

2017-1-ES01-KA202-038284  
Erasmus + KA2 Strategic Partnership for Vocational Education and Training.

IMPACT STUDY

# ROMANIA

*September, 2018*



## Educational system in Romania<sup>1</sup>

ISCED level	Name of ISCED level
0	Early education (pre-school and pre-school education)
1	Primary education
2	Gymnasium education
3	High school and vocational education
4	Post-secondary education and foremen
6	Higher education (tertiary) graduate (3-4 years)
7	Higher education (tertiary) graduate (5-6 years), master or equivalent (postgraduate studies and courses)
8	Higher (tertiary) doctorate or equivalent

Note: ISCED - International Standard Classification of Education

In 2016, the school-age population was 4990.9 thousand people representing 25.3% of the total resident population of the country. Of the total school-age population, 51.4% were male and 50.7% lived in rural areas.

In the school year 2016-2017, the school population was 3597.3 thousand children, pupils and students, down 45.4 thousand compared to the previous year.

Of the total school population, 70.8% studied in the urban area and 50.2% were of gender male, and most (96.5%) of children, pupils and students attended day courses.

The distribution of the school population by educational levels is as follows: pre-school education (0.6%), pre-primary education (14.5%), primary and secondary education (47.1%), secondary education (18.1%), vocational education (2.3%), post-secondary education and foremen (2.6%), higher education (14.8%).

## High school and vocational education in Romania<sup>2</sup>

In the school year 2016-2017, in high school education 650.8 thousand pupils were studied (3.4% less compared with the previous school year). Of the total school population, the share of pupils enrolled in high school education was 18.1%. The share of male students in total pupils enrolled in high school education was 48.4%. Most high school students have learned in the urban environment (93.2%),

<sup>1</sup> Based on data provided by the Romanian National Institute of Statistics

<sup>2</sup> Idem 1

where most of the secondary schools are located. In high school education, 98.3% of all students were enrolled in public school units, and 1.7% in private school units.

In high schools, 49.5% of the total number of high school students studied, and 42.7% of them studied in the high schools in the technological branch.

Within the technological branch, 44.3% of the students were enrolled in the technical high schools and 38.8% in the high schools with a service profile.

The share of students who opted for vocational profiles was 7.8%, and the highest weights were for the students enrolled in the sports profile (33.2%), the artistic profile (28.0%) and theological (18.1%).

The distribution of pupils on the branch is different for public sector high schools compared to private sector. Thus, if 49.1% of pupils in public high schools followed the theoretical course, private schools were chosen mainly for the theoretical part (71.8%). The vocational career was followed by 7.9% of public high school students and only 0.8% of pupils in private high schools.

Regarding gender and profile distribution of the school population in high school education, it was found that girls regularly enrolled in high schools with a human, artistic or service profile.

In the school year 2016-2017, the highest share of the female population was recorded in high schools with a pedagogical profile (91.7%). Boys were predominant in military high schools (81.1%), sports (74.1%), technical (69.7%) or theological (61.1%).

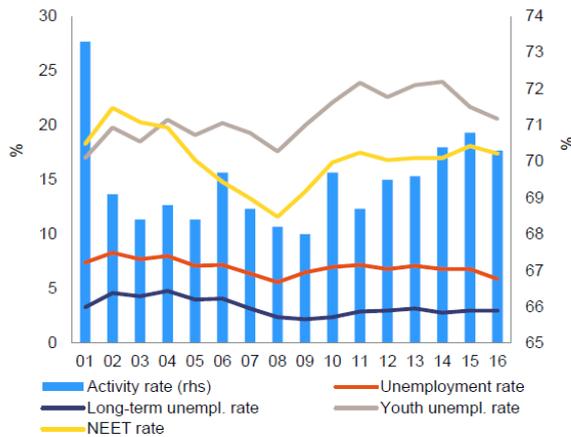
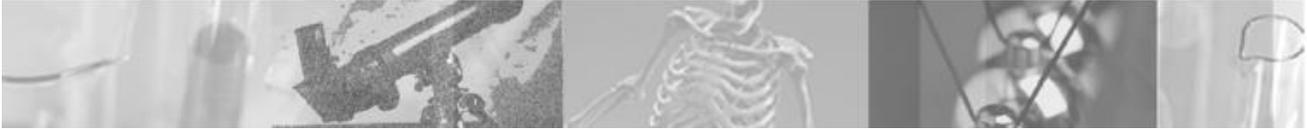
### **Education and the labour market <sup>3</sup>**

Education and training is one of the key factors in increasing the employability of young people on the labor market, but as with higher education, the quality and relevance of qualifications in relation to employers' demands is important. This is one of the problems in Romania, which leads to a lower involvement of young people and their mistrust in the education and training system, with the consequence of increasing early school leaving.

Low investment in the public education and training system has a negative impact on the quality of services provided to young people. People are tempted to abandon their studies not only because of social problems but also when the quality of teachers or training programs does not meet the expectations of the student and the labor market. Improving the quality of the education and training system can be achieved through the adoption of an educational plan, which, through an innovative pedagogical approach, places the competences in the center of preoccupation.

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<sup>3</sup> Based on data provided by the European Commission's Country Report Romania 2018



(1) Activity rate in % of population, total, ages 20-64; unemployment rate and long-term unemployment rate in % of labour force, total, ages 15-74; youth unemployment rate in % of labour force, total, ages 15-24; NEET: not in education, employment or training in % of population, total, ages 15-24

Source: European Commission

The number of young people neither in education, employment or training (NEETs) remains very high. While youth unemployment has been declining (17.3 % in 2017), the situation of young NEETs only improved slightly, mainly driven by decreasing early school leaving. Many of the NEETs are economically inactive or discouraged workers (Eurofound 2016) and the incidence among women and Roma is particularly high.

The implementation of the Youth Guarantee remains weak due to significant delays. The large majority of young NEETS still need to be reached and included in the scheme. Two thirds (65.7%) of those registered had not received an employment offer within 4 months, while Romania's allocation under the EU's Youth Employment Initiative is unspent and risks being returned to the EU budget. There is no follow-up for most NEETs who have received an employment offer. A number of measures have been launched including the provision of Youth Guarantee offers by multi-disciplinary teams of employment and education counsellors, together with social assistants.

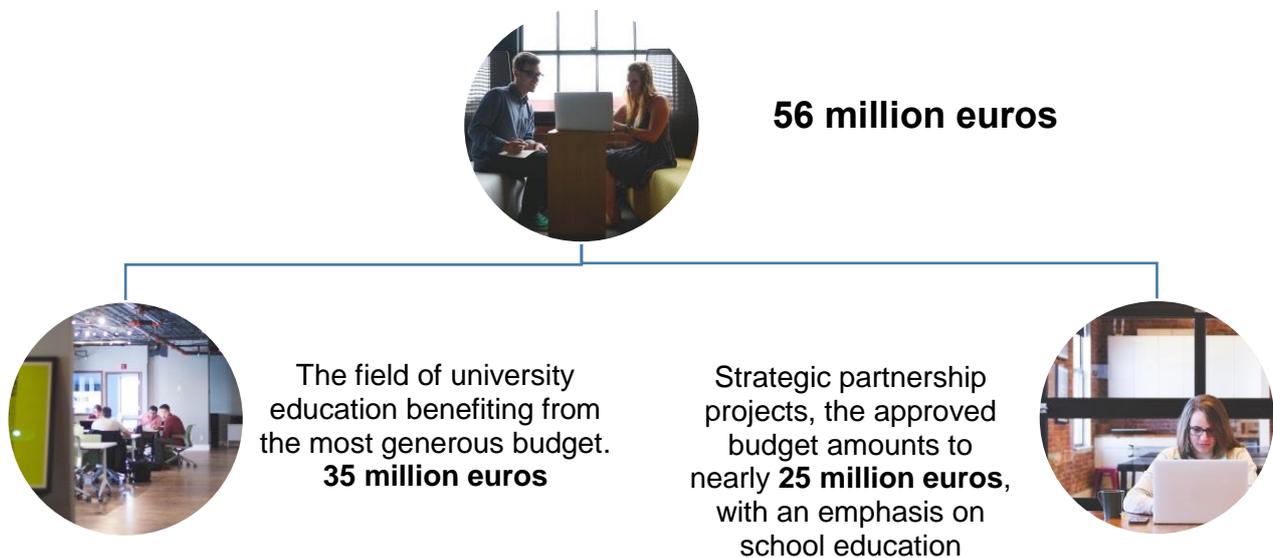
Access to quality and inclusive education is faced with continuous challenges. Over the last years the Romanian authorities have taken some measures to address poor education outcomes and skill shortage by adopting relevant strategies. Some progress has been made in vocational education and training, lifelong learning and higher education but the quality of these services and their labour market relevance remain largely insufficient. After the adoption of the Strategy for Early School Leaving in 2015 and the progress observed the following year, efforts to continue implementation were modest in 2017. This is reflected in high early school leaving rates, unequal access to quality education including for the Roma and large gaps in terms of student performance all pointing to persistent hurdles.



