Public Policies and Career Development:
A Framework for the Design of Career Information,
Guidance and Counselling Services in
Developing Countries

COUNTRY REPORT ON ROMANIA

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CONTENTS

Introduction ................................................................. 5
1. Context ......................................................................... 6
2. Overview ....................................................................... 8
3. Policy Framework ..................................................... 11
4. The Main Guidance Services..................................... 21
   4.1 Schools ................................................................. 21
   4.2 Tertiary education ................................................ 25
   4.3 The public employment services .................. 26
   4.4 Employment-based guidance services ... 27
   4.5 The private (for-profit) sector ............... 28
   4.6 Other organizations ............................................ 29
   4.7 Gaps ..................................................................... 29
5. Staffing ......................................................................... 30
6. Career Information......................................................... 34
7. Assuring Quality .......................................................... 39
8. The Evidence Base ....................................................... 40
9. Leadership..................................................................... 43
   9.1 Key stakeholders ................................................ 43
   9.2 Coordination .......................................................... 45
   9.3 Strategic leadership ............................................. 46
10. Strengths, Weaknesses and Opportunities – Recommendations 46
   10.1 Policies ............................................................... 46
   10.2 Services ............................................................... 47
   10.3 Staffing and Personnel .................................... 47
   10.4 Career Information ............................................. 48
   10.5 Quality and Evaluation ..................................... 49

List of Tables:
Table A: Employment/Relocation Services as of September 1, 2001 19
Table B: Equipments/services on the World Bank project 20
Table C: The cost/client only regarding salary costs of NAE 28
List of Annexes:

Annex I: National Education and Training System 50
Annex II: Table 51-54
  Table 1  A: School aged population of all levels of education, by sex
           B: The number of education units in period 2000-2003
  Table 2  The evolution of the drop out during a school year in
           the compulsory education system, by residence
           environments, from 1990 to 2000
  Table 3  ILO unemployment rate, by sex during 1995-2000
  Table 4  Evolution of the unemployment average term, 1995-2000
  Table 5  Unemployment structure by socio-professional categories,
           during 1993-2000
  Table 6  Evolution of the unemployment structure, by age
           groups, during 1993-2000
  Table 7  Evolution of the long-term unemployment, 1992-2000
  Table 8  Evolution of the Romanian GDP, 1989 – 2001

Annex III: Graph 55
  Graph 1  Civil employment by main activities of national
           economy, 1996-2001
  Graph 2  Unemployment rate during 1991-2000

Annex IV: Protocol concerning co-operation by MoL, MoE, MoY
           and NAE for continuity of the project
           “Information and Career Counselling” activity,
           July 2001 56

Annex V: Protocol concerning co-operation between MoL (NAE),
           MoE and MoY for implementation the programme
           “From school to professional life, toward career” –
           December 2002 58

Annex VI: Educational and Vocational Guidance System 60
Annex VII: National Resources Centre for Vocational Guidance 61
Annex VIII: “Counselling and guidance” curricular area 62
Annex IX: Romanian employment and counselling services on internet 63
Annex X: Achievements on the Information and Career
          Guidance project 64
Annex XI: BBI Mission with Dacia – Renault (Romania) 65
Annex XII: Recent Romanian Publications Regarding Educational
           and Vocational Guidance 66
Annex XIII: Participants list 68
Annex XIV: Site Visit 69
ABBREVIATIONS

BBI  Bernard Brunhes Romania
CDS  School Curricular Decision
CEC  Complex Expertise Commission
CICC Carrier Information and Counselling Centre
CPPAC County Psycho-Pedagogical Assistance Centre
CSI  County School Inspectorate
CURS Centre for Urban and Regional Studies
DG  Guidance regarding vocational route choice and placement on the Education
EU  European Union
GD  Government Decision
IES  Institute of Educational Sciences
INFOTIN Information and Consultancy Centre for Youth
IRSOP Research Institute for Public Opinion Survey
ISPPAO Inter-School Psycho-Pedagogical Assistance Office
labour market Department
MoE  Research and Education Ministry
MoH  Family and Health Ministry
MoL  Social Solidarity and Labor Ministry
MoY  Sport and Youth Ministry
NAE  National Agency for Labour Force Employment
NASYI National Agency for Supporting Youth Initiatives
NCAVT National Commission Adult for Vocational Training
NCSTT National Centre for Secondary Teachers Training
NDPTEC National Centre for Development Professional and Technique
NSI  National Statistics Institute
NSRILSP National Scientific Research Institute for Labor and Social Protection
OECD Organization for Economic Co-operation and Development
PSO  Professional and School Orientation
RIHS Romania Integrated Household Survey
UO  Urgent Order
INTRODUCTION

This report describes how Romania organizes, manages and provides information, guidance and counselling services and what are perceived to be the key challenges, which the country is facing to improve such services. This World Bank sponsored study is one of seven in developing countries, which use a similar approach for studies conducted by the Organization for Economic Co-operation and Development (OECD) in 14 countries, and the European Union (EU) in 17 countries.

Information, guidance and counselling services refers to services intended to assist individuals of any age and at any point throughout their lives, to make educational training and occupational choices to better manage their careers. They include a wide range of activities: for example, activities within schools to help students clarify career goals and understand the world of work; personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry; computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training. They include services provided to those who have not yet entered the labor force, services to job seekers, and services to those who are employed.

Using a format adapted from OECD studies, the relevant information has been collected by means of OECD/EU Guidance Questionnaire completed by Mihai Jigau and other official sources mentioned in the study. The following report has been completed with inputs received at a stakeholders workshop, from visits made by the authors to a number of career guidance services and from meetings with policy-makers, administrators and guidance practitioners (on 29 and 30 May).

The report is designed to contribute to the development and modification of policies and practices in career information, guidance and counseling services in Romania. It is important to recognized the context in which the guidance services are being analysed including: (a) current economic conditions, high unemployment especially long-term unemployment particularly among youth; (b) the growth of economic disparities that lead to social imbalance; (c) the emigration phenomenon, especially among people with superior education and training level; (d) the shortage of public resources and large demand to increase access and equity in provision of social services; and (e) lack of recognition to career development services, where a relatively small investment can have considerable return with regard to economic development, social cohesion, equity, labour market efficiency, and efficient of use of public funds. Finally, the report provides a basis for comparison with policies and practices in other countries, which will be the subject of an international conference in Toronto in October 2003.
1. CONTEXT

The actual structure and administration of the Romanian education system are still influenced by their historical past, when a special attention was conferred to industrial and agricultural sectors. In the last two decades, the Romanian education and training system has been reorganized. Changes have been introduced to reflect the transformation of the labour market and changing technological and production process.

The Ministry of Education and Research (MoE)\(^1\) is responsible for implementing the Government Programme for education and science. The Education Law no. 84 / 1995, regulates the organization and functioning of the education system. The County Inspectorates (CI) are responsible for reviewing implementation at the local level for the MoE.

The education system includes: pre-school education, basic compulsory education (primary education; gymnasium education), secondary education (high school education; vocational and apprenticeship education), post high school and foreman education, tertiary education (for short term; for long term) and post-university education (Annex 1). In addition, several other forms of education exist to create a system of lifelong learning including distance education, private education, education for minorities and special education. Compulsory education includes 8 grades (until 14 years old). Table 1/Annex2 shows the students’ number by sex and levels of education.

On July 1, 2001, total population counted was 22,435,205 persons (Statistic Annual). From this total, 54.6% was urban and 51.5% female. The school population represents about 20% of total Romanian population. The population enrolled in pre-school, basic and secondary education represents 17.6% of the total population.

**Education system features:**

- The education system is preponderantly public, with private initiatives being present at universities.

- The number of students enrolled in schools recently decreased as a result of birth rate reduction and school drop out (Table2). After a period in which the drop out rate was, in general, higher in rural area than in the urban areas, starting with the school year 1991-1992 the tendency reversed itself. This change is linked with unemployment which affects mainly the urban population. The figures from the first period were driven from the lack of material conditions and the financial difficulties in rural area.

- Education system decentralization, especially regarding financing\(^2\), has led to regional disparities particularly with regard to the quality of instruction. The capacity to attract good teachers is greatly affected by the difference between local councils ability to fund education services. Thus, the richer zones, which are

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\(^1\) According to GD 23 / 4 January 2001 concerning MoE organization and function

\(^2\) There was many stages for decentralization the system’ financing; the last one, dated in 1998, stipulates that a part of expenditures must be transferred in local councils jurisdiction
usually urban, allocate more money for education while the poorer zones, which are usually rural, allocate less.

- The specializations for different occupations are often not in tune with the labor market, and youth are not well prepared for lifelong learning. The programs, and the number of students that must be educated in vocational schools, are proposed by each education unit and approved by Education and Research Ministry. This process is not flexible or based on the real needs of the labour market as a result of poor labor market information and a lack of experience of local education units in monitoring the labour. Decisions regarding types of qualifications and number of pupils number are made on the basis of past school experience of schools, of their equipments, and their existing teachers. Law HG 844/2002 was adopted to address this issue including approval of classification for jobs, professions, specializations at the post high school level which offer vocational training. The principal purpose is to adapt initial educational and vocational training to labor market demand;

- The connection with enterprises is not very strong. Enterprises that should been sponsoring the school units now are confronted with an oversupply of labor and the necessity of activity; labor restructuring to adapt to the market economy. As a result they have stopped any support or collaboration with schools;

- Law 53/2003, regarding New Labour Code stipulates a need for vocational training in enterprises, and GO 129/2000 concerning Adults Vocational Training (modified and approved by Law 375/2002) stipulates specific measures of long life learning for continuing vocational training. However, most enterprises do not give special attention to this field because of lack of funds and internal training policies. The decline caused by the economic transition, resulted in reorganization or liquidation the inefficient economic units (especially in mining and industry sector) has resulted in increasing unemployment (Annex 2, Annex 3). Young people, especially fresh graduates are at a disadvantage on the labour market and forming one of the largest groups of the unemployment (Annex 2). The increase in unemployment, including long term unemployment, has aggravated inequality, poverty and social exclusion, accelerated skills devaluation, and multiplied qualification and re-qualification costs. As a result, social tensions exist with direct effect in the whole society. Also, the emigration phenomenon, especially among young people, has quantitatively and qualitative effects. Many emigrants have higher education and training and leave the country because they don’t succeed in finding a good and motivating job.

