figure and date to be achieved by)	Adoption date (e.g. 31/03/2018)	Initial value (at date of adoption)	Current value	Summary of progress against target
210 evaluation centres to be set up (2020)	2016			Accepted/ ex-ante evaluation. Mechanism for extending the VPL under construction
151.200 adults with certified competences (2020)	2015		131 persons in 2016, cf NAE	Continuing updating of the database with the accredited evaluation centres, on which field where can be done the VPL
7300 trained teachers, 596 educational managers (2020)	2017		132 teachers international mobility, 292 Erasmus + grants	Launched the POCU grants for teacher training, and organized exams for becoming school managers or inspectors
75000 trained adults through schools (2020)	2015			
Training in entrepreneurship for 36500 persons (2020)	2016		526 trained in 2016 by NAE	
255 CCLL set up (36 pilot in 2015, 219 from 2017) (2020)				Included in the government plan for 2017, and in the priorities of the ministry of education for 2016-2017
Setting up a department for coordinating CCLL	2016			CCLL not yet set up
127500 trained members of the local communities in CCLL (2020)	2017			CCLL not yet set up

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

45000 low skilled adults to be trained for basic skills (2020)	2016			Distributed ROSE grants now running
125000 apprenticeship contracts for low skilled youth (2020)	2016		167 persons In 2016	
Grants for 100000 low skilled employees to get transversal skills (2020)	2016		159 persons in 2016, cf NAE	
130 institutional partnerships for integrated services and training (2020)	2016			Good practice guide elaborated in 2013
65.000 vulnerable adults (counselling + training) (2020)	2016		26.224 counselled adults went for training in 2016, by NAE	In 2016: 1.793 long term unemployed; - 11.876 unemployed from rural area; - 33 disabled unemployed; - 504 unemployed roma; - 10 unemployed out of protections institutions; - 446 imprisoned adults
250000 unemployed adults to be counselled and/or trained (2020)	2015		510.269 counselled persons in 2016, by NAE	
125000 employment grants (2020)	2016		288.589 ⁸ in 2016 by NAE	Data correlated also with the targets for the National Strategy for Employment
150000 vulnerable adults counselled (2020)	2016		53466 youth counselled	10.115 young graduates employed – transition from education to labour market
500 organizations offering counselling services (2020)	2016		20 centres of counselling for persons with special needs	852 persons with special needs counselled in 2016

⁸ According with the National Agency for Employment, Activity Report 2016

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

180000 trained adults in VET (2020)	2016		28.975 persons trained in 2016, cf. NAE	Mechanism for skills forecast
Info portal (2016); campaign for using the portal	2015			Under development
200 members of sectoral committees of ANC trained (2020)	2016			
Awareness campaigns for 5.000.000 adults (2020)	2015			
2000-3000 occupational standards (2020) ⁹	2015		131 standards for level 3, 69 for level 4, cf. MNESR 2017b	

3.4 Quality assurance

The “quality and relevance” of the training provision for adults is one of the strategic pillars of the NSLL. A big emphasis is put on the need to increase the quality and relevance of the educational provision for adults, both the professional and the tertiary one, as one of the reasons for the low participation to LLL is related to its low quality.

In addition, it is mentioned the quality of data as a limitation, both of the overall data on the educational system and provisions for adults, and of the data offered to adults through the counselling services. It is emphasised that a good monitoring system must be put in place, able to evaluate also the impact of training, as the reports so far are more descriptive and statistic based, but less interpretative. For improving the quality of the data available to adults, and offered to them in guidance and counselling activities, there are dedicated measures and grants foreseen: “500 organisations would get small grants for ensuring high quality counselling services”, starting with 2016 (MNESR, 2015).

The National strategy for VET (MNESR, 2016) has a strategic objective relating to quality assurance in VET. The SWOT analysis done in the document underlines the progress made for ensuring the quality in professional and vocational education and training, listing as aspects to be improved the following:

⁹ Targets set in the National Strategy for Lifelong Learning 2015-2020

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

- a) At the system level, there is not a well-grounded national system of data collection for the 10 indicators of EQAVET, as well as a mechanism of systematic evaluation and reviewing of the developments;
- b) A frame of quality assurance in continuing professional development is missing, with high negative impact for the trust of VET training. For initial training such a frame exists, and needs to be followed by all training providers;
- c) Ensuring an equal approach in certifying learning outcomes, to increase the trust in the certificates that are issued;
- d) The system of continuing professional development of teachers and trainers in VET needs to be well articulated. In spite of existing different training opportunities, the training offers and programs were fragmented, with no coordinating approach at national level for ensuring a coherent development of the needed competences;
- e) The quality of infrastructure for training is to be revised;
- f) Excellence in professional and vocational training is to be ensured, mainly for the fields of advance technologies, to enable the graduates to cope with a very competitive labour market.

Overall, there is to be ensured a culture of quality, both with regard to governance, throughout the functions of the AL system, including: designing of the qualifications and related curriculum, the teaching and learning process, the evaluation and certification of competences, teacher training.

At the national level, the National Authority for Qualification (NAQ) is responsible for quality assurance, both through elaborating standards and methodologies for quality assurance, and through control and monitoring. However, as mentioned in the NLSS the NAQ "has limited capacity to properly ensure this, and to generate, from the registers they are administering qualitative data" (MNESR, 2015). The informal national group for quality assurance (GNAC) needs to be better supported, if it is to have a wider impact.

3.5 Future policy developments

The project run by the Presidency of Romania, "Educated Romania", aims that until 2018 a vision about Education 2030 in Romania will be formulated and largely agreed. In this period, the synthesis of the consultation process is being made, and the concept will be launched for debate and approval in 2018 (www.presidency.ro). This debate aims to frame the evolution of education and training by 2030, to ensure a predictable evolution towards the agreed vision and targets.

The Ministry of Education has announced that in the autumn of 2018 a new law of education will be launched. Until then, a quick priority, the methodology of functioning the community centres for lifelong learning has to be approved, as the draft has existed since 2011.

Also, a national coordinating body for adult learning should be set up. In the NSLL there are some proposals about such body, but it is up to the government decision to set up such body.

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

As recommended in the strategic documents, the system for quality assurance and for monitoring needs to be improved, and set the indicators, the bodies and the frame for systematic data collection.

With respect to short and medium-term priorities, striving to reach the target of 10% participation in LLL, the NLSS stipulates that about 1.6 million adults should benefit from it up to 2020, with priority target groups covering early school leavers, graduates with formal qualifications that are no longer relevant in the labour market, individuals returning to the country after a period of working abroad, and low-skilled adults over 40 (country report 2015). In this respect, the Action Plan for 2015-2020 for implementing the NSLL in the short term specifies the setting up of 36 pilot community centres for LLL, and 219 centres from 2017. Additionally, it plans for 210 centres for evaluation and validation of competences.