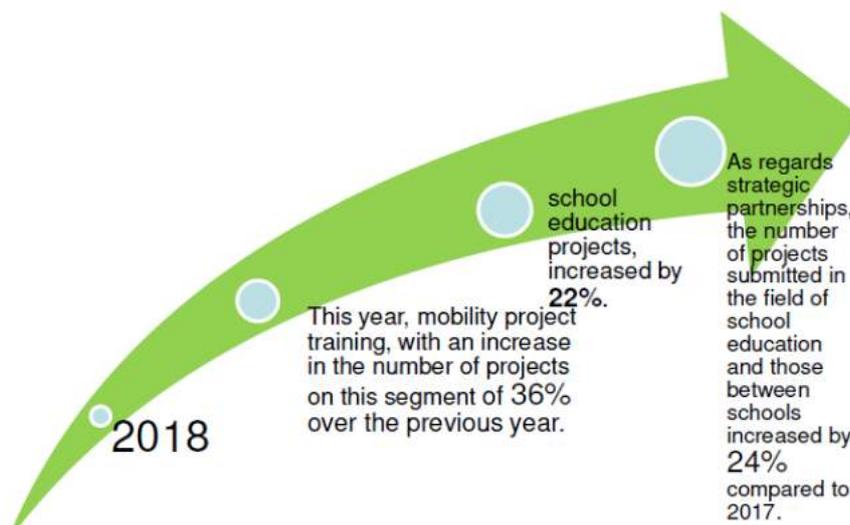
## Erasmus+ program in Romania

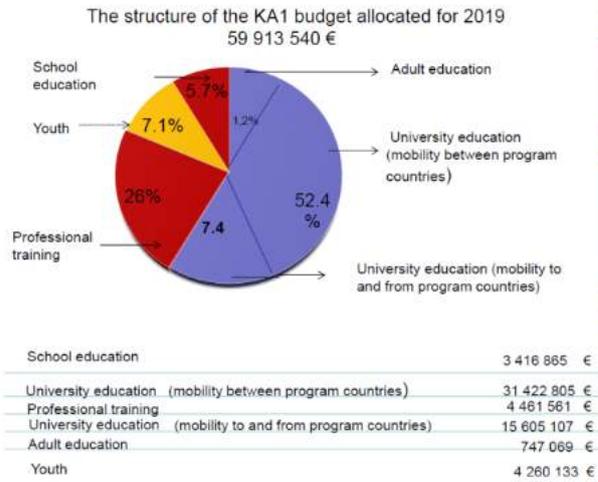
More than 200,000 Romanians have benefited from the Erasmus + program over the past four years and have participated in almost 4,000 mobility projects, strategic partnership and structured dialogue funded by the European Union. Romania had a fund absorption rate of 98.7%, the budget for these projects being over 320 million.

### Budget approved for mobility projects for 2018



## Year 2018





Erasmus + is the European Union's program for education, training, youth and sport for the 2014–2020 period. The data in the table covers the period from March 2014 to September 2018



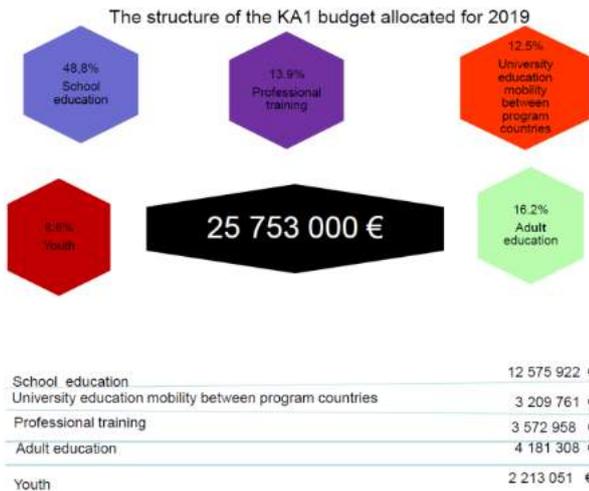
**117 289** participants in mobility projects



**72 655** participants in strategic partnership projects



**11 826** participants in structured partnership projects



For the year 2019, the budget allocated to the Erasmus + program in Romania

**89 million euros**

39 million euros, being directed to the development of university education

Within strategic partnerships, 48% of the budget will be used for school education that will benefit from 12.5 million euros

## Conclusions



**The National Agency for Community Programs in the Field of Education and Vocational Training (ANPCDEFP) has been managing European programs for more than 20 years.**

- ➔ During this period he managed over 650 million euros, which were invested in over 12,000 projects.
- ➔ Almost 500,000 Romanians, pupils, students, teachers, craftsmen and apprentices, volunteers and youth trainers have been given the chance to learn and develop professionally.

## The Survey

### **Impact study on Work – Based Learning (WBL) experiences (apprenticeship, traineeship, dual scheme, job shadowing) at local, regional, national or transnational level**

The project partners will produce an impact study on WBL that will show the strengths and weakness of WBL experiences and which will cover the expectations of all target groups from 6 European countries (Belgium, Czech Republic, Italy, Portugal, Romania and Spain) , at local, regional, national or transnational level.

The Impact Study for Romania was based on questionnaires addressed to Directors of VET institutions, to directors of companies which are participating in education and training programs and to teachers and students from institutions providing education and training programs.

#### **The target group consisted of**

- 5 directors of institutions providing education and training programs (VET);
- 10 directors of companies participating in education and training programs (VET);
- 30 teachers from institutions providing education and training programs (VET);
- 50 students from institutions providing education and training programs (VET).

#### **I. Interpreting the results of questionnaires addressed to directors of institutions providing education and training programs (VET)**

The survey involved directors from institutions providing education and training (VET) programs located in:

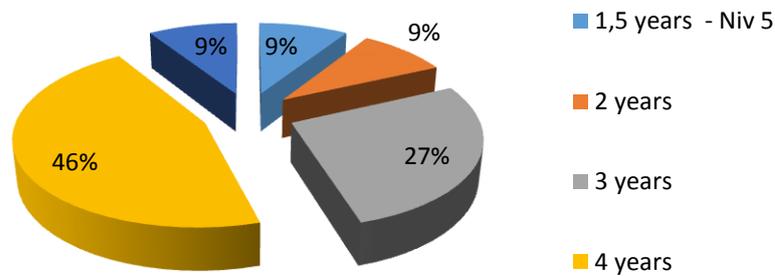
- West of the country (4 high schools): Liceul Tehnologic „Mihai Viteazu” (Municipality of Vulcan, Hunedoara County), Liceul Tehnologic Lupeni (Municipality of Lupeni, Hunedoara county), Liceul „Mathias Hammer” (Anina town, Caraş-Severin county) și Colegiul Tehnic Reșița (Municipality of Reșița, Caraş-Severin county);
- Center of the country (1 high school): Liceul Tehnologic „Liviu Rebreanu” (Bălan town, Harghita county).

These high schools which are providing education and training programs (VET) are public institutions in the urban area. Three of the directors said that the institutions they run are technological high-schools, one said that the institution he runs is a technical college and another one indicated that he is running a technological high school and a vocational school.

The specializations for which there are education and training programs: mechanic, electronics automation, transport, sciences, philology, ISCED level 3 (mechanic auto, electromecanic machinery and industrial installations, electronist appliances, equipment, waiter, hotel worker), ISCED level 4 (technician in tourism, mechatronist technician, electromechanical technician, mechanic machining

technician, textile technician), ISCED level 5 (administrator local networks and communications, master boiler, metal constructions and welding), computer operator technician (full-time), mechanical technician for maintenance and repairs (evening classes), electromechanical technician, maintenance and repair technician, transport technician and energoenergetic technician.

**The duration of studies for specializations in institutions**



9% of trainees from the 5 institutions providing education and training (VET) are attending studies of 1.5 years, 9% of 2 years, 9% of 5 years of education, 46% of 4 years of study and 27% studies of 3 years.