The human capital investment needs to create the skills necessary in the workforce, which requires changes in the structure of tertiary and vocational education profiles. Specializations need to be harmonized with the labour market, not after appearance of serious labour market unbalances.

After 1990, decentralization process was a logical consequence of the efforts to bring the administrative structures closer by the people and their needs. However, it had disadvantages, such as increasing of economic disparities, that lead to the social disparities.

GDP has decreased, between 1999-2000, as a result of contraction in the economic sector. At the same time, the state budget cost and budget deficit grew (Annex 2, Table7).
As a consequence, all Government agencies are confronted with restricted budgets to carry on their mandates. In order to improve the economic sector the correct human capital, along with other types of support, must be available. The theoretical and practical vocational knowledge and the ability of the workforce to adapt to changes in the economic environment is a key goal of the education and training sector, including basic education and continuing education and training. Obviously, assuring harmonization between vocational competences and employers requests and also increasing the availability of employees to migrate will not resolve the problem of labour resources employment. Maintaining a correct relationship between the two elements must be corroborated with a healthy economic growth which include other factors.

2. OVERVIEW

In Romania the national structure for information, guidance, and counselling services began to emerge between 1935 – 1949 and this represented the first important period in the field of vocational guidance. The development of agricultural and industrial production led to the need of scientific organization of labour and of the need to link technical change with human factors. During this period, big enterprises organized psycho-technical laboratories with the purpose of: improving labour organization and production reorganization on a scientific basis, creating a process of vocational selection, guidance and reorientation of personnel.

In the same period Psycho-Technical Institutes and Vocational Guidance Offices that were subordinated to the Labour Ministry. The Psycho-Technical Institutes – from Bucuresti, Iasi and Cluj – had in 15 Vocational Guidance Offices with the purpose of examine psychological / medical status of apprenticeship candidates and to guide them toward adequate professions. Meanwhile the Education Ministry created the Council for School and Vocational Guidance, and within the County School Inspectorates positions for inspectors in school and vocational guidance, issues were created.

After the Second World War, the interest regarding psychology and pedagogy applications in vocational selection and guidance declined for about two decades. However, between 1960 – 1980, a gradual increase of interest in this field emerged, but then declined again until the December 1989 Revolution. In 1991, at county level, (according to MoE Order no. 7895/18.09.1991) Psycho-Pedagogical Assistance Centres for teachers were created, and were subordinated to County School Inspectorates, and the School Inspectorate Bucharest.

In 1992 – 1993 the World Bank evaluated career guidance in Romania and pointed out the necessity of creating a national coherent system for information and vocational counselling to provide information to individuals on changes in the labour market. Based on this evaluation a “Career Information and Counselling” component was created in the MoL “Employment and Social Protection” project which was co-financed by the World Bank. The five year project started at the middle of 1995.
Under Government Order 1997, three involved ministries signed a protocol providing for the creation of a national network of Information and Vocational Counselling Centres, including 227 centres in County Agencies for Labour Force Employment, 500 centres in school units and 47 information centres for youth. The goals of these centres are:

- To offer information regarding the labour market, related education and training, and related personality evaluations and self-evaluations; and
- To develop the abilities and self-confidence for students and adults in making career decisions in the context of economic and social changes of Romanian society.

This network of school and vocational guidance centers represents a convergence point for activity of three ministries: Education and Research Ministry (MoE), Labour and Social Solidarity Ministry (MoL) and Youth and Sports Ministry (MoY) and also helped support and stimulate related services in the non-governmental sector and private sector.

Later, two collaboration protocols have been established between the three involved ministries. The first protocol, dated on July 2001, is established to continue “Information and Vocational Counselling” activity. This document defines tasks and responsibilities for signatory institutions with the purpose of sustaining work-group activity for fulfilling project objectives and for continuing information and vocational counselling activity in subordinated units after The World Bank financing ends (see Annex 4 for the protocol objectives, management-group tasks and work-group tasks. The second protocol (Annex 5), dated on December 2002, further defined implementation of a program titled “From school to professional life, toward career” program. The objective of the second protocol was to address youth unemployment. The roles of signatory institutions are: program co-ordination, monitoring and evaluation within its own territorial structures.

The following networks, centres or services form the national system of information, guidance and counselling services (Annex 6):

**The Ministry of Education and Research (MoE) network includes:**

- **Psycho-Pedagogical Assistance Centres** (CCPPAC). These are present in all counties as well as in the capital. In addition Inter-School Psycho-Pedagogical Assistance Offices (ISPPAO) are organized in schools with more than 800 students or by groups of schools. The targeted population consists of pupils of all levels of pre-university education, educational staff and parents. Such territorial centres are subordinated to the County School Inspectorates, are guided from the methodological point of view by Education Sciences Institute and they are being funded from the state budget. The goals of CPPAC are ISPPAO co-ordination and mediation of ISPPAO relations with other institutions for school vocational guidance. These offices offer services of information, guidance, counselling, and psycho-pedagogical assistance for pupils, teachers and parents with the purpose of fulfilling the educational and formational objectives of the school, for the benefit of harmonious individual development and good socio-professional integration.

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3 Order 921 MoL / 3102 MoE / 59 MoY / 1997 regarding organization and function of the Information and Vocational Counseling Centers network.
• Guidance regarding vocational route choice and placement on the labour market Departments (DG) (1998) These are organized in big university centres. At the national level, 14 DGs exist but in reality only six are active. The goal of these departments are to offer information regarding existing educational programmes and to support the students/graduates contact with labour market. They operated previously as Information and Guidance Centres (IGC).

• Complex Expertise Commissions - These commissions offer psycho-diagnosis and guidance for students with disabilities.

• National Association for School and Vocational Guidance (NASVG) This is a professional association with interdisciplinary character which supports technical assistance, training, and research for staff, working with youth and adults, from schools and the career guidance field.

The Ministry of Labour and Social Solidarity (MoL) network includes:

• Career Information and Counselling Centres (CICC) that exist in the framework of the National Agency for Labour Force Employment (NAE), which are located in all counties of the country and in the major cities. The major client group is people searching for a job.4

The Ministry of Youth and Sports (MoY) network includes:

• Information and Consultancy Centres for Youth (INFOTIN) work within the framework of the National Agency for Supporting Youth Initiatives (NASYI) and services whose target audience are youths aged 16-26.

The Ministry of Health and Family (MoH) network includes:

• Educational and Vocational Guidance Medical Commissions and Prophylactic Medicine Centres which deal with the medical validation of educational and vocational guidance for students at the pre-university level.

• Information and Consultancy Pilot Centres for Families which offer information and consultancy to families.

All institutions above are funded by the state budget. For the labor market, there are other career information, guidance and counselling providers from both public and private sector (private sector employment agencies are accredited by NAE).

Additional information, guidance and counselling programmes were developed through projects funded by Phare, Tempus, Leonardo da Vinci, RICOP. For instance, the National Resources Centre for Vocational Guidance (NRCVG) activities of the EUROGUIDANCE network (Annex 7), subcomponent of European Union Programme for Professional Formation “Leonardo da Vinci”. NRCVG is a centre for collecting and disseminating information concerning education and vocational training at the national level.

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4 Person registered at NAE or any employment services provider, legal accredited, for to be supported in job search.
level and at other European similar centres level too. Additional details on the National Resources Centre for Vocational Guidance NRCVG can be obtained at the Euroguidance Romania web site: www.ctrop.is.e.ro (available in Romanian, French and English).

3. POLICY FRAMEWORK

**Education**

The Education Law no. 84/1995 regulates the information, guidance and counselling activities operated by institutions subordinated to MoE. Article 49 of the Law states that: (1) in each county and in the capital Bucharest exist Psycho-Pedagogical Assistance Centres or Offices, these also ensure educational and vocational guidance activities; (2) the regulation of this centre function is established by order of the MoE. *(Source: Education Law no. 84 / 1995, modified by Emergency Governmental Ordinance no. 36 / 1997 and by Law no. 15 / 1999).*

Orders of the MoE regulate aspects related to the Statute of the Psycho-Pedagogical Assistance Centres for educational staff, students and parents, the job description for the teachers (counsellors) and the regulations regarding the Organization and Function of the Psycho-Pedagogical Assistance Centres and Inter-School Psycho-Pedagogical Assistance Offices.