The Action Plan for implementing the NSLL stipulates clear targets for each measure. There are 11 'directions of action', each of them with more concrete sublines. For each, the responsible institutions, the timeframe for implementation, the funding sources, and the targets are stated. The 11 direction lines are: 1. Recognition of prior learning, including the competencies acquired abroad; 2. Involving high schools in VET and universities in LLL; 3. Supporting participation in European mobility programmes; 4. Financing for a diversified offer; 5. Financing to increase the demand for LLL; 6. Supporting unemployed and inactive persons, including through financial stimulus and counselling; 7. Consolidating and ensuring the financing needed to encourage the LLL market, including through improving counselling services; 8. Improving the quality and availability of data and information; 9. Evaluating the needs of competencies, and developing a wider set of competencies; 10. Creating a system of quality assurance, monitoring and evaluation for LLL; 11. Improving the National Qualification Framework and consolidating the cooperation amongst the different stakeholders.

However, in spite of all these clearly stipulated milestones, most of the activities listed for 2015 and 2016 were not undertaken, and the strategy and its action plan need to be revised, to recover the delay in implementation.

4.0 INVESTMENT IN ADULT LEARNING SYSTEMS

4.1 Total investment in adult learning and change over time

Education investment. The general government expenditure on education as a share of GDP is the lowest in the EU (about 2.8% in 2013, increasing to 3.2% in 2014 and 3.7% in 2015). Out of this overall expenditure, the share for adult learning is the lowest and is only indirectly addressed (i.e. from the second chance programme, for instance). The priorities highlighted in the NSLL for 2015/16 cannot be directly matched to the budget lines for 2016, in spite of being foreseen expenses for this period.

As stipulated in the Law of Education 1/2011, funding for LLL (including adult learning) is achieved through public and private funds based on a public-private partnership, through funding and co-financing from employers, non-governmental organisations, grants from European programmes, LLL accounts and contributions from beneficiaries.

The (budgetary) expenses for adult learning are divided between the budgets of different ministries. The Ministry of Education covers national sources to finance adult learning, the publicly subsidized provision and is focused on the following target groups:

- Young people and adults who have not completed compulsory education (the so-called second chance education, is provided for free),
- Young people and adult residents in economically and socially disadvantaged communities (some of their needs are covered also by the social support programme).

The Ministry of Education is mainly responsible for the implementation of the NSLL and NSVET strategies, and the Ministry of Labour is responsible for the implementation of the strategy for employment, with the related financing, even they are listed as responsible parties in all three strategies. To this can be added the public money at all the other ministries related to young adults (ministry of Youth, and the related strategy for youth), to people in rural area (ministry of agriculture) etc. This fact makes difficult to identify the accurate amount of public money spent for adult learning.

The Ministry of Labour manages both the active measures for employment, and the social funds, supporting the employment of people from vulnerable groups, particularly from the following groups: young people who have left education before obtaining a professional qualification and are not enrolled in any form of education or training; graduates of non-professional education or those who have graduated high school or higher education qualifications in redundant fields or areas irrelevant for the labour market; adults with special educational needs; young people and adults who return after a period of work abroad; employees over 40 with low education, residents in urban and rural areas, the low skilled or unskilled.

In spite of the dedicated measures to employers to cover the learning of these groups, these measures remain unattractive due to the amount of bureaucracy in accessing them.

A large amount of financing for adult learning came from **ESF grants**, and the same is planned for the next period, from Operational Programme Human Capital 2014-2020 (OPHC). According to the data on financial support to the Member States between 2014 and 2020 (July 2016) from the European Commission for Operational Programmes for the European Social Fund (ESF), the planned financial support for the investment priority most directly targeting adult learning, i.e. investment priority 10.3 – enhancing access to lifelong learning is 239.8 million EUR. However, relying almost exclusively on such financing can create a lot of blocking of activities, in Romania there has already been a significant delay in launching the calls for projects.

4.2 Public national investment

Table 4.1 Breakdown of public national investment

Title of public investment source	Source of funding	Amount of funding	Targeted number of participants	Targeted level of provision	Start/end date
Recognising of prior learning, including the competences acquired abroad	Budget	€15 million	210 evaluation centres, 151,200 adults with certified competences	Till level 5 NQF	2016-2020
Involvement of educational and HEIs institutions in LLL	Budget	€1.3 million	7,300 trained teachers, 596 educational managers, 75,000 adults	All levels	2017-2020
Financing for diversified offer	Budget	€12 million	255 CCLL, 127,500 members of local communities	All levels	2015-2020
Financing for increased demand	Budget	€24 million	65,000 vulnerable adults (counselling + training), 130 institutional partnerships	All levels	2016-2020
Support for unemployed and inactive adults, with financial aid and/or with counselling	Budget	€40 million	250,000 unemployed adults, 125 employment grants	All levels	2016-2020
Consolidating training market	Budget	€35 million	1,500,000 vulnerable adults, 500 organisations,	All levels	2016-2020
Improving the availability and quality of data	Budget	€0.7 million	180,000 trained adults Info portal, 200 members of sectoral committees of ANC	All levels	2016-2020

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Evaluating the need for competences, and creating new / wider competence descriptors	Budget	€0.4 million		All levels	2015-2020
Setting up of a system for QA, monitoring and evaluation	Budget	€3 million	Awareness campaigns for 5.000.000 adults	All levels	2015-2020
Improving the NQF, and the coordination among interested parties	Budget	€2 million	2000-3000 occupational standards	All levels	2016-2020

Source: National Strategy for Lifelong Learning, MNESR, 2015

Note: the above figures are complemented by sources from ESF and Erasmus programs. The similar data are foreseen for implementing the NSVET, but are waiting for the approval based on the ex-ante evaluation.

4.3 EU support via structural funds (primarily ESF)

4.3.1 Structural fund support planned as part of 2014-2020 financial framework

For all lines of actions listed above, there is foreseen a ESF found of €599.7 million. To this, are to be added the co-financing that will be approved for the implementation of the SNVET strategy, and the training and counselling funds listed for the implementation of the other strategies which have included funds for training of the target groups they address.

4.3.2 EU support via structural funds (primarily ESF) provided as part of 2007-2013 financial framework

Investment from Structural Funds 2007-2013 shows that the absorption rate of the ESF grants at 31.07.2016 was 71.76% overall, with 64.2% for the Operational Strategic Programme for Developing the Human Resources (POSDRU) (<http://www.fonduri-ue.ro/>).

For implementing the NSLL, 3 scenarios have been designed for the **planned investment needed**: an optimistic, a moderate and pessimistic scenario. For the moderate scenario, €1.0795 billion is planned: €133.4 million from the national budget, €599.7 million from OPHC funds, €300 million from Erasmus+, and €46.4 million from other ESF programmes (i.e. for improving administrative capacity).

In 2016 the budgetary lines of the 2007-2013 period were closed, and the Ministry of Education concluded the strategic action "Education and professional training towards economic growth and development of knowledge based society", managing 774 projects, with a total budget of 6,883,708,689 RON. (MNESR, 2017b).

4.4 Effectiveness of investment

By the end of 2013 about 1,209,642 beneficiaries had been registered, or 69.8% of the 1.65 million persons to be trained. However, the weak coordination between different ministries and priority axes, created overlaps (NRP 2015), and for the next period a coordinating body was foreseen.