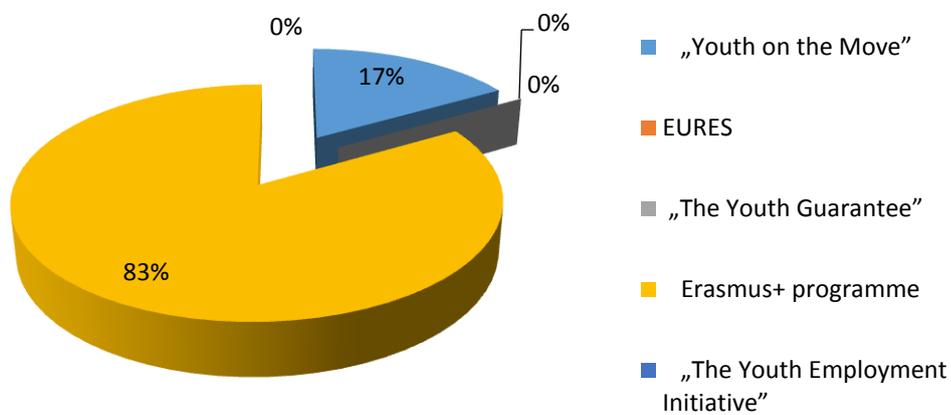
Annually, the education and training programs developed by the "Mihai Viteazu" Technological High School are attended by 1908 students, whose training is provided by 109 teachers, the education and training programs developed by the "Liviu Rebreanu" Technological High School are attended by 143 students, whose training is provided by 17 teachers, the education and training programs developed by the "Lupeni" Technological High School are attended by 631 students, whose training is provided by 38 teachers, the education and training programs developed by "Mathias Hammer" High School is attended by 168 students (102 – full time, 66 - evening), whose training is provided by 48 teachers and the education and training programs developed by the Resita Technical College are attended by 530 students, whose training is provided by 35 teachers.

93% of students who have enrolled and attended the education and training programs at the "Mihai Viteazu" Technological High School complete the studies and obtain a diploma; 70% of the students who have enrolled and attended the education and training programs developed within the "Liviu Rebreanu" Technological High School complete the studies and obtain a diploma; 80% of students who have enrolled and attended the education and training programs at "Lupeni" Technological High School complete their studies and obtain a diploma; 43.10% (56.67% full-time, 28.57% evening classes) of students who enrolled and attended the "Mathias Hammer" High School education and training programs finalize their studies and obtain a degree and 80% of the students who have enrolled and attended the education and training programs at the "Resita" Technical College complete their studies and obtain a diploma.

The proportion of the number of students (Female/Male) following the education and training programs in the institutions that participated in the survey is 44.95% schoolgirls – 55.05% students at "Mihai Viteazu" Technological High School; 44.85% schoolgirls – 55.15% students at "Lupeni" Technological High School; 41.67% schoolgirls – 58.33% students at "Mathias Hammer" High School and 20% schoolgirls – 80% students at "Resita" Technical College.

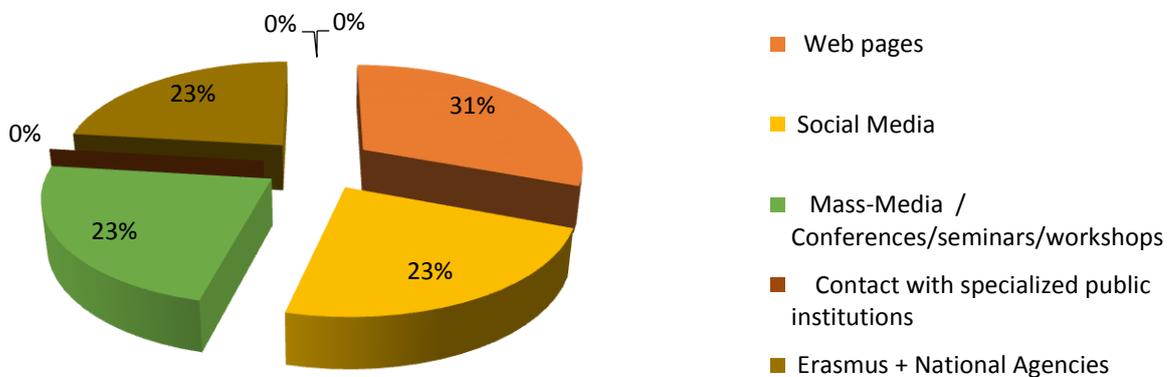
All VET directors who participated in the survey are familiar with the Erasmus + Programme and they are somehow familiar with the European Qualifications Framework (EQF) - 34%, the European Credit System for Vocational Education and Training (ECVET) - 33%, the European Qualifications Framework (EQF) and with The Strategic Framework for European Cooperation in Education and Training (EF 2020) - 25%.

**The European Union has developed funding programs for the implementation of youth education and training policies.**



The VET directors who participated in the survey found out about European funding programs for implementing policies on education and training from webpages - 31%, social media - 23% media/conferences/seminars/workshops - 23% and from the Erasmus Plus National Agencies - 23%.

**Sources of information on European funding programs for the implementation of policies on education and training**

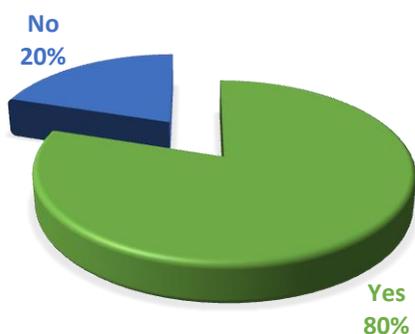


All VET directors who participated in the survey agreed that the participation of students and teachers in transnational mobility programs improves the quality and relevance of the education and training process.

Survey participants agreed that among the most important key competences needed to increase the employability on the labor market (as was established by the European Commission, together with the social partners and the main VET providers), are foreign language communication, basic competencies in science and technology, digital skills, learning to learn, social and civic competences, the spirit of initiative and entrepreneurship, and the cultural awareness and expression.

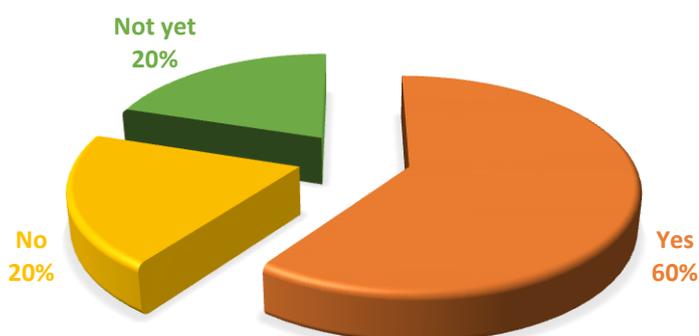
All interviewees indicated the existence of a structure for the design and implementation of transnational mobility programs in the VET institution and almost all of these directors said that the institutions they run are participating in European mobility programs dedicated to students/teachers.

**The involvement of the institution providing education and training programs in European mobility programs dedicated to students/teachers**



Most of the directors who were questioned said the institutions they are running have transnational partnerships through which they run mobility programs with companies such as CKP Poland, Cinel Portugal, Vitales Germany, Noravarosi Szakkepzési Centrum and Esmovia Valencia. The director of “Mathias Hammer” High School mentioned that the institution he is leading was not involved in such programs because he took part in other projects like „A doua șansă” (Second Chance), „Școala după școală” (School-after-School) or the ROSE project.

**The involvement of the institution providing education and training programs in European mobility programs dedicated to students/teachers**



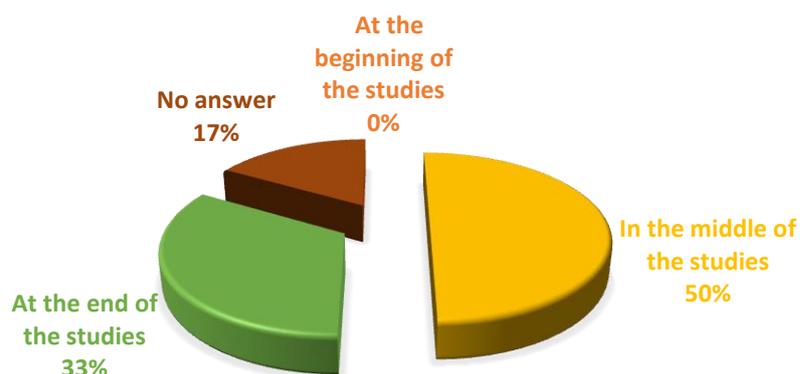
Also, most directors have stated that in 2018, the institutions they are leading have implemented a transnational mobility program. Last year, most of these directors said that their institutions implemented 2 VET programs. “Resita” Technical College and the "Liviu Rebreanu" Technological High School have implemented two transnational mobility programs 2 years ago, and "Mihai Viteazu" Technology High School has implemented 1 transnational mobility program 2 years ago.

In the current year, "Mihai Viteazu" Technology High School implemented transnational mobility programs, to which attended 17 students, and the "Resita" Technical College implemented transnational mobility programs involving 30 students. Last year, the "Mihai Viteazu" Technological High School implemented transnational mobility programs with 17 students and 3 schoolgirls, the "Liviu Rebreanu" Technological High School implemented transnational mobility programs, attended by 8 students and 7 schoolgirls, the “Lupeni” Technological Highschool has implemented transnational mobility programs involving 3 students and 7 schoolgirls, and the “Resita” Technical College has implemented transnational mobility programs involving 38 students and 2 schoolgirls. Two years ago, the "Mihai Viteazu" Technological High School implemented transnational mobility programs with 9 students and a schoolgirl, "Liviu Rebreanu" Technological High School implemented transnational mobility programs that were attended by 12 students and 8 schoolgirls, and “Resita” Technical College has implemented transnational mobility programs to which 30 students were participating.

