



Summary

Implementation Plans

Country Report Romania



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Country: Romania



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1. Stakeholders involved in developing the Road Map

The development of the Road Map involved a diverse group of stakeholders, representing various sectors, each contributing unique expertise and playing distinct roles in its implementation. Key stakeholders and their contributions are as follows:

Government Authorities

Government bodies provided essential support by issuing the legal framework and facilitating professional training processes through public-private services and educational programs. Their roles also include funding educational projects:

- County Employment Agency Suceava and Botosani (AJOFM): Implementing government policy on Continuous Vocational Education and Training (CVET), focusing on upskilling and reskilling.
- County Council Suceava and Botosani: Strategic oversight and support for local development policies.
- Municipalities of Suceava and Botosani: Local governance roles in supporting community programs.
- Suceava County Prefect's Institution: Facilitating government policies at the local level.
- County Culture Directorate Suceava: Supporting cultural education and training.
- Suceava County School Inspectorate: Representing the Ministry of Education to supervise and evaluate Vocational Education and Training (VET) initiatives.
- County Agricultural Direction Suceava: Providing expertise in agricultural development and related training.
- County Directorate of Statistics Botosani
- County Agency for Social Protection and Intervention Botosani
- General Directorate of Social Assistance and Child Protection (DGASPC Suceava & Botosani): Key partners in implementing social assistance policies, focusing on vulnerable groups including children, the elderly, and people with disabilities.

Educational Institutions

These formal educational institutions are key providers of adult learning and second-chance education, playing a crucial role in delivering skills and knowledge to learners:

- Secondary Schools: Providing foundational and vocational education (e.g., Secondary School "Miron Costin" Suceava, "Gheorghe Popadiuc" Rădăuți, "Dimitrie Păcurariu" Șcheia, Berchisesti).
- Economic College "Dimitrie Cantemir" Suceava and Sport College Suceava: Offering specialized vocational training.

VET Providers and Adult Education Providers

These institutions focus on vocational and skills-based training for adult learners:

- Chamber of Commerce and Industry Botosani (highly involved in adult education and learning)
- Bucovina Institute Association and Asociația RYMA: Delivering vocational and adult education programs.
- Mother Riding' Association: Focused on providing basic skills training.
- Bucovina Plus: Key player in VET training.
- Library Bucovinei "I.G. Sbierea": Facilitating access to learning materials and adult education resources.

Community Associations and NGOs

Community development and non-governmental organizations (NGOs) played vital roles in supporting both educators and learners by fostering community-based learning programs:

- Association of Community Development Consultants: Facilitating development in local communities.
- Regional Resource Center for NGOs: Supporting NGOs' efforts in adult education.
- Other NGOs: Such as Association Nectarie & Friends, County Foundation for Youth, and A.S.T.A. Association, Euro Adult Education Association, all of which focus on various aspects of adult education and community support.

Employers/Companies/Start-Ups

Businesses and start-ups are instrumental in offering training and upskilling opportunities for their employees, driving workforce development:

- Companies such as 'Goodies from the Countryside' SRL, 'Fancy Pan' SRL, and 'Honey Pantry' SRL: Investing in continuous workforce development through upskilling programs.

Learners and Adult Educators

The most crucial stakeholders, learners, and adult educators, were actively involved in shaping the Road Map by sharing their perspectives and experiences. These groups ensure that the programs meet real-world needs:

- Learners: Beneficiaries of adult education programs.
- Adult Educators and Trainers/Teachers: Played a dual role by teaching and contributing to the development of educational strategies.
- Representative of the Europarlamentar Office

2. Planning the Implementation Plans/ Road Map

Planning the Implementation of the Road Map

The development and implementation of the Road Map were structured through five Development Groups, three of which were held in person and two online. These groups involved key regional and national stakeholders from public authorities, educational institutions, expert networks, and organizations. Their contributions were essential to promoting the Upskilling Pathways initiative in Romania. The process of planning, drafting, and consulting for the Road Map followed a systematic approach:

Key Development Meetings

The five Development Groups brought together key stakeholders, whose active participation and teamwork were instrumental in shaping and implementing the Road Map.

- First Group Meetings (August 24 & November 28, 2023, Suceava): Involved 46 participants from various institutions, including government authorities, educational institutions, employers, and NGOs, all of whom contributed to discussions on upskilling, VET, and community development.
- Second Group Meeting (November 29, 2023, Botosani): A face-to-face meeting with 30 participants from local government bodies, training providers, NGOs, and educators, emphasizing collaborative efforts in adult education.