However, if for the 2007-2013 more than 70% of ESF funds were spent, and 69.8% of the adult population were trained (about 1.2 million people, out of 1.6 million planned). Despite this the participation rate of adults to LLL was not increasing (still varying around 1.3%), it is very much in doubt that by 2020 the planned target of 10% participation rate will be reached by training the planned 1.6 million people in the NSLL. Such correlations raise questions about the data collection and reporting, therefore, it should provide explanations for correlations between the data and the reported participation rate. It is difficult, this way, to analyse the effectiveness of investment.

In spite of this, increased capacity building, institutional partnerships, increased know-how are to be added to the effectiveness of investment.

4.5 Develop learners' interest in learning

In the NSLL it explicitly mentions this and there are awareness campaigns planned, as well as actions focused on identification, recognition, evaluation and accreditation of learning, as well as targeted guidance for learners about learning options. The general focus is towards extending counselling services: which is a transversal measure proposed within all three axes of the strategy. One might say that there is more focus on counselling services than on extending learning opportunities towards where the learner might be guided/ counselled to attend. The counselling services described are rather limited, and are not meant to enable adults to find their own interests and paths, and to have smooth and quick transitions from unemployment. There are not foreseen any diverse bridge like structures with an enabling role, like the day centres, for instance in Denmark. A transparent database to match the demand and offer learning is not planned. This will help adults to get themselves an orientation, creating more ideas about available learning.

In the Action Plan for implementing the NSLL for 2015-2020, the first priority is recognition of prior learning, meaning: 1. supporting 210 centres of evaluation of competences, under ANC (National Authority for Qualification); 2. running information campaigns – a special department within ANC is to be set up to carry out this action, with money from ESF; 3. 151,200 adults should benefit from counselling activities. However, the VPL system should work for all 8 EQF/NQF levels, to foster one step up to all the levels. Nowadays, the system works till level 3, and it is not implemented for higher education system.

However, in the context of developing learners' interest in learning, the "prerequisites" of the (adult) learners after graduating the compulsory initial education are to be taken into account. As the PISA study from 2015 shows for Romania, the performance of the educational system is not satisfactory, in spite of the improvements from the previous evaluation. Thus, 1 out of 4 pupils of 15 years old are under the level 2 at all three fields,

literacy, numeracy and science (MNESR 2017b). In addition there is a high dropout rate (19.1% in 2016), and one of the lowest rate of enrolment to tertiary education from the EU member states. All these deficiencies of the initial education are to be addressed by the adult learning system, with its limited capacity and its unattractive and poorly tailored offer.

Such aspects are tackled by the NSVET as well (MNESR 2016c), insisting on the quality and relevance of the training provision, able to attract the learners to significant learning experiences. Efforts should be made to increase the quality of training, of teaching and learning experiences.

4.6 Increase employers' investment in learning

One of the strategic activity measures (no.4) listed in the NSVET (2016) is to "improve the learning on the job in the professional training", with differentiated training, from apprenticeship, until (re)-qualification, and continuing professional development and upgrading, until level 5. Partnerships between employers and educational institutions are listed as a required solution. Also, a distinct activity measure (no.5) refers to improving the mechanisms of financing professional training, both from public and private funds. Such a frame was supposed to be set up in 2016-2017. But, as the employers, in their majority, point out, a study carried out by the research institute of the ministry of labour (2013, found that opportunities for training are too limited. In this respect, a forecast study on models to encourage the investment in training on the job, found out that most of the employers reached their targets with investment in training on the job for 2013, stipulated in their yearly plan for training (NSVET, 2016).

A Eurostat survey shows that a lack of support from employers for learning is the highest obstacle in Romania to increasing participation in LLL (NSLL 2015, p.31). The Country Report 2015 and the NRP underlines also that there are not enough resources for active measures and actions to be promoted by the National Employment Service to stimulate employer investment in learning. The active measure to support on-the-job training has proven to be less functional, due to the procedure for accessing such grants, which discourages employers because of the level of bureaucracy involved. Simplifying these, together with providing a fiscal stimulus, can improve employer investment. Unfortunately, the financial support planned for employers in the Action Plan is focused more on recruitment, rather than staff development.

The NSLL does not provide convincing solutions to this problem, but the National Strategy for Employment of the Labour Force includes more of a focus on solving these issues. It is surprising that the NSLL does not put more emphasis on mechanisms for motivating employers to upskill and retrain their workforce, and promoting the provision of work-based learning. It does more to signal that this is a problem rather than providing a solution involving cooperation between training providers, or promoting the use of externally accredited qualifications by employers.

5.0 ASSESSMENT OF EXISTING POLICY

The fact that Romania has not managed to improve the participation rate of adults in LLL indicates weak performance from the existing policy, but also not enough policy determination for dedicated actions be followed to improve this situation. Several causes act together, with the different stakeholders contributing in a cumulative way. The following sub-sections assess the existing policy through the lens of the six key success factors for effective adult learning policy that have been identified in a recent study.¹⁰

5.1 Develop learners' interest in learning

In the NSLL it explicitly mention of this and there are awareness campaigns planned, as well as actions focused on identification, recognition, evaluation and accreditation of learning, as well as targeted guidance for learners about learning options. The general focus is towards extending counselling services: which is a transversal measure proposed within all three axes of the strategy. One might say that there is more focus on counselling services than on extending learning opportunities towards where the learner might be guided/ counselled to attend. The counselling services described are rather limited, and are not meant to enable adults to find their own interests and paths, and to have smooth and quick transitions from unemployment. There are not foreseen any diverse bridge like structures with an enabling role, like the day centres, for instance in Denmark. A transparent database to match the demand and offer learning is not planned. This will help adults to get themselves an orientation, creating more idea about available learning.

In the Action Plan for implementing the NSLL for 2015-2020, the first priority is recognition of prior learning, meaning: 1. supporting 210 centres of evaluation of competences, under ANC (National Authority for Qualification); 2. running information campaigns – a special department within ANC is to be set up to carry out this action, with money from ESF; 3. 151,200 adults should benefit from counselling activities. However, the VPL system should work for all 8 EQF/NQF levels, to foster one step up to all the levels. Nowadays, the system works till level 3, and it is not implemented for higher education system.

However, in the context of developing learners' interest in learning, the "prerequisites" of the (adult) learners after graduating the compulsory initial education are to be taken into account. As the PISA study from 2015 shows for Romania, the performance of the educational system is not satisfactory, in spite of the improvements from the previous evaluation. Thus, 1 out of 4 pupils of 15 years old are under the level 2 at all three fields, literacy, numeracy and science (MNESR 2017b). In addition there is a high dropout rate (19.1% in 2016), and one of the lowest rate of enrolment to tertiary education from the EU member states. All these deficiencies of the initial education are to be addressed by

¹⁰ Key success factors, indicating the strength of evidence (available in all languages): <https://epale.ec.europa.eu/en/policy-tool/key-success-factors>; Study "An in-depth analysis of adult learning policies and their effectiveness in Europe" by EC (2015): <https://epale.ec.europa.eu/sites/default/files/final-report-20150817-en.pdf>

the adult learning system, with its limited capacity and its unattractive and poorly tailored offer.