The students participating in transnational mobility programs were aged 14-18 years old.

Regarding the phase of studies of participants in transnational mobility programs, 3 of the directors responded that the participants were *"in the middle of the studies"* and two of the directors answered that the participants were at the *"end of studies"*.

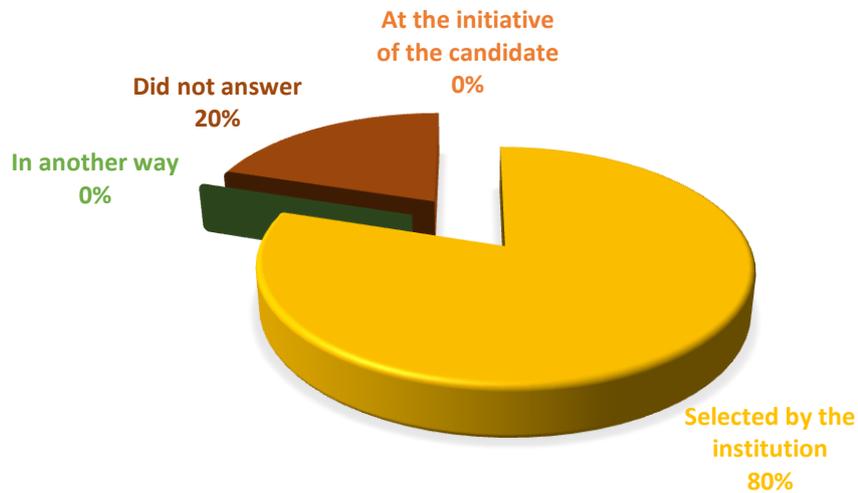
**Phase of studies are those participants which are involved in transnational mobility programs**



To the question *"In what phase/phases of mobility programs were you involved as a director of the institution?"*, the interviewees responded mostly in *the phase of contact with the host institution, tutorial during mobility, of evaluation*, but also in the phase of *project elaboration and contact with the company*.

All directors replied that in order to participate in transnational mobility programs, the students and teachers concerned should be selected by the institution.

**Ways of enrolling in transnational mobility programs for students and teachers**

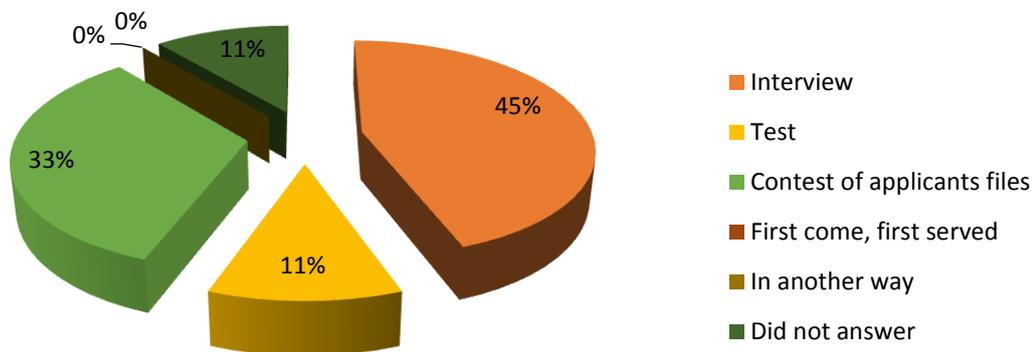


As far as the selection criteria for candidates, they are mostly determined by the application guides.

Regarding the selection criteria of the candidates, most of directors are convinced that *performance and conduct* it is important (all together 55%), *linguistic competences* (18%) and *the level of personal motivation* (18%).

Most of the VET directors have stated that the way to carry out the selection process of candidates is by interview, but also by file contest and less by the test.

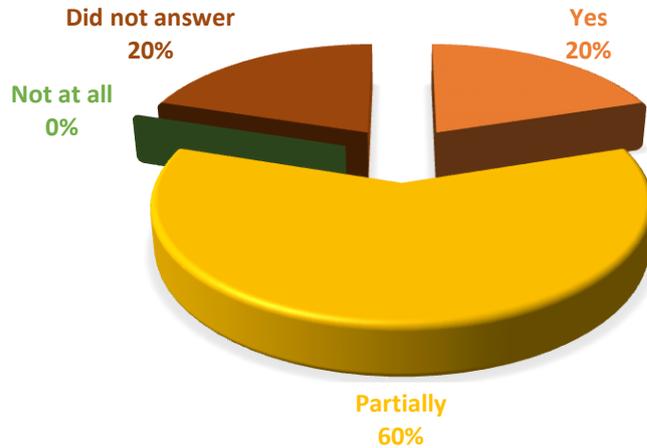
**In what consist the process of selecting candidates**



To the question *"Who are the people involved in planning the mobility program phases?"*, most directors replied that they are teachers and management. The students are partially involved in setting up mobility program activities.

Concerning the involvement of the family and the teachers for establishing the activities of the mobility program, the opinions are divided, the managers participating in the survey are saying in the same measure *YES* (40%) and *SOMETIMES* (40%).

**Student participation in establishing mobility program activities**



- On a scale from 0 (minimum) to 4 (maximum) the candidate's family concerns are generally related to:
- **maximum interest (4):** travel and subsistence conditions, accommodation conditions, work/work abroad, financial aspects, aspects of health insurance, contractual issues, recognition of acquired competencies;
  - **medium interest (2, 3):** leisure time, period of the program;

The so-called problems faced by participants such as transport, accommodation, food, culture / language, and period are considered by the directors to not be very important factors, the survey's results pointing to "no problem" (Score 0).

Participants are monitored during the mobility, both periodically and when needed, and in terms of improving the monitoring process, the VET directors (20%) are proposing to increase the number of accompanying people and the number of meeting.

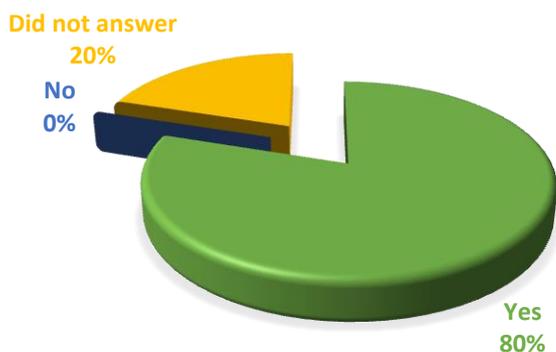
All directors confirmed that the students or teachers never interrupted their participation in mobility programs.

Most directors have confirmed that at the end of the mobility program, students and teachers are assessed. Also, they confirmed that students and teachers who have participated in such an experience have the opportunity to share their experience through presentations, speeches, dissemination, discussion activities, dissemination among colleagues/teachers, open lessons, seminars.

To the question "*How do you think are the competences gained in mobility programs?*", the answer was *very relevant* (40%) and *relevant* (40%).

In assessing the effectiveness of mobility programs, the directors pointed on a scale from 0 (Poor) to 4 (Very Good) as follows: 40% of respondents considered the effectiveness of these programs to be very good (4), 40% said it was good (3), and the rest didn't answer this question.

Does your institution's experience of implementing mobility programs so far motivate you to engage in such activities in the future?



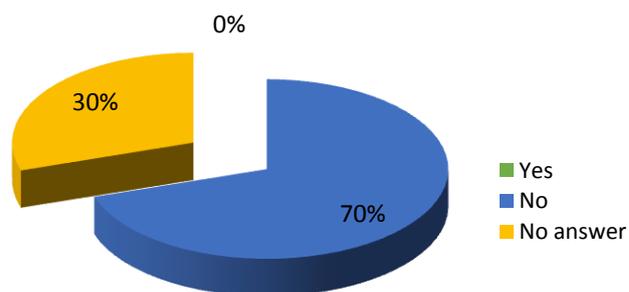
Finally, taking into account the experience of their institutions, 4 out of 5 executives said they are interested in engaging in such mobility programs in the future.

## II. Interpretation of questionnaire responses addressed to company directors

In the poll addressed to the directors of companies participating in education and training programs (VET), the questionnaires were filled in by directors of the General Union of Industrialists in Romania (Uniunea Generală a Industriașilor din România), Projectix Software, Romanian National Forest Administration ROMSILVA (Regia Națională a Pădurilor – ROMSILVA), CNCAF MINVEST S.A., S.C. Conversmin SA, The National Salt Society SA (Societatea Națională a Sării S.A.), SC Actidesign SRL, SC Rom Prevex SRL, CNMPN REMIN SA și FSM Aqua Protect SRL.