Orders of the MoE regarding the educational and vocational information, guidance and counselling activities include:

- Orders regarding the establishment and Statute of the Psycho-Pedagogical Assistance Centres for educational staff, students and parents (MoE Order reg. no. 7895 / 18.09.1991);
- Job description for counsellor teachers in the Psycho-Pedagogical Assistance Centres and the Inter-School Psycho-Pedagogical Assistance Offices (MoE Order reg. no. 31314 / 10.05.1994);
- Regulations regarding the organization and functions of the Psycho-Pedagogical Assistance Centres and of the Inter-School Psycho-Pedagogical Assistance Offices (MoE Order reg. no. 31315 / 10.05.1994);
- Orders regarding the organization and function of the Information and Vocational Counselling Centres network (MoL Order no. 921 / 24.12.1997, MoE Order no. 3102 / 15.01.1998 and MoY Order no. 59 / 22.01.1998);
- Orders regarding the Consultancy Departments for choosing a vocational route and for placement (MoE Order No. 3277 / 16.02.1998).
- Orders regarding methodological organization of the Houses of Educational Staff and of the Psycho-Pedagogical Assistance Centres (MoE Order no. 3370 / 03.09.1998).
- Notifications regarding the “Counselling and Guidance” curricular area in grades I-V for school year 1998-1999 (MoE Order no. 12487 / 03.09.1998).
- Regulations regarding the organization and function of the Psycho-Pedagogical Assistance County Centres and of the Inter-School Psycho-Pedagogical Assistance Offices (MoE Order no. 4683 / 28.09.1998).
- Orders regarding educational and vocational guidance in Romanian education system (MoE Order no. 3064 / 18.01.2000).
The MoE Order No. 31314/10.05.1994 and 683/28.09.1998, includes regulations for the organization and functioning of the CPPAC and ISPPAO as follows.

Within the PPAC, the coordinator fulfils the following tasks to:

- Coordinate methods and evaluate the CPPAC, PPAC and ISPAO activity;
- Ensure permanent collaboration between the Center and the territorial units;
- Elaborate the internal orders for the Center and the job description for each employee;
- Coordinate the students career guidance activity;
- Coordinate scientific research activity on the psycho-pedagogical subjects;
- Participate as lecturer to the life long training programs destined for didactic personnel;
- Participate to the County School Inspectorate activities as requested,
- Maintain connections with MoE and Educational Sciences Institute on methodological problems.

The counsellor teachers working in CPPAC fulfil the follow tasks to:

- Provide counselling services for students, parents and teachers in relation with different problems: personality knowing/self assessment by students, improving inter-human relations and with the local community; preventing/reducing drop outs, school failure or mental problems; examination of students with difficult behaviour; career guidance;
- Students psycho-pedagogical investigation at the parents, school or Inspectorate requests;
- Elaborate specialized materials for their dissemination through House of Didactic Staff, County School Inspectorate and other institutions;
- Collaborate with related local agents in order to achieve the educational objectives;
- Support the specific activity of life long pedagogical training for pre-university education teachers, to support the activity of methodical-scientific research and to capitalize the teachers experience in this field.

The auxiliary personnel from CPPAC fulfils the following tasks:

- Secretary, according the job description;
- Social worker (identifies the children with social problems in order to reintegrate them in the local communities, examines the social causes of the juvenile delinquency phenomenon, provides social assistance to those families that have children with problems, collaborates with institutions that can contribute to educational problems solution, makes case studies and social investigations in special situations).

The counsellor teachers from ISPPAO have the same tasks as those working at PPAC. They support the specific activity of the methodical committees formed by basic-school teachers and class masters, the activities of life long psycho-pedagogical and methodical training from the belonging school(s) and they also disseminate specialised
information concerning knowing and development of the student’ personality and career guidance.

**Labour**

The information, guidance and counselling activities operated by institutions subordinated to MoL are regulated by Law no. 145/9.07.1998 regarding the establishment, organization and function of the National Agency for Labour Force Employment (NAE). According to Art. 6 alin. (2) of this law, the employment agency offers two kinds of services: services for individuals and services for employers. The first category includes guidance and counselling services for unemployed people and for others with the purpose of finding proper jobs. The Agency administers an Information and Vocational Counselling Centres network, with which provides career information, guidance and counselling based on Common Order of the MoL (Order no. 921 / 24.12.1997), MoE (Order no. 3102 / 15.01.1998) and MoY (Order no. 59 / 22.1998).

Also, the Law no. 76 / January 16 2002\(^5\) regarding the Unemployment Insurances System and Labour Force Employment Stimulation stipulates in Art 57 “the increase of employment opportunities for persons looking for a job is to be supported by information and vocational counselling”. Art.58 of the Law stipulates:

- Information and vocational counselling includes free services destined for people looking for a job with the goal of: offering information concerning labour market and occupations evolution; personality evaluation and self-evaluation regarding vocational guidance; abilities and self-confidence development for people looking for jobs with the purpose of making its own career decisions; and learning job searching methods and techniques:

- Information and vocational counselling is provided by specialized centres organized within the employment agencies, and by other accredited centres, and services providers from both public and private sector that establish contracts with the employment agencies.

- Information regarding the labour market, establishing professional education training avenues, evaluation and self-evaluation made through self-information, individual and group counselling services to people looking for jobs, and services provide through job-clubs organized by the employment agencies.

- Counsellors for career guidance offer vocational counselling and teach methods and techniques for job search and for presentation at employment.\(^6\)

The National Plan for Employment (NAPE) was developed with support from a EU-PHARE RO9908 twining project “The Elaboration of the National Action Plan for

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\(^5\) MO no. 103 / February 6, 2002

\(^6\) Art. 64 of the same law stipulates: “the access to the vocational training program is to be made available after the information and counselling activity”. 
Employment” and was adopted by the Romanian Government through the Decision of Government No.759/2002\(^7\) and will be implemented by the end of December 2003. NAPE stipulates at Guideline No.1 – Career Information and Counselling as a major active method in order to prevent and combat unemployment among young people and adults (especially long-term unemployed people). Guideline 1 specifically addresses tackling youth unemployment and preventing long/term unemployment. Every unemployed person receives a new start before reaching six months of unemployment, in the case of young people, or 12 months of unemployment in the case of adults. This comes in the form of training, retraining, work practice, a job, or other employability increase measures, including, *accompanying individual vocational guidance and counselling with a view to effective integration into the labor market*.

**Youth**

The information, guidance and counselling activities operated in the INFOTIN Centres, subordinated to NASYI – MoY is regulated by Orders of this ministry.

**Other laws that affect career information, guidance and counselling services**

- GO 129/2000 concerning Adults Vocational Training in Enterprises, modified and approved by Law no. 375/2002;
- New Labour Code/Law 53/03.2003 stipulates a special attention for vocational training in enterprises;
- GD 844/2002 concerning approval of classifications for jobs, professions and specialisations destined post high school that offer vocational training as well as approval of scholar period;
- GD 277/21.03.2002 regarding approval of the Criterions for accreditation the specialized services providers for stimulation labour force employment.

**Key objectives and goals of national policies for information, guidance and counselling services**

The general picture of the guidance and counselling model functioning in Romania involves:

- Counselling integrated in the educational process (by having the “Counselling and Guidance” Curricular area integrated in the national curricular, mainly as a group activities). All counsellors from CPPAC/ISPPAO have in-service or pre-service training in counselling, but not all the teachers counsellor have some in-service or pre-service training in counselling to help ensure they can do this. Minding the acute necessity for training of the didactic personnel involved in Guidance and Counselling, was open the access of teacher counsellor at continuing training modules from Training Centres (University, CCD).
- Educational and vocational guidance (mainly individual, operated in the County Psycho-Pedagogical Assistance Centres and the Inter-School Psycho-Pedagogical Assistance Offices);
- Vocational counselling focused on career development and placement (mainly individual) in the CICC and the Guidance regarding vocational route choice and placement on the labour market Departments (DG).

\(^7\) Official Gazette No. 637/29.08.2002
As mentioned previously two protocols between the three ministries were involved to support cooperation and coordination in development of these services. But, these protocols do not specifically define responsibilities and leadership for agencies involved in different fields (e.g. development and integration of assessments, career information, education/training information).

**Education:**

The MoE information, guidance and counselling networks/services are active in educational guidance area and provide information and counselling of students so that they can get the maximum benefit from educational and training opportunities at both national and local levels. These services also offer psychological assessment for pupils in their final grades to provide them with linkages between their personal aptitudes and interests and the requirements of the labour market.

CPPAC/ISPPAOs provide services related to pedagogical and psychological counselling, career development, skills and interests evaluation, information on the educational national and local network, job searching techniques, job fairs, while DGs develop information, guidance and counselling activities for undergraduates students.

The objectives of the County Psycho-Pedagogical Assistance Centres and of the Inter-School Psycho-Pedagogical Assistance Offices (the MoE network) are

- To offer counselling for students, parents and educational staff on: knowledge / self-awareness of students; adapting students to school requirements and adapting school activities to students’ requirements; strengthening parents-children / students-teachers / school-family relationships; prevention / diminishing of factors leading to school dropout and behaviour disorders; and career guidance for students;
- To examine students from a psychological point of view at the request of parents, the school, or School Inspectorate when problems occur that endanger the educational function of the school (educational failure, drop out, conflicts etc.);
- To produce, coordinate, organize and operate career guidance programmes for students, upon the schools and parents requests, according to specificities of the area and of the environment;
- To offer psycho-pedagogical counselling services to parents to assist them in understanding their own children and for improving their behaviour towards children;
- To coordinate and support the activities of the Inter-School Psycho-Pedagogical Assistance Offices;
- To assemble data regarding the dynamics of professions and of local and national economic and social development.
- To adjust and update materials for career guidance of students within the publications issued by Houses of Educational Staff and by School Inspectorates;
- To cooperate with the hygienists of the Prophylactic Medicine County Centre and with the Local Employment Labour Force Agencies;
To support methodical-scientific research activities of educational staff and methodical commissions for teachers and educators regarding identifying self-awareness of students.\(^8\)

The objectives of DG services at the tertiary education level regarding career choice and job placement on the labour market are:

- To offer students and other interested people information regarding education programmes and existing tracks in higher education institutions;
- To offer students information and consultancy regarding choosing / changing the individual vocational route in the context of the university curriculum and of the transferable credits system;
- To develop and facilitate access to self-awareness methodologies, including psychological assistance services for students;
- To encourage creation of alumni associations meant to support university interests and interests of the new alumni generations in relation to economic, cultural and administrative communities, at local and national level;
- To explore constantly the needs of the labour market and to promote within the campus specific activities for knowing different companies and their needs concerning staff prepared at academic level (company day, job fair etc.);
- To offer consultancy, as well as methodological and pedagogical support in preparing students for the contact with the economic and business environment.