Such aspects are tackled by the NSVET as well (MNESR 2016c), insisting on the quality and relevance of the training provision, able to attract the learners to significant learning experiences. Efforts should be made to increase the quality of training, of teaching and learning experiences.

5.2 Increase employers' investment in learning

One of the strategic activity measures (no.4) listed in the NSVET (2016) is to "improve the learning on the job in the professional training", with differentiated training, from apprenticeship, until (re)-qualification, and continuing professional development and upgrading, until level 5. Partnerships between employers and educational institutions are listed as a required solution. Also, a distinct activity measure (no.5) refers to improving the mechanisms of financing professional training, both from public and private funds. Such a frame was supposed to be set up in 2016-2017. But, as the employers, in their majority, point out, a study carried out by the research institute of the ministry of labour (2013, found that opportunities for training are too limited. In this respect, a forecast study on models to encourage the investment in training on the job, found out that most of the employers reached their targets with investment in training on the job for 2013, stipulated in their yearly plan for training (NSVET, 2016).

A Eurostat survey shows that a lack of support from employers for learning is the highest obstacle in Romania to increasing participation in LLL (NSLL 2015, p.31). The Country Report 2015 and the NRP underlines also that there are not enough resources for active measures and actions to be promoted by the National Employment Service to stimulate employer investment in learning. The active measure to support on-the-job training has proven to be less functional, due to the procedure for accessing such grants, which discourages employers because of the level of bureaucracy involved. Simplifying these, together with providing a fiscal stimulus, can improve employer investment. Unfortunately, the financial support planned for employers in the Action Plan is focused more on recruitment, rather than staff development.

The NSLL does not provide convincing solutions to this problem, but the National Strategy for Employment of the Labour Force includes more of a focus on solving these issues. It is surprising that the NSLL does not put more emphasis on mechanisms for motivating employers to upskill and retrain their workforce, and promoting the provision of work-based learning. It does more to signal that this is a problem rather than providing a solution involving cooperation between training providers, or promoting the use of externally accredited qualifications by employers.

5.3 Improve equity of access for all

Equality is an area debated in the NSLL, with marginalised groups being specifically mentioned among the priority actions. However, convincing solutions are not proposed to

address the issues of the different marginalized groups. For instance, the problem of an ageing population is raised, but there is no explicit solution to address learning opportunities for elderly people. The same is true for the population from rural area, or the Roma people. There is just vague mention of encouraging an increased demand for learning, and the market for learning, but this is connected to counselling services, rather than specific outreach solutions for different marginalised groups. There are also mentions of NEETs, but little reference to the other strategies that might be relevant to this group. Cooperation between employment and social services is very limited, making the activation of social assistance beneficiaries even harder. (CSR, spring 2016).

The 6th action line of the Action Plan addresses unemployed people, proposing that about 250,000 should be reached by counselling services, and that employers should get financial incentives for employing 125,000 of them. In addition, about 45,000 low skilled adults, early school leavers, should benefit from adult basic education, and about 125,000 should get trainee contracts. Furthermore, about 100,000 low skilled employees should get financial stimulus to upgrade their transversal skills.

Apart from counselling services, other bridge services and training opportunities which embed basic skills development in adult learning programmes are not foreseen. Neither are intermediary organisations which provide outreach to difficult-to-engage groups mentioned, giving the impression of a limited approach and not enough convincing dedicated solutions. There are more mentions of the problems of unemployed adults, than the problems of hard to reach groups, or the ones related more to personal development, active participation and inclusion in the community. This larger more comprehensive view is expected from a LLL strategy, as employment is the central focus of another strategy, and it is not very clear sometimes how the two differ from each other.

5.4 Deliver learning that is relevant

There is a distinct specification in the NSLL for “evaluating the needs of competences and development of a larger set of competences”. Also, one of the strategic pillars address the issue of access to relevant and qualitative learning, in all three national strategies, for employment, lifelong learning and VET. But it is not clear how the training providers will be supported to develop a wider range of offers, and to deliver them in a more tailored way. There are mechanisms for the skills needs in place even at regional and local levels, made by consortiums including all relevant stakeholders (see NSVET, 2016), but studies for better understanding and identifying the needs and motivations of adult learners are less available.

Also, the possibilities for adults to access relevant learning provisions are rather limited, as information about existing ones, increased awareness about their existence, as well as flexible pathways, integrated, and with bridges among them are limited. This is also due to the limited capacity of the training providers to deliver tailored, relevant learning.

5.5 Deliver learning that is of high quality

A distinct action line relates to “setting up a system of quality assurance, monitoring and evaluation”, with specifications on creating a mechanism for quality assurance, coordinated by ANC, evaluation of the performance of training programmes, and setting up an integrated digital management system.

However, surprisingly, those expected to ensure the quality of provision, the adult learning professionals, are largely neglected, with no mention of professional development opportunities, career advancement, recruitment, etc. The only stipulations refer to the teachers in formal educational institutions of VET and universities, as well as to the employees of public institutions (ANC).

The monitoring aspect is well addressed at the conceptual level, and the need for a specialised institute to perform this activity is also mentioned (see action line 10 of the Action Plan listed in the 4th chapter), but quick steps are to be taken to address all aspects of the quality culture, and a healthy competitive training market, able to raise the trust in the quality of provision, of the certificates issued. The framework for quality assurance is to be revised, as the standards to measure it are to be judged based on an informed, comprehensive and reliable data.

5.6 Ensure coherent policy

In 2015, under the coordination of the ministry of education, a package of three different strategies has been launched to ensure continuum of policy throughout all life span of individuals: on preventing early school leaving, on access to tertiary education, and on lifelong learning. Even more, to ensure the coherence of the actions and interventions, one of the strategic pillars of the NSLL (the one more address in this report) is to foster the partnerships and coordination between the different stakeholders. The need for a coordinating body is recognised.

The responsibility in adult learning system lies between different ministries, which have sometimes difficulties of cooperation and systematic sharing of resources. This aspect is listed in the diagnosis part of all three strategies launched in this period (of employment - 2014, of lifelong learning -2015, and of VET-2016). Importantly, the strategies refer to the other ones, pointing the complementarity among them, but in the concrete parts of the solution listed, the complementarity cannot be always transparently seen.

However, co-operation between different parts of the adult learning system is not yet sufficiently developed, and the bridges between different fields of adult education are very poor. For example, the largest network of institutions carrying out dedicated activities for adults, the cultural houses (homes, in rural areas) and the people’s universities, are presently under the coordination of the local authorities (and can be considered as community centres for adult education), but were hardly mentioned in the NSLL. Surprisingly, the ministry of culture was even not invited to contribute to the elaboration of NSLL, in spite of being mentioned in the law of education as one of the responsible ministry for adult learning. Thus, an existing tradition has been overlooked, and the

opportunity to revitalize these institutions as possible educational infrastructure, particularly in disadvantaged communities, is in danger of being lost. Also, a large part of the adult education field, liberal adult education, is left out of the NSLL. Education must contribute to social cohesion, equality, non-discrimination and civic competences – and NSLL is not addressing this aspect in a convincing way.