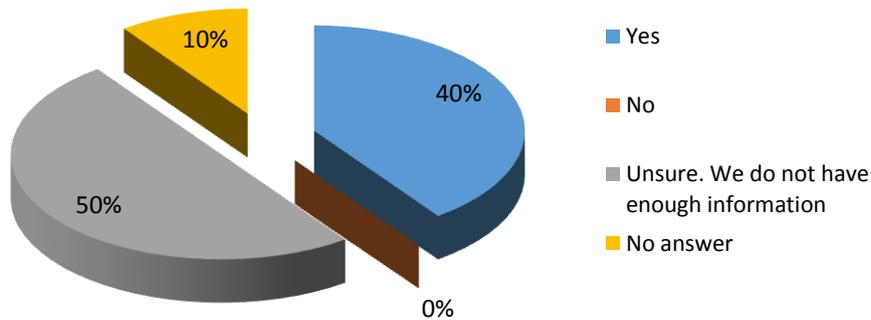
The results of the survey highlight the fact that 2 companies are active in the field of "Engineering, electronics and technologies" and 7 companies are carrying out their activity in "Transport", "Construction and public works", "Extraction and valorization of ferrous and nonferrous ores", "Extraction and the processing of non-ferrous ores", "Conservation, design, underground mining closure, greening, monitoring, recovery of recovered materials, technical assistance", "Silviculture", "Installations and interior design".

**7 of the 10 business executives did not have enough information about the co-operation between the company they run and schools before participating in VET projects.**



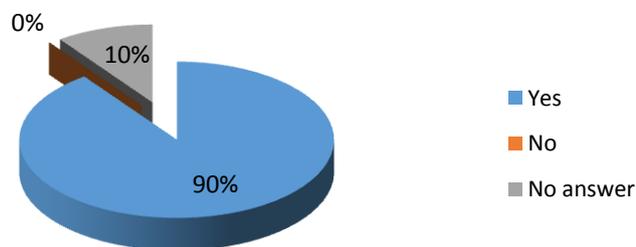
4 out of 10 people surveyed would be interested in participating in European training projects to allow students to practice internships in the company they run, and 50% are unsure because they are not sufficiently informed.

**The company's interest in participating in European training projects to allow students to practice internships**



9 out of 10 people surveyed need employees for an undetermined/fixed period and 8 out of 10 directors are hiring or they are interested in hiring persons who have completed internships in their companies.

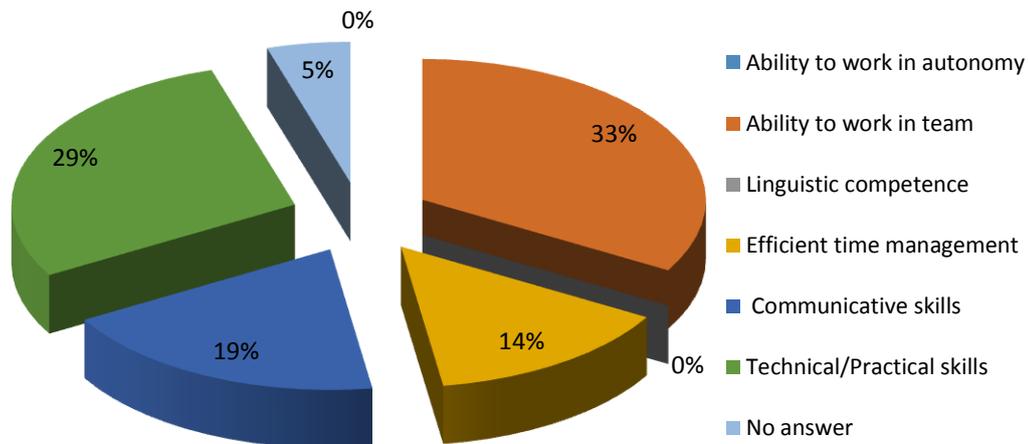
**The company's need to hire people for an indefinite /**



The questioned persons identified the most important issues that can improve the cooperation between schools and companies participating in training projects: better information promotion by schools, better information promotion by National Agencies at European at local level, more conferences, school visits and business visits.

8 out of 10 people surveyed said that the companies they are leading would like to participate in VET programs, and 7 of the 10 company directors considered that hiring a student which was involved in a VET programme can bring added value for the company.

**The main quality which must have a student that has attended a VET project to be hired by a company**



The questioned persons consider that the main qualities that should be acquired by students who participated in VET projects, in order to be employed in the companies that are accepting to be partners of this type of projects are: efficient time management, communication, technical/practical skills, ability to work in a team.

Conclusions: The main problem is the lack of information and cooperation between companies and schools. However, companies need workforce and want to participate in organizing and conducting VET programs, that might contribute to the training of qualified staff so much needed for economic development.

**III. Interpreting the results of the questionnaires addressed to high school teachers**

The period of training for the students who participated in transnational VET courses varied from a high school to another. One month (37%), three months (10%), six months (10%), twelve months (20%), up to at 24 months (3%), depending on the students' training, the level of knowledge of the foreign language and the information provided.

The period of transnational mobility programs ranged from one month (17% of responses), three months (17%), four months (44%), eight months (7%), up to 12 months (3%), depending on the chosen specialties.

Different high school teachers appreciated the number of students who participated in transnational mobility programs: 100 students (3% of responses), 30 students (34%), 10 students (13%), 3 students (3%), no student (30%) and no response (30%).

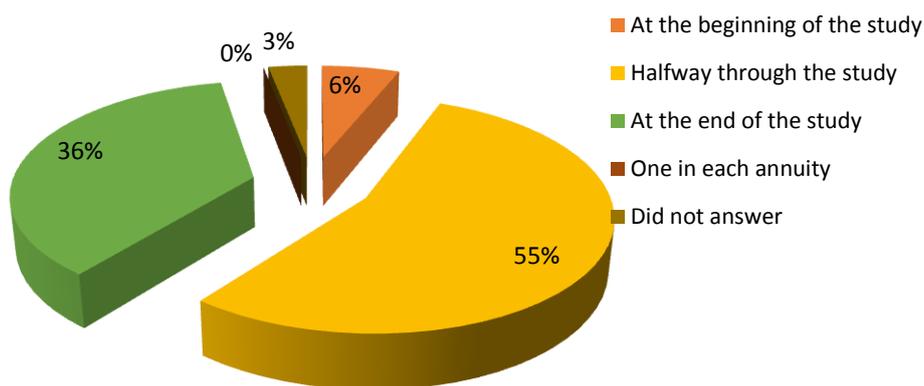
When asked about the percentage of male students who participated in transnational education and training programs, teachers responded as follows: 1 answer 90%; 1 answer 70%; 9 answers were 60%;

2 answers were 50%; 1 answer 37%; 1 answer 30%; 14 answers were *I don't know*; and one person didn't answered at all. In the case of the same question for the female students: 1 answer 70 %; 1 answer 63%; 2 answers 50%; 9 answers 40 %; 1 answer 30%, 1 answer 10 %, 1 answer 3%; 12 answers were *I don't know* and 2 persons didn't answered at all.

In 15 teachers' responses, all students aged 15-17 took part in transnational mobility in a proportion of 100% and in 6 responses, all students aged 18 to 20 participated in transnational mobility in a proportion of 100 %.

As far as the phase of the transnational mobility program is concerned, 18 replies (55% of the teachers' answers) indicated that this is in the middle of the studies, and 12 responses (36% of the responses) indicated to be at the end of the studies. At the beginning of the studies the participation was very weak (only 6% of the answers), most of the students concentrating on adapting to the first year of high school.

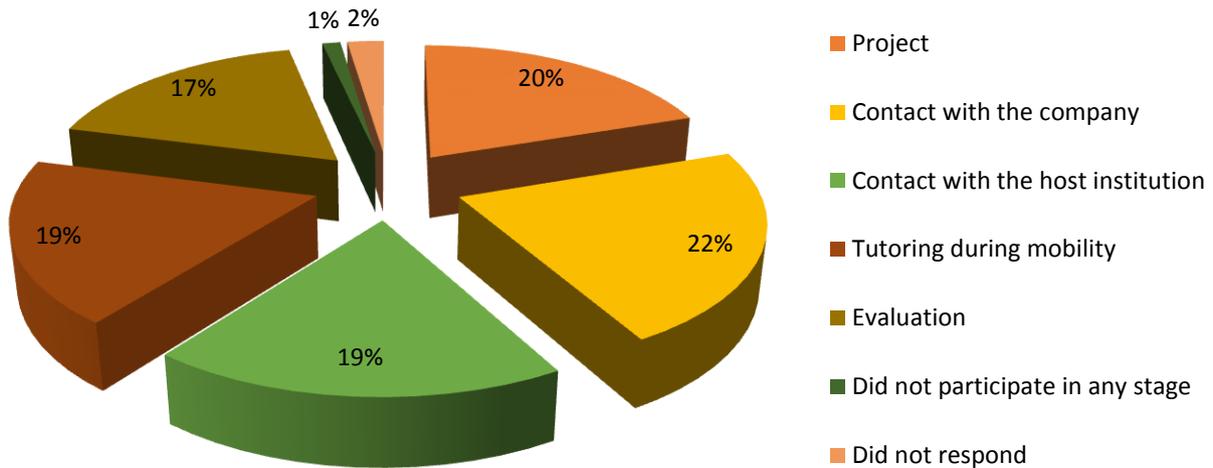
**The phase of the transnational mobility program**



Multi-beneficiary transnational mobility projects were more successful, 18 teachers' responses (55%) indicating this. Only 3% of teachers' responses referred to transnational mobility projects with a single beneficiary.