**Labour**

The objective of career information, guidance and counselling services of the MoL is primarily dealing with vocational guidance and job placement, and developing individual careers. CICC of NAE are the primary service providers and they develop information, provide guidance and counselling services, assist clients with job search and placement, and organize related vocational training and entrepreneurial education.

The detailed objectives of the Carrier Information and Counselling Centres in the framework of the National Agency for Employment (the NAE information, counselling, guidance, training and placement network) are to\(^9\):

- institutionalise social dialogue in the area of vocational placement and training;
- apply vocational placement and training strategies;
- guide the unemployed people and to mediate between them and the employers, in order to acquire a supply-demand equilibrium on the labour market;
- offer information regarding: the labour market; educational / training routes; personality evaluation and self-evaluation; develop abilities and self-confidence of students regarding making career decisions in the context of present economic and social changes; o create and update a database to contain:

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\(^8\) Source: MoE Order no. 31315 of 10.05.1994 on Organization and function regulations for County Psycho-Pedagogical Assistance Centres and for Inter-School Psycho-Pedagogical Assistance Offices.


provide Information regarding occupations (occupational profiles, monographs, statistical annals, Occupations Classification in Romania, videos, posters, other publications);

- provide information regarding educational / training opportunities (the local and national network of schools, entrance conditions for upper secondary, vocational, post-secondary and university level, local qualification opportunities etc.);

- suggest appropriate legislation (on individual and collective employment contracts, unemployment benefit, education law, modalities to develop one’s own business etc.);

- develop and apply psychological tests for evaluation of interests, skills and personality features;

- create other evaluation and self-evaluation instruments (computer-assisted interactive system, career planning guide, job searching strategies guide etc.);

- create guidance programmes for students / adults according to specificities of its own area and environment;

- offer individual and / or group counselling for students according to the professional deontology of the career guidance counsellor;

- administer psychological tests to students / adults according to the professional deontology of the psychologist; and offer psycho-pedagogical counselling services to parents;

- elaborate information materials regarding career guidance for students / adults and include these materials in publications issued by the MoL, MoE, MoY or other institutions;

- encourage permanent improvement of career guidance counsellors through specialization courses, participation to seminars, conferences or other professional events;

- cooperate with homologues from units subordinated to other ministries, local administration, trade unions, educational staff, parents etc.

**Youth**

The objective of the INFOTIN centres within the framework of NASYI is to offer information and counselling for youth regarding various themes of interest for this age group: access to public information and associative environment, mobility, distance education using ICT, support leisure time activities and social rights of youth, facilitate vocational training and improvement. Theses centres have been present in each county ever since 199410.

**Targeting of services to particular groups.**

As mentioned previously, the targeted population for CCPPAC and ISPPAO are pupils on all levels of pre-university education, parents and educational staff; for DG higher education students and graduates; for CEC students with disabilities; for CICC all people looking for employment, and for INFOTIN youth aged 16-26.

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10 Government Decision no. 198 of 28.02.2002 regarding the establishment of the National Agency for Supporting Youth Initiatives.
People looking for a job can come to CICC for different reasons: they may be unemployed; they may not be unemployed, but they wish for better jobs; they have a job and wish to keep it; they are young graduates; they intend to change their profession because they are no longer professionally satisfied and/or motivated; they wish to evolve professionally through specialisations, for professional improvement and supplementary qualifications. Rationale for targeting is that each group needs different methodologies and services.

Unfortunately, Law no. 375/11.06.2002 regarding adults vocational training has no special references on adult guidance and counselling, on the need for adults to have access to such services, or specific methods and forms of guidance and counselling needed for adults. However, Art. 2 of the Law states that employers will take all the measures to assure employees conditions to access vocational training and Art 3 of the same Law states that the objective of adult vocational training is to facilitate social integration of individuals according to their vocational aspirations and labour market requirements.

For school children with disabilities that are educated in special institutions, there is a set of tools for psychological use in order to optimise their educational and career goals. The use of these tools became compulsory according to the Governmental Decision no. 204/26.03.2002.

Major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services.

Social: the existence of disadvantaged groups; and socio-economic and cultural inequalities at the local, regional and national levels require a focus of career information, guidance and counselling on actions in order to improve social cohesion and equity for all social groups.

Education: the need to improve the participation rate of youth in education and training, including ensuring youth choose educational routes according to their personal interests and individual aspirations; the need to reduce school drop outs; improve youth self-image, provide long term career developments skills; and prepare young people for their contact with the labour market are all pressures which influence policy.

Labour market: the need to improve labour force participation rates, reduce the amount and duration of unemployment; increase the geographic and occupational mobility of the labour force, as well as the need to ensuring domestic jobs for youth with substantial potential and performances to minimize “brain drain” are key factors affecting labor policy.

Method(s) the government uses to fund information, guidance and counselling services.

The information, guidance and counselling services network of the MoE, MoL and MoY or other governmental institutions are funded from the state budget. The public information, guidance and counselling structures can receive funding through projects, partnership and organization of continuous training for counsellors and donations.

In the case of CICC all costs associated with furnishing information, guidance and counselling services, except local personal costs, were supported through World Bank
financed project. After the closing of the World Bank Project, a new protocol will be established for continuing the activities between the agencies involved. All costs with updating, printing and disseminating materials will be taken over by the budget of each Ministry involved. Some private information, guidance and counselling services, NGOs, are self-funded based on fees, sponsorships, donations etc..

*Individual involvement in meeting some of the costs of government information, guidance and counselling services.*

All governmental information, guidance and counselling services are free of charge. A mechanism does not exist for dissemination of these services.

*Cost and expenditure.*

There is very little specific information for this topic. The total cost is not divided according to services types in MMSS budget procedures. But, the following data has been identified:

- **Cost for Contracted Employment and Realocation Services.** These include job and social counseling, labor market information, job search assistance, job placement services and relocation assistance from a net impact study of active labor market programs conducted in April 2002-.

<table>
<thead>
<tr>
<th>Employment/Relocation Services</th>
<th># Contracts</th>
<th>Clients Served</th>
<th>Clients Placed</th>
<th>Total Cost (US$)</th>
<th>Cost per Client (US$)</th>
<th>Cost per Placement (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment/Relocation Services</td>
<td>88*</td>
<td>31,679</td>
<td>6,610</td>
<td>$ 394,641</td>
<td>$ 12.46</td>
<td>$ 59.70</td>
</tr>
</tbody>
</table>

*Source: Impact of Active Labor Market Program Study.  *Includes NGO and private providers.
Based on informal discussions with representatives in MoE, it can be inferred that the main share of the costs are personnel (over 75%).

- How information, guidance and counselling professionals are involved in the development of policy.

Most of the employees from the information, guidance and counselling services network are public employees. Thus, they express their opinions through the ministry that they work for. In addition, counsellor professional associations like the (National Association for School and Vocational Guidance (NASVG), Romanian Psychologists Associations and Educational and Vocational Guidance section, etc), research projects and studies on counselling and involvement in European projects in the field that creates additional avenues to impact policy development. Examples of Romanian publications in the field of educational and vocational guidance are included in Annex XII.

### 4. THE MAIN GUIDANCE SERVICES

#### 4.1 Schools

Students make decisions regarding the field and level of their study in pre-university education at the end of last grades (basic schools, secondary education and technical education). There is compilation of information at the national level about the degree to which counselling services are provided but this is collected at the school.

Starting the 1998-1999 school year, the "Counselling and Guidance" Curricular area was included in the National Curriculum. Ministry Order no. 3064/18.01.2000 specify two different directions of making school and vocational guidance in the education Romanian system: through curricular activities (especially within Counselling and Guidance classes), and through extracurricular activities (especially within ISPPAO).

The Counselling and Guidance classes content includes:
- Psycho-pedagogical counselling of the students;
- Counselling for over-gifted students;
- Counselling for students with disciplinary or learning problems;

<table>
<thead>
<tr>
<th>Counsellor salary*/month USD</th>
<th>Counsellor salary/year USD</th>
<th>Counsellors number**</th>
<th>Total cost salary USD</th>
<th>Client number</th>
<th>Cost/client USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoL</td>
<td>100</td>
<td>1200</td>
<td>223</td>
<td>267600</td>
<td>125303</td>
</tr>
<tr>
<td>MoE</td>
<td>100</td>
<td>1200</td>
<td>650</td>
<td>780000</td>
<td>***</td>
</tr>
</tbody>
</table>

* approximate value
** full time counsellors
*** unavailable data

Source: NAE and OECD questionnaire
• School and vocational guidance of the students.

Student may request individual counselling from the CPPAC or the ISPPAO, where qualified personnel exists. There are 42 CPPAC, one in each county. The number of the ISPPAO is known available at county level but not summarized at national level.