Ensuring the quality and relevance of learning outcomes involves ensuring the permeability between various forms and levels of learning and from education and training into work. This requires continued efforts of coordination and partnership between different learning sectors (EC 2015). The NSLL envisaged that large efforts would be directed towards coordination amongst different stakeholders, but fails to explain how permeability of access at different levels and to different learning paths would be ensured.

An important weakness in the NSLL strategy is that it misses the opportunity to establish and describe mechanisms for policy alignment at local and regional levels. The responsible institutions mentioned are mainly at national level, and mechanisms for decentralisation are not set out. This lack is address in the NSVET strategy, through the consortiums set at regional and local level for skills forecasts and action plans for tailored educational provision. One of the few stipulations for coordination at local level in the NSLL concerns the community centres for lifelong learning (CCLL). The solution offered for setting up around 255 such centres by 2020 is surprising, as this limited number of centres to be set up contradicts the stipulations of the Law of Education and to the idea that it should be the responsibility of the administration of each community to set up and support such centres.

The last success factor for a coherent policy lays on building knowledge base decisions. In this respect is foreseen a specialist centre for data collection, for evaluation and monitoring. In the Action Plan (action line 10) it is mentioned also as an integrated management system for data collection, with periodic evaluation and monitoring, together with a role in quality assurance. This aspect is definitely to be set up, because so far they are missing explanatory data about the real causes of low participation rate, and how they can be addressed. There are doubts about the feasibility of the targets set, and there are missing data about the impact of adult learning and how it can be improved. The data are more descriptive, as set by Eurostat, for instance, but the explanatory part is missing.

6.0 STRENGTH AND WEAKNESSES OF THE ADULT EDUCATION SYSTEM

A realist SWOT analysis was included in each of the national strategies adopted in this period, mainly in the more relevant ones for the adult learning system, the NSLL and NSVET, differentiated by the strategic priority actions of them.

6.1 Strengths

1. The existence of a package of national strategies till 2020, clearly articulating the policy priorities, the targets, the resources needed and the milestones. Its implementation is expected to take place in a clear and transparent way, once all of these aspects are mentioned in the Action Plans for their implementation (see section 3).
2. Introduction of the mechanisms and frames for more flexible pathways through adult learning, including through counselling services. New types of institutions are/were foreseen, from community centres for LLL, to non-university colleges, to provide increased access to tertiary education, and setting up a more diverse institutional framework to ensure a more flexible take-up. Significant progress has been made on the tertiary attainment rate (25.6% in 2016 – E&T Monitor 2016, with the potential to reach the target of 26.7% by 2020). An improved inter-institutional cooperation was implemented, mainly at the regional and local level, by reactivating the regional and local consortia for forecasting skills needs and adapted educational provisions (see NSVET, MNERS 2016).
3. The adoption of the National Qualification Framework, together with the updating of the national registers for qualifications and of the training providers, managed by the National Authority for Qualifications (NAQ), makes more transparent the orientation through the training provision. Also, different occupational standards have been updated. The NAQ, as an umbrella tripartite organisation, set in 2011, has also responsibilities for quality assurance. More definitive steps have been made for ensuring quality, through a more articulated concept of monitoring and evaluation, making the first steps in 2016 towards its implementation, by creating the frame of action (MNERS 2017b, p.91-92).

6.2 Weaknesses

1. The fragmented system of adult learning, which lacks a coordinating body to ensure implementation of actions stipulated in the strategic documents, with disparate data and activities undertaken, is a problematic aspect of the adult learning system in Romania. There has been a delay in the implementation of the action plans, a delay caused also by the low priority put by the policy makers in adult learning, thus creating gaps between policy statements and their implementation. In addition there has been overall limited capacity building in implementation, and limited quality assurance mechanisms in place. In spite of some good elaboration in legislation, these policies are not followed and addressed: for example, community centres for LLL are still missing the methodology and resources for implementation. This is in spite of clear stipulations in the Law of Education from 2011. They are

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

seen as infrastructure which is integral to articulating the adult learning system, but, unfortunately, have not yet been implemented.

2. The main concern remains that "international surveys point to severe deficiencies in basic skills among Romanian teenagers. High early school leaving rates, low higher education attainment, and high emigration result in the under-supply of skilled labour" (EC 2017, CSRs). To this, the progress in participation to lifelong learning is, since 2010, -0,2%, and Romania remaining amongst the lowest performers in EU. The overall statistics for the main indicators show concerns for Romania (see section 1), with limited space for improvement.
3. Weak data collection and limited data availability, both to inform adults and decision makers about the different parts of the adult learning system. This is a limit listed as such in all strategic documents, the limited resources allotted for such purpose (and for the adult learning system as a whole) impacting the possibility of running systematic national surveys for all the EQVET indicators (MNERS, 2016c). There is needed informed, evidence based policy decision making and revisions.

7.0 FURTHER POLICY REFORMS AND ORIENTATIONS NEEDED

The policy will, expressed in the efforts in this period to conceptualise the vision for developing the adult learning system, and actions to be undertaken in this regard, need to be followed up with the determination to follow the adopted action plans.

In order to ensure that LLL policy is implemented in reality (Bengtson 2013), it will be important to ensure that proper capacity building is undertaken and that a dedicated coordinating body is set up, with responsibility for the adult learning system, able to coordinate an effective lifelong learning policy. Such a body does not yet exist, even though the Ministry of Education is supposed to have primary responsibility for LLL in Romania. In spite of stipulating that LLL is the fundamental principle underpinning the educational system in Romania, the ministry does not have yet a dedicated department for adult learning. The existing delays in implementing the LLL strategy, together with the unconvincing progress in increasing participation in LLL in the first half of the decade, means that it is considered very unlikely that the targets will be met, unless urgent action is taken.

As stipulated in the NSLL and NSVET, reliable data are crucial both for evidence-based policy making, as well as for monitoring the progress and the impact of a policy action. Therefore, the specialised institute mentioned in the NSLL needs to be established, and financed accordingly.

Setting up community centres of LLL in all communities, decentralising the action to local level with the support of regional bodies, will be key to improving participation rates and ensuring more coherent action and provision in respect of adult learning.

In addition, to ensure increased participation of adults in LLL, the specific characteristics of the adult population in Romania should be considered. One option is to keep the balance of the resources provided aligned with the size of the adult population in different age groups (Schuller/Watson 2009). The fact that Romania faces a significantly ageing population trend should be reflected, and participation of older adults in LLL should be ensured, by providing the required resources. The same is true for the population in rural area, or for other vulnerable, hard to reach groups, as the outreach strategies so far did not prove to be very effective (see CSRs, 2016). The information campaigns about the benefits and opportunities of learning, together with the qualitative counselling services and educational provisions, are still largely limited.

Special attention should be paid to the large percentage of the population living in rural areas, with poor educational infrastructure and limited access to learning opportunities, which is also facing high levels of school dropout, of poverty and of unemployment. Therefore, establishing mechanisms for policy alignment at local and regional level, along with providing resources and capacity for setting up appropriate educational infrastructure (i.e. the community centres for LLL) is a policy action to be taken for every community, not only for the 255 communities foreseen in the NSLL.