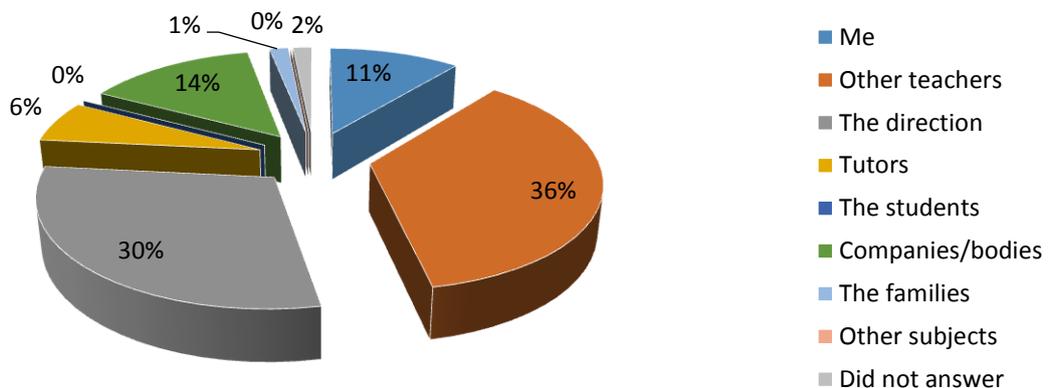
Teachers were involved in various stages of the project and they been involved as following: 22% of the teachers' answers indicated the stage of the contact with the company, 20% the drafting of the project, 19% the contact with the host institution, 19% tutoring course and 17% the evaluation stage. Very few teachers did not get involved (1% of their answers). The questionnaire shows a great desire to involve teachers in this type of education and training programs that bring value and raise the level of learning and social involvement. It also demonstrates that it is possible to create a good collaboration with the teachers in the implementation of these transnational mobility programs.

### Stage/stages of the project in which the teacher was involved



Transnational mobility planning is being conducted together with teachers as 55% of the answers to those asked show. 23% of the responses indicated external organisms, 16% of responses showed that mobility planning is done together with the institution's management.

### Person/body involved in transnational mobility planning



Regarding the way students apply to mobility projects, 45% of teachers' answers show that this is done at the initiative of the candidate, 29% through the competition, 13% selected by the teachers' council, 7% by selection and 3% selected by the Professors. The results show a great interest from students participating in these programs.

Selection criteria are defined by management and coordinators (65% of teachers' responses), but also by the call for projects (32% of responses).

The most important factor that matters when selecting students is the conduct, as indicated by 29% of teachers' answers, the second criterion being the personal motivation to participate in such a program (28% of the answers), and last but not least, the good knowledge of an international language (25% of the answers). Less important is academic performance (15% of responses) and there are very few

cases where the participation of students in these training programs is done without having any selection criteria (2% of the answers).

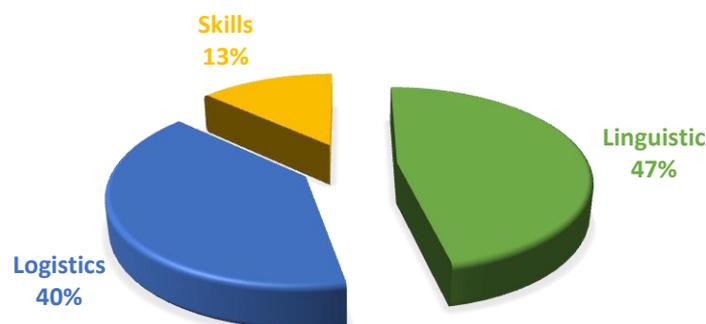
The procedure for selecting students in international mobility programs involves: interview (36% of teachers' responses), test (33% of responses), and contest (27% of responses).

Regarding the person involved in the transnational mobility planning, 23% of the teachers' responses indicated that other teachers are responsible for this activity, 19% of the responses identified the institution's management as being responsible for this, 9% of the responses mentioned the companies participating in the project, and 7% of responses indicated that the person involved in transnational mobility planning was even the teacher who responded to our questionnaire.

When it comes to student involvement in establishing transnational mobility program, 43% of teacher responses show yes, the student is involved, 30% of respondents say they are not involved and 20% of responses indicate that the student is little involved.

93% of teachers' responses show that there is a phase of preparing students to participate in transnational mobility programs. Students' training focuses on language skills (47% of teachers' answers), logistics (40% of responses), or skills development (13% of responses).

#### The factors needed to prepare for participation in transnational mobility



Another important aspect is the involvement of the family in supporting students in their participation in transnational vocational training programs. Almost all 90% teachers consider the importance of family involvement. The issues that concern the family in transnational mobility projects are: travel and subsistence conditions (67% of responses) and the work carried out within the program (63% of responses). The problems faced by students in transnational vocational training programs are: transport, food and duration of these programs that seem to them too short.

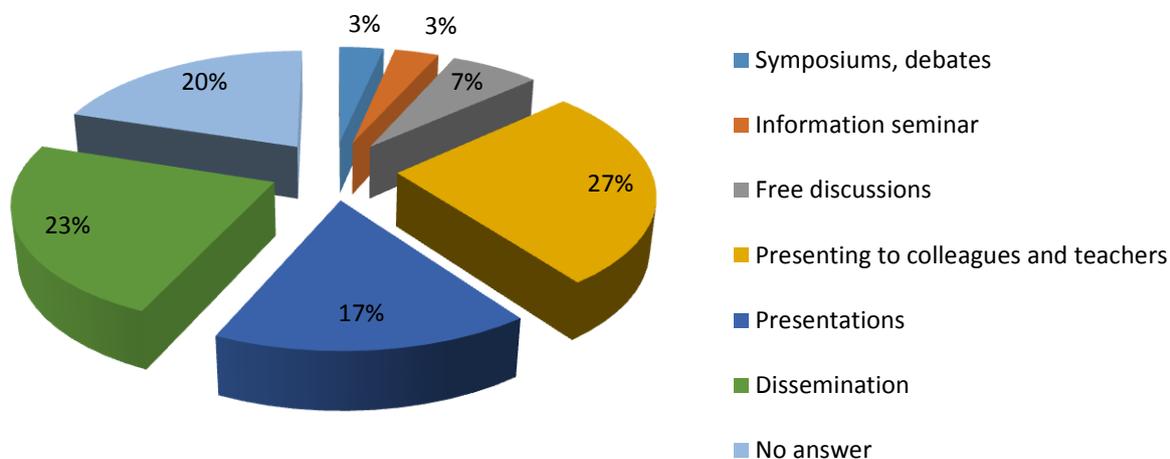
29 out of 30 teachers have stated that students are monitored during transnational mobility programs. 15 out of 30 teachers said monitoring was done periodically, and 14 out of 30 teachers said monitoring was needed when needed.

When asked about how to improve monitoring during transnational mobility, most of them proposed increasing the number of attendants (30% of teachers' answers), an individual report (10% of responses), an application (7% of responses), reports (3% of responses) and 37% of respondents didn't answer.

93% of the teachers' responses indicated that the students completed the transnational mobility program. 83% of teachers' responses show that participants in transnational mobility programs were evaluated by school. 7% of responses indicate that students were not evaluated.

From the perspective of the expected results as a result of the students' participation in the transnational mobility programs, the following were found: 53% of teachers' responses indicated a high level of language skills, respectively (40% of responses) to a good level. Also 73% of the responses indicated very well or well to increase the quality of the educational process. 53% of responses showed an improved students' employability, 54% of responses indicated improved performance indicators, 56% of responses show that communication skills have improved, 57% of responses indicate that these programmes are facilitating the integration into the European education area, and 60% of teachers' responses show that increased flexibility and holistic vision have been achieved.

#### The way to share the experiences gained during transnational mobility with other students



90% of teachers' answers indicate that there are ways to share with other students the experiences gained during transnational mobility. The ways to share the experience are: presentation to colleagues and teachers (27% of teachers' answers), dissemination activities (23% of responses), presentations (17% of responses), free discussions 7%, workshops 3% and debates 3%.

64% of the interviewed teachers said they had been involved in transnational mobility programs for more than 5 years, and 10% said they were involved one year or less. 87% of the interviewed teachers said they had received updated information before the start of transnational mobility, and 90% of the

responses show that teachers need to be trained for the implementation of transnational mobility projects.