According to the pre-university Curriculum published in 2001, this curricular area was allotted one hour per week starting the 5th grade to the final high school grades (12th / 13th). The activities of this curricular area covered within class leader’s program of instruction which are mandatory. The Counselling and Guidance classes are taught mainly by psycho-pedagogues in schools that have employed teaching staff with this speciality, or social sciences teachers or even teachers of another speciality (appointed by the School Board). Once appointed, these persons are responsible for drawing up the thematic schedule of the Counselling and Guidance subject that must be approved by the School Administration Board. In those schools that have in their staff specialists in psychology / pedagogy these staff support the Counselling and Guidance classes and provide assistance to teachers.11

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Grade 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Within the national Curriculum for pre-university education, the Counselling and Guidance curricular area represents a new element. In fact very little time is allocated to career counselling and more to social and personal counselling.

For the Counselling and Guidance Curriculum, destined to the gymnasium level, the options list recommended by the ministry (according with Order no. 4224/22.07.1998) includes the themes: resolving conflicts, personal hygiene, intercultural education, efficient learning techniques, child and student rights, me and my family. For the high school education (9-12 grades), the optional courses that the administration Board and the teachers Board from each high school are obliged to include in the Curriculum, at school decision (CDS), are: career guidance, entrepreneurial education, civic culture, education regarding human rights, development education, European studies, mass-media education. Within the optional packages can be included programmes made by non-governmental organisations (e.g.” Junior Achievement”, “The decision is yours”).

The Project for the Reform of the Technical Vocational Training in Romania, funded by the EU under the PHARE program introduced in 1997, in vocational school curriculum a new curricular area named Vocational Guidance and Counselling (in the second and tertiary year) and in the post-secondary curriculum a curricular area named Information and Vocational Guidance (in the first and second year). It would be better if this curricula was introduced in the high school education level as well.

11 See Annex VIII for details of the Counselling and Guidance Curricula
The objectives of the curricula are as follows:

- Building students' self-confidence and self-assessment skills;
- Developing their skills of exploring the information sources on available positions on the labour market;
- Stimulating personal resources to make decisions appropriate with the own psychomotivational structure;
- Improving self-image;
- Moving emphasis on effective behaviour;
- Building the spirit of initiative and a responsible attitude regarding the own vocational future;
- Increasing personal efficiency by reaching a balance between individual aspirations and personal preferences on the one hand and external socio-economic requirements on the other hand;
- Designing one's strategy of approaching / adjusting to socio-professional and economic challenges.

Specific topics covered within the Vocational Guidance and Counselling curricular area are the following: labour market; requirements in practicing professions; self-assessment - self-awareness; vocational training - continuous education - career guidance; information sources on job opportunities and placement and education / training opportunities; career planning and decision-making; communication skills. It is presumed that by covering these topics, the graduates will be able to:

- Choose appropriate optional modules during the training program;
- Be able to find a job after graduation;
- Have developed an idea of their potential career path (i.e. training, promotion, occupational and social issues);
- Be able to cope autonomously with career change.

The topics covered within the Information and Vocational Guidance curricular area also include entrepreneurial education, for example: how to move from an idea to a business; how to start a business; elements of a business plan; material resources to support and manage a business; marketing policy; and availability of organisations supporting or promoting the interests of small and medium enterprises. The objectives of this curricular area are to:

- Build effective communication skills;
- Build planning and decision-making skills;
- Build cooperation skills;
- Build negotiation skills;
- Understand market demands;
- Encourage initiatives;
- Understand appropriate business behaviour;
- Build the habit of looking for opportunities;
- Develop an innovative spirit;
- Develop a habit of taking risks;
- Develop self-confidence;
- Build responsibility toward development of one's own career.

MOE Note No. 37866/30.08.1999 from the National Centre for Vocational and Technical Education Development indicates that, in vocational schools, the Vocational
Guidance and Counselling subject must be taught and valued by marks the same as any other subject. The Note enumerates the personnel categories that can teach this subject including: teachers or engineers with psycho-pedagogical training which are to be assured continuous training through the local or regional system. Therefore, at this education level, formal evaluation of students’ achievement is compulsory, but there is some controversy of how to “grade” such activities. The objective of development of learning skills and of good attitudes towards life is difficult to evaluate on a qualitative basis.

**Career guidance professionals support from outside the school.**

An example of such activity is the project “From school to vocational life, toward career” which is summarized in Annex V. Within this programme, young people that will graduate at a pre-university education level can benefit by information and career counselling services and develop individual career plans within the education units. NAE, MoE, MoY have developed a common action plan based on a calendar of activities which includes themes developed by career guidance counsellors from the county school inspectorates, county employment labour force agencies and county departments for youth and sports. They develop, in one month, three information and career counselling actions for final grades students of basic and secondary educations (basic schools, high schools and vocational schools).

**To what degree are separate career education lessons a normal part of the school curriculum?**

As described previously, starting with school year 1998/1999, the “Counselling and Guidance” curricular area was included in the National Curriculum for pre-university education. The activities of the curricular area covered within class leaders’ classes, which are mandatory for the respective period. Not all the teachers have in-service and/or pre-service training to do this work.

In new education plan, the discipline Vocational Guidance and Counselling was introduced in vocational school (in the second and tertiary year-PHARE class). The table of contents is different by the headmaster classes content. As mentioned previously, under the PHARE program (1997) which established curricular for Vocational Guidance and Counselling (in the second and tertiary year) and for Information and Vocational Guidance (in the first and second year) in the post-secondary school.

The activities of "Counselling and Guidance" curricular area are made within class leader’s classes. As noted before, the Counselling and Guidance curriculum includes themes regarding career education, especially within the high school education (grades 9-12). Although there is a special "Counselling and Guidance" curricular area, teaching staff specialized in other subjects are encouraged to use any opportunity to make connections between their subject and the labour environment, social life, vocational integration etc. In addition, training activities for teaching staff, especially those in the "Counselling and Guidance" curricular area include separate modules, with a special focus on those who do not have this vocational speciality or are just beginning their work in information, guidance and counselling matters.

Not all the educational institutions benefit from the services of a school counsellor. Therefore, it is the task of the class headmaster or the teacher responsible with educational
activities to initiate debates with the students and their parents on information, guidance and counselling topics, during respective classes.

**Work experience in the secondary school curriculum.**

In vocational and apprentice schools work experience exist as partly integrated in training process. In the first years, the practice training takes place in school lab. In the last years, dedicated to qualification and specialisation, the practice training takes place in enterprises where the students have concrete work tasks. The period of vocational and apprentice schools courses is 2-4 years and 1-3 years respectively.

School counsellors and the teaching staff are also involved in meeting linkages with enterprises are part of the "Counselling and Guidance" curricular area. They can organise (and they are strongly recommended to do so) various types of activities aimed at acquainting children with the activities undertaken in various economic fields of activity. Generally, these activities aimed to informing and acquainting children with adults' work content, are visits to various work places (trade or production units, banks, media outlets etc.), meetings in class with successful professionals from various fields of activity, simulations of work situations etc.

**Access for school students to other types of information, guidance and counselling services.**

The MoE publishes information on the network of educational opportunities in the formal education system, profiles the admission and graduation requirements etc. in newsletters (printed and online – see [http://www.portal.edu.ro/adlic](http://www.portal.edu.ro/adlic)) and specialised newspapers. County School Inspectorates publish an annual newsletter regarding the territorial educational network, the profile of each high school, the entrance requirements, the number of places, the educational content etc. The Psycho-Pedagogical Assistance Centres, in cooperation with the School Inspectorates, organise annual fairs of educational offers, advertising campaigns in the local, national and international media concerning the educational network, the educational streams, types of courses offered in the various types of educational units.

Students, following their own initiative or encouraged by their teachers or parents, may request individual counselling from the Psycho-Pedagogical Assistance Centres or the Inter-School Psycho-Pedagogical Assistance Offices respectively. Some managers understood the importance of adaptation to this change by creating special spaces, including counsellors in the staff, offering them didactic support and introducing educational information. If the school does not have a Psycho-Pedagogical Assistance Centre, the school administration Board must appoint a teacher responsible with OSP. This will maintain the connection with CCPPAC and will inform the leadership and the methodical commission of the headmasters about the provided materials. The schools consult with the students' parents and ask them for suggestions regarding the educational and vocational needs of their children. A formal summary of these activities does not exist.
4.2 Tertiary Education

There are 14 University Guidance Departments (DG) for career choice and placement in the labour market. They are in the most important public universities, which include multiple faculties (Bucharest, Cluj, Iasi, Craiova, Suceava, Oradea, Tg. Mures). However, in reality only six really function. The DGs have the purpose of assistance assisting students in the final years of secondary school choose programs and careers, and students and graduates from tertiary education connect with the labor market and find jobs. Cooperation between the DGs and related units of MoL support these objectives.

Information in DGs is delivered by counsellors from the respective university (generally university teachers of connected subjects) working in cooperation with the personnel of other organizations (i.e., employers' associations, employment agencies, foreign cultural centres, popular universities etc.