- Online Development Group Meetings: Stakeholders from schools, companies, libraries, and NGOs participated in two online meetings, further enhancing collaboration. Many expressed a desire to engage in online study visits and be part of the continuous development process.

Drafting the Road Map

The drafting process of the roadmap began with input from core stakeholders, including public authorities, educational institutions, and experts in adult learning and vocational training. A small steering committee, composed of representatives from the Asociația Euro Adult Education, Bucovina Institute, Suceava County Council, and key educational institutions, initiated the first draft. Their responsibility was to outline the objectives, key areas of focus, and methodologies based on the discussions from previous Development Group meetings. Once the draft was ready, it was circulated to participating stakeholders from the five development meetings for further consultation. This includes:

Each of these groups provided feedback and specific insights on the draft, ensuring that their perspectives were adequately integrated into the final document.

Timeline

The development of the Road Map followed this timeline:

1. **Initial Drafting (August 2023 - May 2024)**: The steering committee created the first draft, informed by the outcomes of the development groups and input from key stakeholders.
2. **Consultation Phase (October - November 2024)**: The draft was shared with stakeholders who participated in the five development groups for feedback.
3. **Finalization (end of November 2024)**: After collecting feedback and refining the document, the final version of the Road Map was presented to all stakeholders for endorsement.
4. **Dissemination (November 2024)**: The Road Map was disseminated to relevant authorities, organizations, and the public.

Methods Used for active participation of the stakeholders

In developing the Road Map, a variety of methods were employed to ensure the active participation and collaboration of stakeholders:

1. In-Person Meetings (3 sessions):

- Roundtables: These were held at the start of the face-to-face meetings to introduce the project, present objectives, and showcase good practices related to the Upskilling Pathways initiative. Participants shared their experiences and ideas in an open, interactive format, fostering discussion on the common understanding of key concepts.

- Working Groups: The most successful method in engaging participants. These groups allowed stakeholders to share actionable suggestions, particularly regarding challenges, resources, and stakeholder collaboration. The groups discussed specific issues such as: main obstacles in upskilling low-skilled individuals, existing good practices and partnerships, opportunities for cooperation among stakeholders, short and long-term objectives, allocation of responsibilities and the role of responsible bodies. Each group presented its findings to the plenary, facilitating collective discussion and refinement of ideas.

2. Online Meetings (2 sessions):



Online development meetings, held on April 29 and May 10, 2024, with 20 participants in total, focused on: sharing knowledge and experience in non-formal and informal learning, exploring European projects that focus on upskilling pathways, discussing cooperation mechanisms between various stakeholders.

Overall, the combination of interactive methods, expert insights, and collaborative working groups proved highly effective in planning the Road Map, generating practical suggestions, and supporting collaboration among stakeholders.

Key Discussion Topics

Throughout the meetings, the agenda focused on several central themes:

- Understanding and implementing Upskilling Pathways: Discussions centered on the concept and practical steps for implementation, with examples of good practices from both Romania and Europe.
- Challenges and Solutions: Stakeholders discussed the obstacles to upskilling low-skilled adults and potential solutions, with an emphasis on cooperation between public, private, and non-governmental sectors.
- Validation of Non-formal and Informal Learning: Special attention was given to mechanisms for recognizing skills acquired outside formal education systems, which is vital for improving employability among low-skilled adults.

3. Successful Cooperation Mechanisms

In Romania, collaborations and initiatives related to Upskilling Pathways (UP) include local, regional, and national partnerships among various stakeholders as; educational and training institutions, public authorities, companies, key actors in the employment and labour market, and networks and social partners. There are various successful cooperation mechanisms initiated, which we can mention:

Cooperation in the second chance program:

In Romania, this program is running as a Partnership for education - school and community. The main stakeholders involved are: Schools, County School Inspectorates, local administration, NGOs, mediators, trainers, counselors, mass media, employers, training providers. School-community collaboration in promoting the "Second Chance" Program resulted in expanding the number of classes from primary education and secondary education in disadvantaged communities and communities geographically segregated. Campaigns were carried out promotion and information in different forms (arrangement of information spaces in schools and town halls, meetings, with young people and adults who have not completed their education mandatory, exchange of experience, presenting examples of good practice, information in the press, etc.) through the support provided by representatives of local authorities, NGOs, school and health mediators, counselors etc. in the promoting and informing the benefits offered by the program.