60% of teachers responded that the support received from the institution was very good and other 27% said that the support was fair enough.

In a question about what can be improved in terms of teacher support, 77% of teachers said that support was enough, but 16% of responses show that the institution has to offer more support to the teacher.

83% of the interviewed teachers agrees that the participation within transnational mobility programs contribute to the improvement of teachers' professional CV.

46% of teachers said the additional activities with students were offset, 30% said they didn't, and 7% of teachers said that these activities were partially offset.

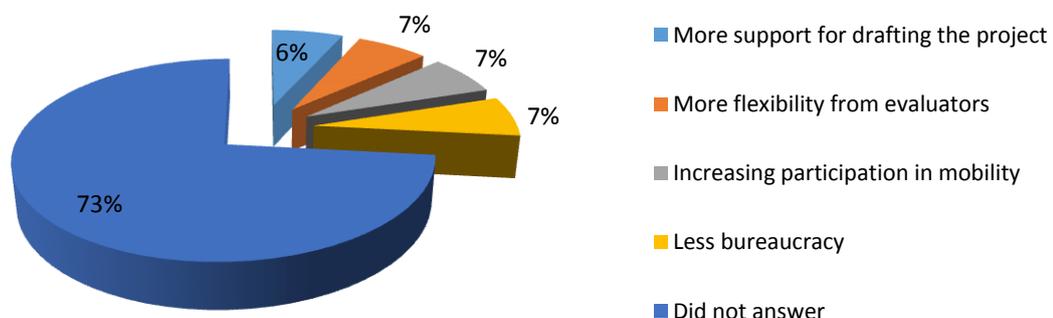
73% of teachers believe that participation in transnational mobility programs is absolutely necessary and 20% believe participation is necessary.

80% of teachers received a diploma in transnational mobility activities, and 7% said they didn't received any diploma. In 70% of the teachers' answers, was indicated that they have the opportunity to recommend to a student to participate in transnational mobility programs.

83% of teachers are interested in participating in transnational mobility programs, only 10% are not interested.

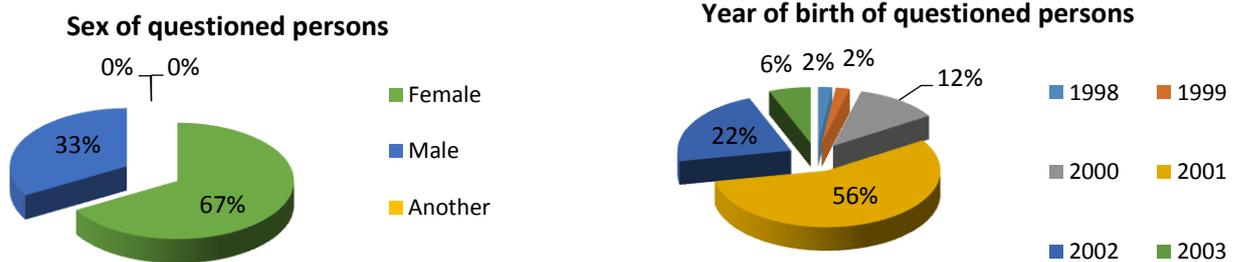
Factors that can be improved according to respondents would be less bureaucracy 7%, increased participation in 7% training programs, more flexibility from evaluators 7%, more support for drafting the projects 6%, and 73% of those questioned, didn't answered.

**Factors that would help improve the activity in the future**



#### IV. Interpreting the results of questionnaires addressed to students

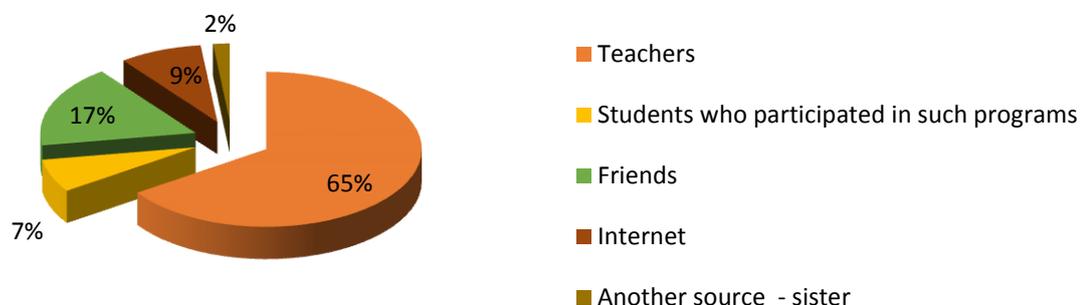
The target group was made up of 50 pupils from institutions providing education and training (VET). Most of the students surveyed have Romanian citizenship. Of the 50 students interviewed, 67% of them are female, 33% are male. Among them, one student was born in 1998; one in 1999; 6 students in 2000; 28 students in 2001; 11 students in 2002, and 3 students were born in 2003. Most are in high grades, 48% in the 10 year of studies, 14% in the 8 year, 10% in the 9 year, 6% in the 12 year, the other 12% in lower classes, and 10% of respondents didn't declared the year of study.



The fields corresponding to the disciplines in the study program of interviewees are 21% engineering, electronics and technology, 16% natural sciences, 13% humanities, 13% maintenance and repair services, 10% economy, administration and business, 10% tourism and food, 6% beauty and health services, 3% transport. These areas are best represented in the questionnaire and most searched on the labor market. The least represented are: 2% printing and editing, 2% services, waiter, cook. Areas that are not represented at all are Horeca, construction and public works.

Depending on the income of the families from which the students come, 32% of the students came from middle-income families, 18 from high-income families, 8% from low income families, 34% of students surveyed didn't want to disclose income earned by their family, and 8% do not know the earnings of the families they come from.

#### **The source of information on the existence of european european training programs**

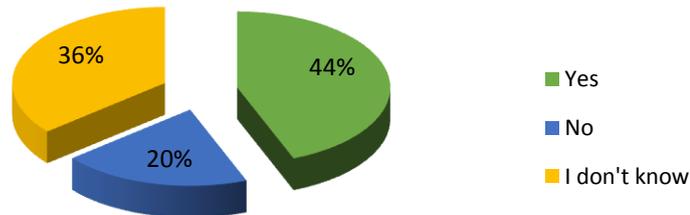


The most important sources of information on the existence of European training programs are educational institutions where students are learning, through teachers teaching in schools and high schools (65% of students' answers), friends (17% of responses), internet (9 % of responses), students

who participated in such programmes (7%) and a very small number of students (2%) learned about the existence of these programs through the family.

Most of the students surveyed didn't participated before in training programs (41%), some respondents participated in volunteer programs (28%), in summer schools (18%) and at training sessions (13%). Only 4% of students have participated already in a transnational VET program.

### Own institutional support for transnational mobility

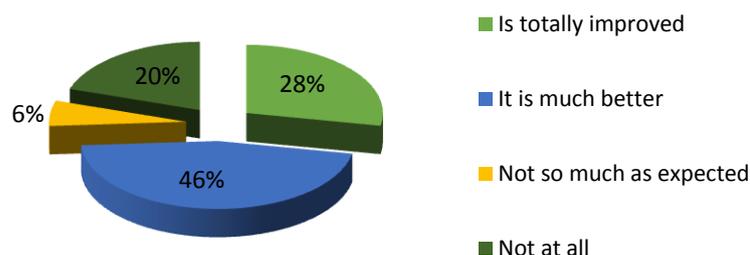


The information support on transnational mobility was acceptable, with a large number of educational institutions receiving information about these programs, with support offices or contact persons who provided the necessary information to schools and high schools. 44% of respondents answered that they had the necessary information, 20% didn't benefited, and 36% of the students didn't know.

Much of the 35% respondents said that the information provided about the educational programs was neither useful nor useless, 24% of the students said they were useful and only 2% fit it as very useful and useful. Thus, 27% of students responded that they did not receive sufficient information on these educational programs, and 6% said the information received was of no help, the quality of this information is feeble and useless. Thus, 6% of respondents have classified this information as absolutely useless.

28% of the interviewed students claimed that linguistic support was granted prior to leaving the country and participating in educational programs abroad, 48% of respondents did not need linguistic support proving good foreign language knowledge and training, 14% claimed they had linguistic support but insufficient, and 8% fell into the disgruntled category, saying they did not expect to receive any support, proving the lack of confidence in this kind of programs.

### The quality of communication in a foreign language



The quality of communication in a foreign language after participating in transnational mobility is totally improved according to 28% of the students, much better according to 46%, 6% say that it is not as good as the expectations and only 20% said that the level of knowledge of a foreign language has not changed at all.

An important role in participating in a European training program had members of the family who encouraged them to participate in this type of program (54% of answers), none of the students' families opposed their participation in these programs proving confidence in professional training programs at European level. No family was against participation in these activities.