Students who express interest in the possibility of attending a second faculty, obtaining a scholarship abroad, having the opportunity of a training period in the private sector, being employed by certain companies, finding jobs on the Internet area are also serviced by the DGs. For example, the DG at Bucharest University provides:

- high school students with information regarding entrance to faculties; information and vocational counselling activities through psychological testing methods; guidance and counselling on-line activities regarding the entrance exam and post-university studies
- students of the faculties with: information regarding the credit system, accommodation regulations, scholarships conferring, library function; guidance activities toward NGOs for students involving in voluntary activities; projects for social integration of the students; and assistance regarding study opportunities in foreign countries.
- graduates who are looking for a job with guidance and vocational counselling support including: offering information, but also offering access to existent on-line information and to labour market supply; students and graduates guidance for consulting the “Occupational profiles”; students guidance toward specialisation and perfection courses; students assistance for conceiving CVs and intention / motivation letters; counselling regarding the modalities of finding and contacting an employer and of interview presentation; placement services; a data base with students and graduates searching for a job; access to jobs supply that exists on-line; recruitment and selection of those who want to participate to interviews; and support with job interviews with the purpose of placement.

Standardization of service within higher education, linkages between study, career guidance, and job placement services.

The information, guidance and counselling services are not standardized and they are provided only in big university centres. Study and career services are provided together. The law doesn’t stipulate restrictions between career guidance and job placement. Private and public universities can offer guidance and counselling services separately, or together with job placement and graduation recruitment services. Private employment services must be licensed by MLSS.
4.3 Public employment services

Information on public employment services has already been summarized in Section 3, and these services are provided through the CICC, within NAE, according to the Law no. 76/January 16 2002. Career guidance services are included within employment public services (Art. 58,b). Information and vocational counselling can also be provided by the private sector, according to point 2, Law no. 76/January 16 2002. The counsellors working in the Career Information and Counselling Centres (a network of the Employment Agencies, subordinated to the MoL) provide information, guidance and counselling services aimed at finding a job. The primary focus of the services is information on jobs (at the regional and local level) and on the job seeking techniques, as opposed to provision of general career guidance and counselling services.

Clients typically receiving assistance from the Public Employment Service.

The main categories of clients are the following: unemployed, especially long term unemployment, certain categories of disadvantaged (physically disabled people, people belonging to national minorities, Roma, refugees, women, people with reduced capacity to work, people aged over 45), graduates of various levels of education and training that have never been employed, persons wishing to change their job for different reasons, persons who want to evolve professionally through specialisations, perfections and supplementary qualifications, employees experiencing communication and adjustment difficulties in their work environment, etc. The results of the monthly monitoring of the career information and counselling activity, at all county and local agencies level, show that:

- during 2001, 125,303 persons looking for jobs which received services, including 79,604 unemployed people, of which 63.5% were receiving unemployment benefits;
- between 01.01 – 30.04.2002, 46,477 persons received services, including 27,470 unemployed people, of which 59% were receiving unemployment benefits.

It is not compulsory for all clients to use guidance services. However, those receiving unemployment benefits must register for labor market mediation services, demonstrate they are available for work, and actively look for employment to maintain their benefits.

Linkages between employment services and overall national labour market and employment policies.

The information, guidance and counselling services provided by the Career Information and Counselling Centres are part of the system of active measures and employment policies promoted by the MoL. For instance, Law no. 145/9.07.1998, Law no. 76/16.01.2002, presented at 3.1. NAE implement the politic elaborated by MoL.
4.4 Employment based guidance services

The primary focus of employer initiatives is on training, as opposed to career guidance (although the two are directly linked). Law 53/2003-New Labour Code stipulates that: “Employers have the obligation to ensure periodical access of employees at vocational training” and “the employer must elaborate annual vocational training plans, with the union consultation”. GO 129/2000 approved by Law no. 375/June 2003 concerning adults vocational training stipulates that:

- the employers will take measures to ensure employees access to vocational training;
- the employer and employees rights and obligations in the period that employees participate at vocational training will be stipulated in labour work contract;
- the adult vocational training will be organized for initiation, qualification, perfection, specialization, and re-qualification;
- the MoL and MoE, at the proposal of the NCAVT, will elaborate national politics and strategies concerning human resources development, including adults vocational training;
- NAE coordinates, at national level, vocational training activity of persons who looking for a job.

These are new laws, the results of which will only be visible after several years. For the moment, in small institutions, career development services are not provided to any great extent because most employers do not have special funds for this purpose, special human resources departments, and specialised staff for this purpose. These services are increasingly provided more in multinational companies and banks. The main services are: technical courses or development of soft-skills (communication, negotiation, time management) regarding promotion, experience exchange, etc.

An example of the career development services provided by an employer is represented by Dacia-Renault Romania (see Annex XI for details). The significant investments made for the modernizations of the Mioveni Plant resulted in layoffs in several steps of some 12000 people up to 2004. Aware of the social consequences of this economic decision, the Dacia car manufacturer asked for technical assistance from the consultant’s office Bernard Brunhes International (BBI) in order to implement the social plan of Dacia. BBI took action at the level of both the company and the Arges county. Within Dacia, with the Human Resources Department, BBI set up: Placement Technical Unit (UTR); Mission for Enterprise Creation (MAC); Observatory of Jobs and Local Economy, company incubator in Pitesti, and County Committee for Economic Development.

Trade union involvement in providing career development services for their members, and in negotiating for such services in collective bargaining agreements.

The unions’ involvement in providing career development services is small, although New Labour Code stipulates its implication at Art 191: Employers elaborate annual vocational training plans, with the union consultation.
4.5 The private (for-profit) sector

The private (for-profit sector) information, guidance and counselling services are focused mainly on the finding, selection and placement of personnel generally highly qualified and specialised labour force. Some private institutions or companies contract these private employment agencies, which also provide career guidance and counselling services to select, test and employ personnel, according to specific criteria and standards. This activity is increasing judging from indirect data such as announcements in media, informal discussions with certain clients etc. In addition some recent initiatives include online counselling and vocational training for adults (see Annex IX for information on Romanian Employment and Counselling Services on the INTERNET). Exact data is available from the NAE on the total number of the private providers of such services which have been accredited through Law GD277/21.03.2002 (see Table D following).

Little information is available on the type of their clients or the level of the fees requested for services rendered. The Association for Excellency in Career Provided On Line and career evaluation and counselling services is about 10 Euro/session.(see www.1educat.ro)

**Government steps to try to encourage private (for-profit) organizations to provide information, guidance and counselling .**

According by Law 76/16.01.2002, Art. 58, point 2 presented by us to Section 3 the career information, guidance and counselling services are provided by CICC and by other providers from both public and private sector that must be accredited by NAE. When CICC can’t satisfy all the requests for these services, they can establish contracts with private providers financed by unemployed budget (the private providers’ prices are expensive, approximately 30 EURO/ counselled person). This is a new initiative.

These providers are accredited by NAE (table D), according to GD 277/21.03.2002 regarding approval of the Criterions for accreditation the specialized services providers for stimulation labour force employment. The specialized employment services for stimulation labour force employment, stipulated in GD 277, are: information and counselling services and labour mediation services on internal market. This GD does not stipulate regulations regarding the fees of the services.

For accreditation, NAE receives an annual fee, the size of which is established by MoL for each service provider. The income from these fees goes to the unemployment insurance budget.

**Table C**

*Private Employment Services Accredited by NAE*

<table>
<thead>
<tr>
<th>Provider type</th>
<th>2002*</th>
<th>2003**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Private</td>
<td>36</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>9</td>
<td>57</td>
</tr>
</tbody>
</table>

* From March 2002, ** Until May 2003, NAE Source
All the agencies mentioned above furnish both information and counselling services and labor mediation services. From March 21/2002 GD 277 regulates accreditation (licenses) for the public and private providers of these services. The providers’ accreditations are made by the NAE through county employment agencies. The validity of the accreditation is 4 years and after this period the accreditation will be reviewed.

Before the related GD County Employment Agencies designed and implemented Active Labor Measures for displaced workers. These services were not provided by the county agencies themselves, but were contracted out to public or private services providers. The county agencies were responsible for the public announcements to contractors, for conducting the contracting process and for finalizing contracts with service providers which were financed from a related World Bank project. The Impact of Active Labor Market Programs Study (April 2002) shows that, as of September 1, 2001, there were 88 such contracts, 31,679 clients served, 6,610 clients placed, and the cost/client was $12.46, and cost/placement was $59.70.

4.6 Other organizations

There is no official framework for community action in information, guidance and counselling. Some ad-hoc community initiatives generated by parents, teachers, alumni, local authorities are aimed at placing citizens in the local labour force, encouraging participation in various projects or opening small businesses. It should be mentioned that the National Agency for the Development of Small and Medium Enterprises initiated entrepreneurial training programmes that have counselling and guidance components. The Chamber of Commerce also has training components on development entrepreneurial initiative. Finally, some NGOs provide career guidance for specialized groups of clients (i.e. disadvantaged youth).

The government’s role in encouraging development of such services is outlined in the previous section of this paper. The Law 53 - New labor Code stipulates a special attention for vocational training in enterprises: Art.192 indicates that employers and individual employees shall establish individual vocational training programmes taking the annual vocational training plan and labor place conditions into account. Art. 204 indicates that the trainer has the obligation to receive, help, inform and guide the employed during training. GO 129/2000, approved by the Law 375/2002 concerning adults’ vocational training, stipulates in Art. 2 that “the employers will take measures to ensure employees access to vocational training”. In general, the big private companies, with foreign capital, have their own human resources departments that provide or contract these services.

10.6 Gaps

A comprehensive summary of gaps and recommendations are included in Section 10. Some of the major gaps in provision of guidance services are: restrictive financial and material resources; organizational and management deficiencies; lack of specialised personnel and high fluctuation due to low motivation; lack of career information and guidance resources and materials, lack of monitoring systems for services to identify the results and costs, and quality of services. An important underserved group includes out of school youth who have no connection with the labor market.
5. STAFFING

Types or categories of staff employed to provide information, guidance and counselling.