Cooperation in literacy and numeracy programs: County Employment Agencies, schools, municipalities, training providers, NGOs.

Employment Agencies organize literacy and numeracy programs for adults who have not completed primary education. Many county agencies organize these courses for the beneficiaries of the minimum guaranteed income because most of them are people who unfortunately do not know how to write, read, and calculate; therefore they are offered the chance to enter the labor market by becoming literate. After learning to write, read and



calculate, they will be able to take a qualification course. The courses are held in the halls of some educational institutions, with qualified staff from the Employment Agency.

The Employment Agency intends to qualify the labor force needed by the structures subordinated to the town halls, for example, green space caretakers and asphalt pavers. In this sense, collaboration protocols were signed with the municipalities, so that practical training is done within these structures. Also, the persons registered with the employment agencies can benefit, free of charge, from assessment and certification services of the professional skills acquired through nonformal and informal learning, the financing of which is ensured from the unemployment insurance budget.

Collaborations in various projects, with European funding, for various target groups:

Various institutions and organizations use the opportunities to access ESF and Erasmus+ funding to support the implementation of the UP for low-skilled adults.

- People from rural areas: - close cooperation between NGOs with the labor office on profiling and registering all low-skilled people that we identify in rural areas.
- People with disabilities and special needs - close cooperation between NGOs with special schools from the region because they do not have many options to support the qualifications of youngsters with disabilities and special needs and we try to complete the offer with training opportunities offered by training providers and keep together the youngsters in the school.

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4. Development of an Implementation Plan/Road Map

In our development groups, several topics and challenges were discussed. From these, five key challenges were selected to guide the development of the road map.

For a detailed road map, please refer to Annex 1, which outlines the five main challenges and the actions to be implemented to address them.

- 1. Lack of awareness of stakeholders and the public about Upskilling Pathways**
- 2. Integration of (re)immigrants aged 45+ who return from abroad**
- 3. Lack of a stakeholder database organized by fields of activity**



Annex 1: Implementation Plan

Challenge/Obstacles: Lack of awareness of stakeholders and the public about Upskilling Pathways

Objective: Information and awareness campaigns among low-skilled people, in different forms, and at different levels, considering the complexity of the target group

| | ACTION | RESPONSIBILITY | PARTNERS | INDICATORS | TIMEFRAME |
|---|---|-------------------|---|---|------------|
| 1 | <p>Planning phase</p> <ul style="list-style-type: none"> Set goals and objectives for the events Identify stakeholders and establish partnerships. <p>Develop partnerships with local organizations and educational institutions</p> | Event Coordinator | Ministry of Education, Ministry of Labour, Local organizations, training providers, educational institutions, employment agencies, companies, etc | Goals set; partnerships established | Month 1-2 |
| 2 | <p>Marketing phase</p> <ul style="list-style-type: none"> Develop promotional materials and campaigns. <p>Create marketing materials and social media campaigns to promote the events</p> | Marketing Team | Media, graphic designers, social media influencers | Number of materials distributed, reach of campaigns | Months 2-3 |



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| 3 | <p>Execution phase</p> <ul style="list-style-type: none"> Organize various events focused on specific target groups: <ul style="list-style-type: none"> ✓ main stakeholders ✓ low-skilled adults, unemployed people ✓ employees Conduct events during LLL week <p>Gather feedback and assess event effectiveness.</p> | Event Team, Volunteers | Ministry of Science and Education, Ministry of Labour, Employment agencies, training providers, educational institutions, government agencies, companies, other organisations | Number of events held, participant attendance | Month 4 |
| 4 | <p>Evaluation phase</p> <ul style="list-style-type: none"> Collect initial feedback from participants to assess awareness and interest in upskilling pathways Analyze feedback and outcomes. <p>Report findings to stakeholders/adjust future plans.</p> | Event Team | All main stakeholders, participants | Feedback analysed, reports submitted, improvement plans | Month 5-6 |
| Long term - 1 – 3 years | | | | | |
| 5 | <p>Establish Community Engagement Programs</p> <p>Create regular programs (e.g., monthly workshops) that promote continuous learning and upskilling.</p> | | | | 2025 |
| 6 | <p>Build a Sustainable Network</p> <p>Develop partnerships with local businesses, educational institutions, and</p> | | | | 2026 - 2027 |