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Furthermore, an equilibrium should be ensured between all educational needs of adults, both for personal and professional development, and for community development. Therefore: Support mechanisms for employers, aimed at increasing learning provision in the workplace, together with implementation of targeted financial schemes for individuals, for specific priority target groups (ranging from NEETs to the low skilled or adults with a negative disposition towards learning) are to be run. The Romanians are among the highest percentage in Europe declaring financial barrier against participating into lifelong learning, having in the same time a high level of poverty. Therefore, a proper prioritisation of target groups to be supported is to be considered, to ensure equity of access to learning for all, not only through the active measures managed by the employment services (as they are implementing mainly the stipulations of the employment strategy), but also through community centres for lifelong learning and other educational institutions (as foreseen in the NSLL and NSVET), as it is known that adult education in Romania for other purposes than employment is largely not supported (MNESR, 2017).

An equilibrium should be developed across all fields of adult education, covering all of the building blocks for success (EC/ Eurydice 2015), paying attention to “deliver learning that meets the needs of employers and learners”, and provide “progression pathways for learners across the national qualification framework”.

A focus on improving the quality and diversity of educational provision for adults, both by supporting educational providers (through financial schemes, and quality standards), and adult learning professionals, ensuring opportunities for continuing professional development, is to be consider, as they are key for an adult learning system that works.

8.0 SUMMARY

A big step forward towards building up a framework for coherent action in adult learning has been taken with the adoption for the first time of a National Strategy for LLL in 2015. This document, together with the stipulations in the Law of Education 1/2011, and the complementary national strategies for the period till 2020 – Strategy for Employment – 2013 and Strategy for Vocational Education and Training - 2016, provide quite a comprehensive policy framework for policy action in adult learning and LLL. They are followed by Action plans for implementation, offering this way a predictable development for the coming period, from the conceptual point of view.

However, this policy formulation has not been put into practice, nor has it been implemented in a systematic way. Delays have already been encountered in putting it into practice. Appropriate capacity building and the policy will to make these strategies a reality, by following the adopted Action Plans, are therefore needed.

The very low rate of adult participation in LLL, around 1,3%, and the inability of the government to generate an improvement in this over the past 15 years, results in a low expectation of the target for 2020 being achieved (10%, negotiated by Romania). These data, are complemented by other facts: one of the highest poverty rate (above 40%), one of the highest inactivity rate, mainly among youth (22% NEETs in 2016), together with a high drop-out (19.1%), and low performance at the PISA scores in 2015 (1 out of 4 pupils in the age of 15 under the level 2).

Romania did not participate in PIAAC, and there has been concern about the level of competence and the structural problems of human capital in Romania. Dedicated and determined actions are therefore very much needed. The employment rate of 66.3% (2016) shows a quite slow progress (1.5% increasing since 2010) to achieve the national target of 70% by 2020. According to CEDEFOP's skills supply and demand forecast (2015), in spite of the European Commission's growth forecast for Romania of 2.4% in 2015 and 2.8% in 2016 (one of the highest in EU), this economic growth will have a limited impact on job growth. Employment in Romania is only expected to reach its pre-crisis level in 2025 (whereas most other EU countries are expected to recover to this level by 2020). The migration rate remains high, impacting both a low rate of unemployment (around 4%), and of participation into adult learning.

The solution foreseen in the NSLL of reaching 1.6 million adults by 2020, to meet the target of 10% participation rate is questionable, particularly as it is reported that between 2007-2013 more than 1.2 million adults were participating at the courses delivered with the ESF support, and in spite of this the participation rate remained almost the same. This also raises questions about the credibility of the available data. As mentioned in the diagnosis of all three strategies, there are needed a national system of data collection, informing both for the system-wide needed adjustments, as well as for the adults while seeking learning, though more effective counselling services. The mechanism of systematic monitoring, evaluation and reviewing of the developments is well conceptualised and needs to be implemented, to support a well-grounded quality assurance and well-articulated interventions.

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

The system of adult learning in Romania is considered as a fragmented one, and an overall coordinating body is still missing. The umbrella organisation set in 2011, the National Authority for Qualification, is coordinating the implementation of the National Qualification Framework, adopted in 2013. It is also responsible for the quality assurance of the adult learning system, for the database with the accredited training providers and evaluation centres offering the VPL services, but it has so far limited capacity to generate data and in-depth analysis.

A common priority addressed in all these strategic documents is the quality and relevance of training offer for adults, to raise the attractiveness and trust on the educational provisions. Their diversification is also needed and has to be supported, as educational provision, particularly in rural areas, is quite limited. The outreach strategies, mainly for the hard to reach adults, proved to be not so effective so far. The planned community centres for lifelong learning are therefore needed to be established. They are seen as a solution for a more integrated adult learning system and provision at local level.

Concluding, there is a need for improved capacity building to sustain a swift implementation of the adopted action plans, both at national level (see, for instance, the repeated CSRs with respect to the improving of the services offered by the National Employment Agency), and at local level, together with the policy determination to follow them. To this, it is to be added more determined efforts for ensuring a culture of quality, both with regard to governance, throughout all the functions of the AL system: designing of the qualifications and related curriculum, the teaching and learning process, the evaluation and certification of competences, teacher training.

9.0 BIBLIOGRAPHY

ANOFM (National Public Employment Service) (2017). Notă privind stadiul realizării Programului național de ocupare pentru tinerii cu risc de marginalizare socială pentru Trimestrul I 2017 [State of implementation of National Employment Plan for the Youth in Risk for the First Term of 2017]. <http://www.anofm.ro/files/Raport%20marginalizare%20%20TRIM%20I%20%202017%20.pdf>

Bengtsson, J. (2013). National strategies for implementing lifelong learning (LLL) – the gap between policy and reality: An international perspective. *International Review of Education*. 59:343–352 DOI 10.1007/s11159-013-9362-4. Dordrecht: Springer.

CEDEFOP (2015). Skills forecast – Romania. <http://www.cedefop.europa.eu/it/events-and-projects/projects/analysing-skill-mismatch>

Council of the European Union. (2011). Council Resolution on a renewed European agenda for adult learning. <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:en:PDF>

Council of the European Union. (2012). Rethinking education: investing in skills for better socio-economic outcomes. Strasbourg. http://www.cedefop.europa.eu/EN/Files/com669_en.pdf

Council of the European Union (2016a). A new skills agenda for Europe - Working together to strengthen human capital, employability and competitiveness. Strasbourg.