The personnel categories that provide the information, guidance and counselling services are:

- Ministry of Education (CPPAC/ISPPAO): personnel include the following positions: coordinator, respectively responsible; counsellor teachers and auxiliary personnel (social assistant, laboratory assistant). In addition to this support librarian and classroom careers teacher provide assistance. In general, the coordinator, respectively responsible must have a doctor’s degree or the didactic rank I. At county level, the coordinator of the centre is a member of the Administration Board of the School Inspectorate;
- Ministry of Labor (CICC). career guidance counsellors are employed.;
- Private: generally trained counsellors are employed.

Number of Staff Employed in Different Categories.

There are 619 counsellors at MoE (154 in CPPAC and 465 in ISPPAO) and 223 counsellors in MoL (NAE-CICC). This means that there are 842 counsellors working for the two ministries. CPPAC has the following organizational structure: centre coordinator, 4 teachers (psycho-pedagogue or psychologist) and auxiliary personnel. The ISPPAO structure includes one teacher pedagogue or psychologist. The number of counsellors from MoE structure is being reduced taking into account the number of schools (see Annex 2, Table 1B). The result is one counsellor/30-schools unit\(^{12}\) (basic schools, high schools and vocational and apprenticeship schools) where the allocation is one-counsellor/800 students. Because of the fact that the number of school counsellors is insufficient, the existing school counsellors train other teachers who are teaching Guidance and Counselling classes stipulated in the framework of the pre-university education.

About 100 counsellors work in the institutional structures of other ministries, associations and private companies. The general total, at national level is 942 counsellors. Approximately 60% of the Romanian counsellors are aged 25-40, most of them female (more than 80%).

Education and training qualifications of information, guidance, counselling services staff.

The majority of the staff employed by the specialized institutions of the MoE network who provide information, guidance and counselling services for pre-university education level are psychologists, pedagogues, sociologists and social workers. To be able to work in CPPAC, it is compulsory having at least 3 years of previous experience. Counsellors are employed on positions such as teacher-psychologist / pedagogue / sociologist. They have all the rights and obligations set forth by this statute and can also perform specific “Counselling and Guidance” Curricular area activities with students. Their basic training is ensured by courses offered by the Faculty of Psychology and

\(^{12}\)The indicator referring only at the number of ISPPAO counsellors
Educational Sciences and the Faculty of Sociology and Social Work. Many graduates followed post-graduate training modules (Advanced Studies or Master degrees) specializing in counselling and guidance, psychotherapy, management and school administration. Attending post-graduate courses is not a prerequisite of obtaining a counsellor position in pre-university education.

Information and Guidance Centres within the higher education system employ two categories of personnel: graduates of faculties with social-science profile and teachers of other specialities who undertake information, guidance and counselling tasks.

The specialists in the MoL network are people with a higher educational background: sociologists, legal experts, economists, engineers, psychologists, pedagogues and social workers. Some of them attended the Public Policy Master courses within the world Bank financed Career Information and Guidance activity and specialized in Career Counselling.

MoE, NAE and MoY Orders require the specific qualifications. For example, the job description for the teacher (counsellor) in the CPPAC and the ISPPAO (MoE Order reg. No. 31314/10.05.01994; No. 4683/28.09.1998) and in MOL there are specific job descriptions for counsellors in CCIC’s There are no formal licensing bodies for counsellors..

<table>
<thead>
<tr>
<th>Level of Educational and Training</th>
<th>Type of staff</th>
<th>University degree</th>
<th>Teaching qualification</th>
<th>University degrees in psychology</th>
<th>Special diplomas in guidance and counselling</th>
<th>Post-graduate qualification or Ph.D.</th>
<th>In-service courses</th>
<th>Other Management, economic, etc studies</th>
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<tbody>
<tr>
<td>MoE</td>
<td>Information librarian</td>
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<td></td>
<td>Classroom careers teacher</td>
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<td></td>
<td>Coordinator</td>
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<tr>
<td>MoL</td>
<td>Counsellors in public employment services</td>
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<tr>
<td>Private Sector</td>
<td>Counsellors in private agencies</td>
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<td>Other</td>
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Long-term university studies in psychology, pedagogy, sociology and social work are required for all categories of information, guidance and counselling staff. In most cases, graduate studies are followed by training / preparation / specialisation courses through Master level or other specialized courses organised by universities or within various programmes. There are graduates from other specialities, who take a Master degree in Counselling and Guidance and aspire to obtain counsellor positions. However, people with the above-mentioned higher education background have priority in occupying a position in the field.
A PhD. or Master degree in Counselling and Guidance or special continuous education courses organised by educational institutions accredited by the ministries or professional associations in the field - such as the Psychologists’ Association or the National Centre for Secondary Teachers Training (NCSTT) - are assets helping career promotion or access to a management position.

In Romanian universities there are no special faculties in counselling and guidance field. Instead, exist the following Master degrees: in Counselling and Guidance organised by Bucharest University, Psychology and Educational Sciences Faculty, starting with university year 1996/1997; in Psychological Counselling at the Babes-Bolyai University in Cluj, Faculty of Psychology and Educational Sciences, starting with university year 1999-2000; in Public Policies at the University of Bucharest, Faculty of Philosophy. This program has about 900 graduates having the major in Career and Information Counselling and was co-funded by the Romanian Government and World Bank in 1999/2001. The students from Psychology and Educational Sciences, Sociology and Social Work faculties attend counselling and guidance training modules approved by MoE. It is not necessary to have a Master degree in Counselling and Guidance in order to become school counsellors.

The faculties decide on the content of initial training modules in counselling and guidance offered to students in psychology and educational sciences, sociology and social work etc, taking the Council for Occupational Standards and Assessment (COSA) Standard and Job description into account. Based on the university autonomy principle, each faculty decides on what curricula they will offer, taking into account the analysis of services required from practitioner counsellors, employers’ requirements, suggestions from experts in the field, the experience of other countries.

### Competencies (or knowledge and skills) that these different categories of personnel.

<table>
<thead>
<tr>
<th>Type of staff position</th>
<th>Competence</th>
<th>Communication skills</th>
<th>Group facilitation skills</th>
<th>Individual and group assessment skills</th>
<th>Labour market knowledge</th>
<th>Knowledge of career development theory</th>
<th>Financial Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information librarian</td>
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<tr>
<td>Classroom careers teacher</td>
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<tr>
<td>Coordinator</td>
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<tr>
<td>Counsellor in government agency</td>
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<tr>
<td>Counsellor in private agency</td>
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<tr>
<td>Other</td>
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</table>

Basically, the competencies, knowledge, specialisation, attitudes and skills regarded as essential and which proved their effectiveness for the profession of counsellor are the following:
<table>
<thead>
<tr>
<th>Basic skills</th>
<th>Knowledge</th>
<th>Specializations</th>
<th>Attitudes</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Psychological evaluation</td>
<td>• Labour market</td>
<td>• Group facilitation techniques</td>
<td>• Sincerity</td>
<td>• Computer literacy</td>
</tr>
<tr>
<td>• Career counselling</td>
<td>• European policies on human resources</td>
<td>• Advertising</td>
<td>• Empathy</td>
<td>• Effective communication</td>
</tr>
<tr>
<td>• Self-confidence</td>
<td>• National social and economic development policies</td>
<td>• Working with the community</td>
<td>• Flexibility</td>
<td>• Work in expert teams</td>
</tr>
<tr>
<td>• Counselling methods and techniques</td>
<td>• Counselling theories</td>
<td>• Psychotherapy</td>
<td>• Transparency</td>
<td></td>
</tr>
<tr>
<td>• Cross-cultural approaches</td>
<td>• Continuous adult education</td>
<td>• Career development</td>
<td>• Respect for professional codes</td>
<td></td>
</tr>
</tbody>
</table>

Initial training provides the counsellors with the foundation for adjusting their knowledge and skills to the requirements of contemporary society. Today, Romanian practitioner counsellors feel the need to be introduced to ICT, project management, networking, international cooperation, continuous training in their field of expertise as well as in related fields.

**Opportunities for information, guidance and counselling services staff to update their knowledge and skills.**

Law 128/1997 and methodologies established by the MoE regulate the initial and continuing training of the didactic personal. There are no special provisions for in-service training of the school teacher counsellors. However, the necessity of training didactic personnel involved in Guidance and Counselling activity is organized and continuous training modules are provided (i.e., University, CCD).

Beyond individual study as a continuous self-training method, the institutional system for continuous and professional updating of the teaching staff, and implicitly of the counsellors, is provided by the NCSTT – which is subordinated to the MoE. At the same time, the Centre accredits other service providers who wish to provide specialized training.

Training for school counsellors in pre-university and university educational system have been provided through the Information and Career Counselling, National Resources Centre for Vocational Guidance projects or other EU funded projects.

Within the Career Information and Counselling Centres of NAE the counsellors don’t have many inservice training opportunities due to lack of funds.
Professional groups, bodies or associations of information, guidance and counselling services.

National Association for School and Vocational Guidance (NASVG) - This is a professional association with interdisciplinary character that organizes actions for school and vocational guidance which is meeting the needs of young people and adults. Its objectives include technical assistance, career counselling, formation, information and research.

Romanian Psychologists Association. The goal of this association is to support and promote psychology a science and profession. Among its objectives are: promotion of scientific research, developing standards for the professional including technical competence and ethics, organization of scientific and professional events, etc.

6. CAREER INFORMATION

Availability of comprehensive information on: (a) post-compulsory education and training opportunities; (b) occupations; (c) job vacancies; (d) likely future labour market trends.