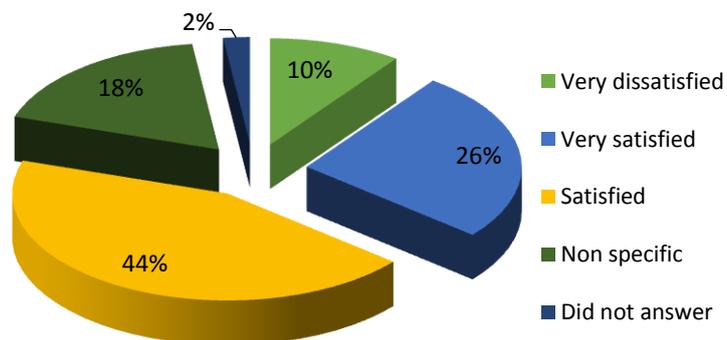
**Factors that contributed to the decision to participate in transnational mobility**



Factors that contributed to the decision to participate in transnational mobility were mainly related with the opportunity to get to know more people (29%), to improve a foreign language (24%), to benefit of the experience living abroad (23%) and the possibility to increase the opportunity to find a (better) job (23%).

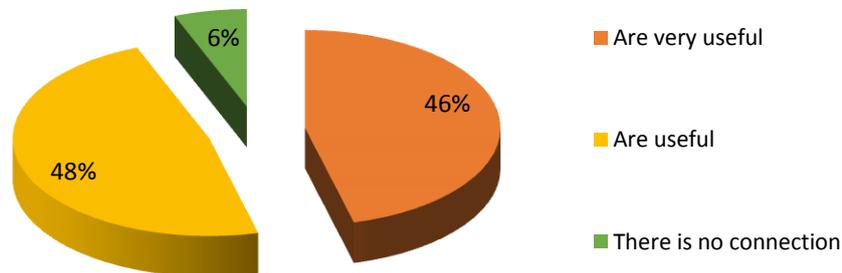
52% of the students said that the host institution have designated a support person/office in order to provide useful information to participants in VET transnational mobility programmes.

**Level of satisfaction following participation in mobility programs**



44% of the students were satisfied with the experience gained from participating in these programs, 26% were very satisfied and only 10% of the respondents were very dissatisfied. In fact, 57% of the students questioned said that these educational programs have improved their individual training and that such activities are important in acquiring new skills.

### The contribution of transnational mobility to finding a new job



90 % of the students are considering important the participation on this kind of activities for improving the individual training and 94 % of the students are appreciating the contribution of transnational mobility in finding a new job. This proves the importance of these mobility activities in the training of future professionals in various fields, but especially the opening of high school students to be involved in transnational mobility programmes.

34% of students interviewed said that the experience of transnational mobility would be greatly improved if more information were available, if the transnational mobility period would be longer (25% of answers) and if there was a greater diversity of countries participating in transnational mobility for a wealth of diverse and useful information (14% of answers).

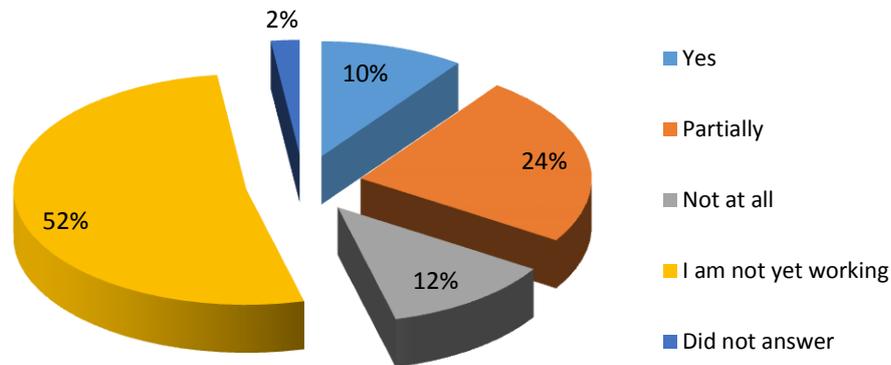
Among the problems encountered during transnational mobility, the most important was adaptation to another culture and language (40% of students), 21% were dissatisfied with transport, 7% with the accommodation, 4% with the food, and 13% considered the experience of mobility as perfect.

44% of respondents believe that participation in these programs has improved decision-making and problem-solving skills, while 42% of students disagree. 92% of the students said that the most important benefits they had through these programs was the opportunities for improving their socialization and communication capabilities. 64% of students attended transnational vocational training courses, 24% discontinued these programs. 68% of students had a special insurance for transnational mobility. Concerning the main issues that should be improved in the future, 33% of students indicated accommodation, 31% mobility, 26% transport and only 6% said everything was perfect.

More than 78% of students consider it important and useful the certification gained from participation in transnational mobility, because helps to improve their CV (2%), because is useful for admission at university (2%), because helps at university and not only (2%) and because it is valid throughout Europe and it adds to your personal CV. Only 12% of students said certification is not useful.

Experience gained through participation in national mobility programs has helped 12% of students to find a job; for other students this experience helped them partially (24% of respondents), and 12% said that the experience did not help them at all to find a job. 54% of students interviewed said they were not on the labor market.

**The contribution of the experience gained during transnational mobility to the acquisition of a job**



The contribution of experience gained in transnational mobility to awareness of European Union membership can be quantified as follows: 30% of students said that this experience would make them feel like they were European citizens, 52% said their experience made them feel partially European citizens, and 16% consider that experience in transnational mobility has not contributed locally to EU membership awareness.

The host companies/institutions in which the activities of the transnational mobility programs were carried out were according to the interviewees: small/medium companies (36%), large companies (16%), NGOs (26%), public institutions (6%) and 16% of the interviewed students didn't answer.

60% of students would not suggest any improvement to the company/institution that hosted them in the transnational mobility program because everything was okay, 24% of the students said they would be good to improve the communication between students and staff and 12% did not respond.

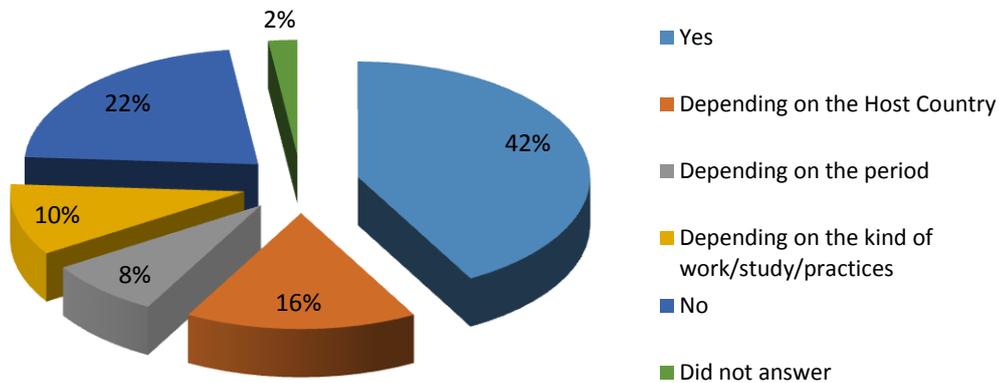
28% of students surveyed think their participation in mobility programs has made them value their host / host institutions, 56% responded in part, and 14% responded that they did not know these aspects.

After participating in these programs, 70% of the students surveyed said they had improved their team work abilities, their flexibility, their ability to take decisions, 18% said they are the same, and only 8% of the respondents said they are worse.

The official recognition of the experience gained from transnational mobility programs accounted for 24% of students, for 66% of them just partly, for 2% didn't matter, and 6% didn't answer.

Improving learning and problem-solving methods is one of the most important benefits students have learned and learned in these programs. Thus, 44% of the surveyed students have learned and applied the learning methods acquired in transnational mobility programs, 50% of them partially apply these methods, and 2% do not apply them at all.

**The intention to participate in similar transnational mobility and the factors that could influence it**



Asked about repeating the experience, 42% of students answered yes, 16% said it depends by host country, 8% said it depends on the length of the mobility period, 10% it depends on the nature of activities/studies, and 22% said they wouldn't repeat the experience.

54% of students believe that repeating the experience would lead to greater adaptability to the culture and customs of the country, for 38% of respondents this would be true more or less, and for 6% would be just as complicated.

Asked if they would recommend to their friends or family to participate in these transnational training programs, 66% said yes (just YES 64%, YES because is helping to your personal development 2%, Yes because it is an experience that everyone must live). Another 24% of respondents said they would recommend partially to their friends and family to participate in these transnational mobility programs and 8% would not recommend this type of experience at all.

44% of students surveyed would like to work abroad and consider these programs to be a kind of training before they get to work abroad. 46% of respondents do not know if they want to work abroad and for them these programs are for improving professional performance and gaining experience and 10% are definitely not interested in working abroad.

Most of the questioned students didn't know what to say when they were asked to describe the experience gained in transnational mobility (64% of them), and the others described it as a unique experience (2%), useful experience 92%) or an experience which they want to repeat (2%).