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| | community organizations to provide ongoing upskilling opportunities. | | | | |
| 7 | Measure Impact and Adapt Collect data on community participation and skill acquisition to evaluate the effectiveness of awareness initiatives and adapt as needed. | | | | 2027 |

Challenge/Obstacles: Integrating (re)immigrants aged 45+ into learning activities

Objective: Successful integration of re immigrants aged 45+ in the community through upskilling programs

ACTION RESPONSIBILITY PARTNERS INDICATORS TIMEFRAME

| | | | | | |
|---|--|-------------------------------|--|---|--|
| 1 | Identifying (re)immigrants aged 45+ | Local administrations NGOs | The population record service in each locality Church | No of persons per locality; partnerships established | Identifying (re)immigrants aged 45+ |
| 2 | Identify Re(Immigrant) Needs: <ul style="list-style-type: none"> Conduct research and surveys to understand the specific needs of returning (re)immigrants 45+ | Research team | Local organizations, educational institutions, government agencies | | Identify Re(Immigrant) Needs: <ul style="list-style-type: none"> Conduct research and surveys to |

| | | | | | |
|---|--|--------------------------------------|--|---|--|
| | Initiate conversations with key stakeholders and educational partners. | | | | understand the specific needs of returning (re)immigrants 45+ Initiate conversations with key stakeholders and educational partners. |
| 3 | Involving returning migrants in the social life of the community | Cultural houses Employment agency | Local community Adult Education organizations, NGOs | Number of activities | Involving returning migrants in the social life of the community |
| 4 | Develop Upskilling Programs: • Design upskilling programs that focus on closing identified skill gaps (language, digital literacy, etc.). Develop promotional materials and launch targeted awareness campaigns to inform (re)immigrants about available opportunities. | Employment agency NGOs | Church Schools | Number of events held, participant attendance | Develop Upskilling Programs: • Design upskilling programs that focus on closing identified skill gaps (language, digital literacy, etc.). Develop promotional materials and |



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| | | | | launch targeted awareness campaigns to inform (re)immigrants about available opportunities. | |
| 5 | <p>Host Information Sessions:</p> <ul style="list-style-type: none"> Organize initial information sessions and workshops for returning migrants. <p>Start building partnerships with local employers and organizations for internships or job placements.</p> | Local administrations | NGOs Church Schools Training providers Adult education organisations | Number of information sessions; partnership agreements | <p>Host Information Sessions:</p> <ul style="list-style-type: none"> Organize initial information sessions and workshops for returning migrants. <p>Start building partnerships with local employers and organizations for internships or job placements.</p> |
| Long Term | | | | | |
| 6 | Establish Regular Training Programs for the integration and upskilling of (re)immigrants | | | | 3 – 5 years |



Challenge/Obstacles: Lack of a stakeholder database organized by fields of activity

Objective: Enhance collaboration among stakeholders by developing a comprehensive, field-specific stakeholder database.

| | ACTION | RESPONSIBILITY | PARTNERS | INDICATORS | TIMEFRAME |
|---|--|--|--|--|-------------|
| 1 | Creation of a database of stakeholders involved in upskilling programs for low-skilled people, that categorizes and organizes stakeholders by fields of activity | Ministry of Labour Ministry of Education | NGOs, Administration, Churches, etc. Public | Number of stakeholders identified | Month 1-6 |
| 2 | Organization of conferences to promote stakeholders' activities and facilitate cooperation among different stakeholders | Ministry of Labour Ministry of Education | NGOs, Training Providers, Companies | Number of conferences, Number of participants | Month 6-8 |
| 3 | <ul style="list-style-type: none"> Development of an online platform for communication and resource sharing among stakeholders Develop online portal to connect low-skilled individuals and relevant stakeholders | Ministry of Labour, Ministry of Education, IT Department | Tech Companies, Community Centers | Portal launch, Number of registered users | Month 6 -12 |



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| 4 | Establishment of mentorship and support networks to guide low-skilled individuals through the upskilling process | NGOs, Community Organizations | Public Administration, churches, schools, companies | Number of persons who received support | 2025 -2026 |
| 5 | Partnering with local businesses to create on-the-job training and apprenticeship opportunities for low-skilled people | Local administration, local businesses | NGOs, Training Providers | Number of partnerships, Number of persons who received training | 2025 -2026 |





To learn more about the Partner UP project and the results from other countries, visit the **Partner UP Virtual Map**.



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