Council of the European Union (2016b). COUNCIL RECOMMENDATION of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults (2016/C 484/01) [http://eurlex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224\(01\)&from=EN](http://eurlex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN)

European Commission (2015). Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020). New priorities for European cooperation in education and training {SWD(2015) 161 final} /COM(2015)408. http://ec.europa.eu/education/documents/et-2020-draft-joint-report-408-2015_en.pdf

European Commission/EACEA/Eurydice. (2015). Adult Education and Training in Europe: Widening Access to Learning Opportunities. Eurydice Report. Luxembourg: Publications Office of the European Union. doi:10.2797/75257

European Commission (2016a). Country Report Romania 2016. Brussels, 26.2.2016 SWD(2016) 91 final. http://ec.europa.eu/europe2020/pdf/csr2016/cr2016_romania_en.pdf

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

European Commission (2016b). European Semester Documents for Romania 2016, Country-specific Recommendations 2016 – Commission Recommendation. http://ec.europa.eu/europe2020/europe-2020-in-your-country/romania/country-specific-recommendations/index_en.htm

European Commission (2016c). Education and Training Monitor 2016. http://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf

European Commission (2017). Country Specific Recommendations Romania on National Reform Program for 2016. https://ec.europa.eu/info/sites/info/files/2017-european-semester-country-specific-recommendations-commission-recommendations_-_romania.pdf

European Union. (2013). Developing the Adult Education Sector: Opening up Higher Education to Adults. Luxembourg: Publications Office of the European Union. ISBN 978-92-79-34590-6. DOI: 10.2766/65164

European Union (2015). An in-depth analysis of adult learning policies and their effectiveness in Europe. Luxembourg: Publications Office of the European Union. doi: 10.2767/076649

European Union (2016). Employment and Social Developments in Europe 2015

Faturnic, C., Jigau, M., Costache, L. (2014). Participarea la educație în învățământul secundar superior O provocare pentru politicile curente în România O provocare pentru politicile curente în România, Bucuresti: UNICEF_ISE. http://www.unicef.ro/wp-content/uploads/Raport-OOSC-Invatamant-Secundar-Superior_final.pdf

Faturnic, C. (2015, coord.). Analiza sistemului de învățământ preuniversitar din România din perspectiva unor indicatori statistici. Politici educaționale bazate pe date [Analysis of the pre-university educational system in Romania from statistic indicators perspective. Data based educational policies]. Bucharest: Ed. Universitara.

Federighi, P. (2013). Adult and continuing education in Europe: Pathways for a skill growth governance. Luxemburg: Publication office of the European Union.

Ghinararu, C. (2015). European Employment Observatory, Regular Reports Romania, March 2015

Government of Romania (2015). Convergence Programme 2015-2018. Bucharest

Government of Romania (2017). 2017-2020 Programme for Government. http://gov.ro/fisiere/pagini_fisiere/Programul_de_guvernare_2017-2020.pdf

Government of Romania (2017b). Country Report Romania 2017. European Semester. <http://ec.europa.eu/info/sites/info/files/2017-european-semester-country-report-romania-en.pdf>

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Institutul de Stiinte ale Educatiei (2016 - ISE). Aspecte privind incluziunea socială a tinerilor aflați în afara sistemelor de educație, formare și ocupare profesională (NEET). http://www.ise.ro/wp-content/uploads/2016/12/Raport-cercetare-NEET_final_2016.pdf

Institutul National de Statistica (INS, 2017). Forta de muncă în Romania – Ocupare și șomaj în anul 2016. [National Institute of Statistics – Labor force in Romania – Employment and unemployment of 2016] http://www.insse.ro/cms/sites/default/files/field/publicatii/forta_de_munca_ocupare_si_somaj_in_anul_2016.pdf

Kitchen, H., Fordham, E., Henderson, K., Looney, A., Maghnouj, S. (2017). România 2017 – Studii OCDE privind evaluarea și examinarea în domeniul educației - http://www.unicef.ro/wp-content/uploads/Studiu_OECD.pdf

Management Authority for the Sector Operational Programme Human Resources Development (Autoritatea de Management pentru programul Operational Sectorial Dezvoltarea Resurselor Umane 2007-13), Annual Implementation Reports 2007-13. Internet: www.fseromania.ro

Ministry of Labor (2013). Strategia Nationala pentru OCuparea Fortei de Munca pentru 2014-2020. [National Strategy of Employment for 2014-2020]. http://www.mmuncii.ro/j33/images/Documente/Munca/2014-DOES/2014-01-31_Anexa1_Strategia_de_Ocupare.pdf

Ministry of National Education and Scientific Research-MNESR (2015). Strategia Nationala de invatare pe tot parcursul vietii 2015-2020 [National Strategy for Lifelong Learning 2015-2020] [https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategie%20LLL%20\(1\).pdf](https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategie%20LLL%20(1).pdf)

Ministry of National Education and Scientific Research-MNESR (2016a). Prioritățile strategice ale Ministerului Educației și planurile de acțiuni sectoriale pentru anul 2016. <http://edu.ro/prioritatile-ministerului>

Ministry of National Education and Scientific Research -MNESR (2016b). Strategia educatiei si formarii profesionale in Romania, 2016-2020 [Strategy of education and vocational training in Romania 2016-2020]. http://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategia_VET%2027%2004%202016.pdf

Ministry of National Education and Scientific Research -MNESR (2017). Romanian Secondary Education Project - ROSE Project. <http://proiecte.pmu.ro/web/guest/rose>

Ministry of National Education and Scientific Research -MNESR (2017b). Starea sistemului de învățământ preuniversitar 2016 [State of the pre-university education system 2016]. https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2017/transparenta/Stare%20preuniv%202016.pdf

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Ministry of Youth and Sports. (2015). National Strategy for Youth 2015-2020 (in RO). <http://mts.ro/wp-content/uploads/2016/02/Strategia-tineret-final.pdf>

Musset, P. (2014). OECD Reviews of Vocational Education and Training. A Skills Beyond School; Commentary on Romania. Paris: OECD

National Agency for Employment/Agentia Nationala pentru Ocuparea Fortei de Munca, Annual activity reports (raport de activitate), 2007-2013. Internet: www.anofm.ro

National Institute of Statistics of Romania/Institutul National de Statistica al Romaniei – Romanian Statistical Yearbook/Anuarul Statistic al Romaniei, 2010,2011,2012,2013,2014,2015,2016, Bucharest, INS. Internet: www.insse.ro

Nicoll, K. (2009). Flexibility and Lifelong Learning – Policy, discourse, politics. London: Routledge.

Popa, F. (2015). Education and Training Monitor 2015 Romania. http://ec.europa.eu/education/tools/docs/2015/monitor2015-romania_en.pdf

Refernet network, VET in Europe, country reports of the Refernet network; ROMANIA (contact point INCSMPS/The National Labor Research Institute of Romania), 2011, 2012, 2013. Internet: www.refernet.ro

Romanian Government (2002), Law no.76/2002 regarding the unemployment insurance system and the fostering of employment/Legea 76/2002 privind sistemul asigurarilor pentru somaj si promovarea ocuparii fortei de munca, Romanian Official Journal/ Monitorul Oficial al Romaniei no.457/07.21.2013.

Sava S., Ulrich C., Mironov C. (2013). References for the development of the professionalization system for adult education practitioners. Timisoara: Ed.Universității de Vest. ISBN: 978-973-125-392-3

Sava, S. (2015). Beneficiile invatarii de-a lungul întregii vieți; implicații pentru politica educațională din România [Benefits of lifelong learning – implications for the educational policy in Romania]. In S.Sava (coord.). Perspective pentru cercetarea in educatie [Perspectives for researching in education]. Bucuresti: Ed. Universitara

Sava, S., Luștea, A. (2017). Improving participation rate of adults in lifelong learning – why Romania is not so successful? In Koulaouzides G.A., Popovic, K., (2017, eds.). Adult Education and Lifelong Learning in Southeastern Europe. A Critical View of Policy and Practice. Rotterdam/Boston/Taipei: Sense Publisher, p.101-114.

Sava, S., Crasovan, M. (2017). Strategia națională de învățare de-a lungul întregii vieți – analiză discursivă [National Strategy on Lifelong Learning – a discursive analysis]. In Sava S, Crasovan, M., Lustrea, A. (2017). Stimularea participării adulților la educație. Perspective asupra implementării strategiei naționale de învățare pe tot parcursul vieții [Stimulating participation of adults to education – Perspectives on the implementation of the National Strategy on Lifelong Learning]- Volumul celei de-a IV-a

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Conferințe Naționale de Educație a Adulților, Timișoara. Editura Universității de Vest din Timișoara

Schuller, T. and Watson, D. (2009). Learning through life. Inquiry into the future of lifelong learning. Leicester: NIACE

UN, UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women, UNHCR. (2015). Education 2030, Incheon Declaration - Towards inclusive and equitable quality education and lifelong learning for all. <http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf>

UNESCO. (2015). Recommendation on adult learning and education. Hamburg: UNESCO-UIL <http://unesdoc.unesco.org/images/0024/002451/245179e.pdf>.

ANNEXES

Annex 1: List of adopted legal acts, strategies, laws

Name	Date of adoption	Short description of content
Law of education	1/2011 (Jan)	It has a special chapter on Lifelong learning, conceptualising for the first time the community centres for lifelong learning, the National Authority for Qualification etc.
GD (Governmental Decision) 556/2011	Jun 2011	GD regarding the organisation and functioning of National Authority for Qualification. The National Authority for Qualification (ANC, in Ro) is set up on the former National Adult Training Board (CNFPA, in Ro), as tripartite organisation, under the coordination of the ministry of education and ministry of labour, carrying out the National Qualification Framework, and the National Register of Occupations Classifications as well.
GD 918	2013	GD for approving the National Qualification Framework The National Qualification Framework (Cadrul National al Calificarilor – CNC, in Ro) has been approved, with its 8 levels, and the same correspondence like the European Qualification Framework
GD 1071	Aug 2013	Strategia Nationala pentru OCuparea Fortei de Munca pentru 2014-2020. National Strategy of Employment for 2014-2020. http://www.mmuncii.ro/j33/images/Documente/Munca/2014-DOES/2014-01-31_Anexa1_Strategia_de_Ocupare.pdf
GEO No. 94/2014	June 2014	The dual education was introduced as a form of organisation of the vocational education. Its full legal conceptualisation was approved in Nov. 2016.
GD 24/2015	Jan 2015	Strategia națională în domeniul tineretului 2015-2020 National Strategy for Youth 2015-2020 sets the frame of addressing the youth, the NEETs, the facilities and services to be set up to support the youth population http://mts.ro/wp-content/uploads/2016/02/Strategia-tineret-final.pdf .
GD 417/2015	July 2015	Strategy to reduce early school leaving 2015-2020. Its full version in Ro can be downloaded at http://www.edu.ro/viziune-0 , and short description in English at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments
GD 418/2015	July 2015	Lifelong learning strategy 2015-2020, with its related Action Plan. Its full version in Romanian can be downloaded at http://www.edu.ro/viziune-0 , and short description in English at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments
GD 465/2015	July 2015	National strategy for tertiary education 2015-2020. Its full version in Romanian can be downloaded at http://www.edu.ro/viziune-0 , and short description in English at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

GD 775/2015	2015	Strategia nationala pentru competitivitate 2015-2020. https://www.universuljuridic.ro/hg-775-2015-strategia-nationala-pentru-competitivitate-2015-2020/
GEO 4342	June 2015	Ministerial order for the non-university colleges, for level 5 EQF, aiming to facilitate the transition to tertiary education, even for high-school graduates not passing the baccalaureate
GEO 5160	2015	Methodology for organising post-university programs for continuing education by the institutions of higher education.
	Feb 2016	National Anti-poverty package. Its full version in Ro can be downloaded at https://www.edu.ro/pachetul-na%C8%9Bional-anti-s%C4%83r%C4%83cie , and short description in English at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments
OM 621	29.07.2016	The yearly strategy for informing and counselling youths http://mts.ro/noutati/strategia-nationala-anuala-cu-privire-la-informarea-si-consilierea-tinerilor-2016/
GD 317	Sept 2016	Strategia educatiei si formarii profesionale in Romania pentru perioada 2016-2020./ Education and vocational training strategy in Romania during 2016-2020. Its full version in Ro can be downloaded at http://www.edu.ro/viziune-0 , and short description in English at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Ongoing_Reforms_and_Policy_Developments
GEO 81	Nov.2016	Methodology for the dual vocational education.
GEO 3475	2017	Methodology for recording into the National Register of Qualifications in Higher Education, under the supervision of the National Authority for Qualifications

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Annex 2: Inventory of policy interventions

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
				Fosters learners' interest in learning	Employers' investment in learning	Improve equity of access for all	Learning that is relevant	High quality learning	Coherent policy	
Improving relevance and quality of training in relation to labour market	https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2017/transparenta/Stare%20preuniv%202016.pdf	public	Updated curriculum, Professional standards partnerships	X			x	X		Ministry of education/ CNDIPT, ANC

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

Quality and transparency of data	https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2017/transparenta/Stare%20preuniv%202016.pdf http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf	Updated register, mechanism for monitoring, updated data bases, financed counselling services	x		x	x	X	X	Ministry of education, ANC, ANOFM
Improved quality in E&T	https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2017/transparenta/Stare%20preuniv%202016.pdf	Mechanisms for QA, external quality check, accreditation of training providers, regional/local consortiums etc	x	x	x	X	X	x	Ministry of education, ANC, ANOFM
Further education of adults	http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf	Training provisions for NQF 3,4, 5	x	x	x	x	X		Ministry of education, ANC, ANOFM
Counselling of adults	http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf	Accredited centres for	x		x	x			Ministry of education,

Independent national experts network in the area of adult education/adult skills
Full country report - Romania

			counselling,							ANC, ANOFM
VPL	http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf		Accredited centres, counselling adults	x		x	X			Ministry of education, ANC, ANOFM
Entrepreneurship training	http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf		Launched national program Start-up nation, training courses on entrepreneurship	x			X			Ministry of education, ANC, ANOFM
Training on the job	http://www.anofm.ro/files/RAPORT%20DE%20ACTIVITATE%202016.pdf		Grants for training on the job, training courses run	X	x		x	X		Ministry of education, ANC, ANOFM

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries
(http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service
(http://europa.eu/europedirect/index_en.htm) or calling 00 800 6 7 8 9 10 11
(freephone number from anywhere in the EU) (*).

(*). The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions:

- via one of the sales agents of the Publications Office of the European Union
(http://publications.europa.eu/others/agents/index_en.htm).



■ Publications Office
of the European Union