- Post-compulsory formal education and training opportunities – The educational information is satisfactory at tertiary level and less at basic and secondary school levels. Concerning the training opportunity for adults, the vocational information is fragmented and badly organized. The educational and training information in CICC from NAE is less comprehensive and not in electronic format. There is little information on non-formal training educational opportunities, and the available information on secondary, tertiary and post-university education in public and private units is not as comprehensive as in developed economies, disseminated widely, or connected directly with occupational information and aptitude and interest assessments.

- Job vacancies According to Law 76/2002, the employers are required to announce at NAE the vacancy jobs. Once a week, Friday, CICC receive this information. Counsellors from CICC, provide it to the clients by posting up or within the framework of information services. Also, the labor market was established SEMM – electronic system for labor mediating. Through this program the intermediation, recruitment and placement are made online, with INTERNET support (www.semm.ro). It is recognized that this data is very short term, not comprehensive in nature, and not well suited to assisting youth and adults make long term career plans.

- Labor force information -unemployment – Statistic Institute offers information regarding the unemployment number by gender, age, area, sectors, occupations, long-term, etc. This information is broad, not occupationally specific, not well disseminated, nor of much direct use by individuals and counsellors.

- Likely future market trends - There are sporadic studies regarding the future market trends in particular sectors but no systematic data that is linked directly and
consistently with education and training programs. The CICC has a number of developed occupational profiles, based on varied sources of data, but these need expanding, updating, and broader dissemination.

Responsibility for collecting and distributing this career information.

Three Ministries are responsible for collecting and distributing career information: Ministry for Education and Research (MoE), Ministry for Labour and Social Solidarity (MoL) and Ministry for Youth and Sports (MoY). MoE is responsible for collecting all information regarding formal educational opportunities. MoL has the obligation to ensure collection and distribution of information about non-formal training programmes, job vacancies and all professional opportunities. MoL, through its organism – National Employment for Labour Force Agency – is responsible to offer pre-layoff services for employees that include career information. MoY is responsible for providing young people all career information, but does not have any major designated responsibility for collecting information.

Other employment services providers from the private sector collect and distribute career information. These providers are accredited by the state through the National Employment for Labour Force Agency. Other institutions are involved in collecting and distributing career information – public and private – but they are not responsible by law to do so. There is poor coordination between institutions regarding setting standards for collection of information, collecting, and updating of the labor market and educational information at the national level. For this reason the information is fragmented and poorly organised and there are no standards for development of educational and occupational information.

The public sector’s role in producing career information.

As noted previously, MoE and its subordinated institutions – particularly the Psycho-Pedagogical Assistance Centres and the Inter-School Psycho-Pedagogical Assistance Offices, The Institute for Educational Sciences, Houses of Educational Staff, County School Inspectorates – are responsible for producing and disseminating, on national and local level, information regarding formal education and training programs at all levels of the educational system.

The MoL and its subordinated institutions – the National Employment for Labour Force Agency mainly through its Career Information and Counselling Centres – are responsible for producing and disseminating information on job opportunities and placement, adult continuous education, re-training on national, county and local level. In reality, this information is not well developed except for formal job vacancy data, nor is it well disseminated or linked directly with education and training data from MoE. The types and standards for information are not legislated in a special way. Requirements related to accuracy and quality of information are delegated to the various in stitutions responsible for providing the information.
**Forms of career information.**

There are a number of forms that career information take. The most appreciated and used are: newspapers, leaflets, guides, job profiles, interest and aptitude matching test, evaluation forms, catalogues, CD-ROMs, announcements on job vacancies, video cassettes, information on training courses. Information sources on the Internet increased in numbers (see Annex IX), some of them designed by governmental institutions. The types of occupational information developed under the Employment and Social Assistance project are summarized in Annex X.

The main beneficiary categories for the information services are: school and university students, people searching employment (unemployed, recent graduates, employees that wish / must change theirs jobs), disadvantaged people (with physical, intellectual, sensorial disabilities, members of various ethnic groups, elderly people, women, residents in rural areas).

A recent study shows that the most used instruments by the counsellors from CCPPAC within the PSO activity are:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH</td>
<td>Attention tests</td>
</tr>
<tr>
<td>Adaptabilité questionnaire</td>
<td>Paper – pencil tests</td>
</tr>
<tr>
<td>Specialized questionnaires for PSO</td>
<td>Intelligence tests (Bontila battery)</td>
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<tr>
<td>Questionnaire for stress</td>
<td>Memory tests</td>
</tr>
<tr>
<td>CPI</td>
<td>Personality tests (16PF)</td>
</tr>
<tr>
<td>HSPQ</td>
<td>Projective tests (arboreal, family)</td>
</tr>
<tr>
<td>RAVEN</td>
<td>TVI</td>
</tr>
<tr>
<td>Aptitudes tests</td>
<td>Interests tests (Holban)</td>
</tr>
</tbody>
</table>

In additions to these, specialized guides, occupational profiles, journals / periodicals, books, informative bulletins, presentation booklets (own supply, education territorial network), psychological testing machines, are used. There is an increasing tendency to abandon these approaches in favor of using different IT programs and databases that already are available or can be created by the counsellor (see Annex IX).

The Resource National Centre for Vocational Guidance – Euro guidance Network has created electronic Agenda for persons, institutions and publications. Agenda has a structure in Microsoft Access with three date bases: persons, institutions and publications.

The methods used by CICC are: observation, interview, batteries of aptitude test, interruptions questionnaire, vocational development exercises, sociological questionnaire, SWOT Analyse, Job Fears, Job Clubs, group and individual counselling.

The CICC, CPPAC and ISPPAO draw up materials to inform their clients, publish professional information bulletins for counsellors and organize educational fairs. They also provide information on organize individual or group counselling sessions, provide test and questionnaires packages to identify skills and abilities for those interested. The possibility to investigate certain occupations based on occupational profiles and video materials is also available. Moreover, they invite successful people from various fields to present success strategies. In addition, they offer business consultancy, assistance in
drawing up job seeking documents (CV, letter of intention), interview presentation and provide information on relevant Internet-based sources on integration in the labour market.

Through its Educational and Vocational Guidance Department, the Institute for Educational Sciences ensures the coordination at methodological level of the Psycho-Pedagogical Assistance Centres and the Inter-School Psycho-Pedagogical Assistance Offices, undertakes research in the field, designs working tools that meet the counsellor professional needs, organizes short term information / training programs for the counsellors working in the information, guidance and counselling network.

Methods used to gather information.

One approach to gather labor market information is research and surveys on the labour market carried out by the National Scientific Research Institute for Labor and Social Protection, National Institute for Economy, Romania Academy Institute, Research Institute for Quality Life, NGO-s, IRSOP, CURS-SA, etc. Counsellors undertake analyses on the social, vocational and educational context relevant for their target groups. However, this information is ad hoc, localized and of limited long-term value.

Job vacancy data is one indicator of labor market demand, but these jobs are often short term jobs and may not in reality represent new jobs but rather a rotating bad job that people keep leaving. Most of MOL job vacancy data represents a small portion of labor market demand and primarily represents demand for unskilled and semi skilled employment. Such an indicator has limited use for career counselling and planning.

Steps taken to ensure that information is accurate and timely.

Studies and surveys done by applying questionnaires are made by the institutions mentioned above. Research studies on the impact of information provided to clients / beneficiaries are sometimes used to assess the effectiveness of information. It is not compulsory for NAE to undertake such studies but NAE uses a set of quality indicators for all their services.

Steps taken to ensure that information is user-friendly.

The steps taken to address this objective include surveying the clients’ opinions on the effectiveness of the information, highlighting difficulties faced in using information in real life situations and modifying its content to improve its impact. Examples include:

- Labor Market Surveys: Monitoring and evaluation system of performances in the public employment services; Monitoring system and evaluation of integration on the labor market of the graduate young people from Romania.

- Education Surveys: Evaluation of Career Counselling Activities (counsellors’ and counselling institutions’ activities); Information and Communication Technology in Career Counselling.
Distribution of career information.

Information is disseminated through specialized centres for information, guidance and counselling services (especially in school units and in employment agencies), teachers, trainers, public libraries and through mass-media (especially in those areas where are localized the targeted groups). This is described fully in previous sections.

Role of the private profit and not-for-profit sector in providing career information.

The private sector plays an important role in dissemination process of career information. Private sector providers translate published books, guides and other pieces on job searching techniques, CV editing, interview preparation, entrepreneurial education into Romanian. The private sector also operates many of the web sites (Annex IX.) which provide specialized in career information, and many publications involved in offering these information. The role of accredited private employment agencies has already been described.

Some publications are dedicated to publicity announcements and include employment supply and demand and information about specific educational and training opportunities (e.g. Bursa, Telephonic Announcement, Work from A to Z, The Work in foreign country). Other high circulation newspapers provide large spaces for announcements on job vacancies and job demands and for educational opportunities (e.g. Romania Libera, Adevarul, Libertatea, Capital). There are 48/2002 and 9/2003 both private and NGO providers accredited by Local Employment Agency that offer clients career information. These centres are using face-to-face services or services through mass media.

Some non-profit organizations that have a goal of improving conditions for disadvantaged people offer career information services including education and employment opportunities. It is difficult to appreciate the size of private sector in career information area or the share of this sector in total career information activity, but we can say that private sector complete very well the public sector.

The Government’s role in increasing the private sector participation in providing career.

As per previous comments at Section 4.5, local Employment Agencies can establish contracts with public and private providers in order to offer career information and counselling services. Private companies working in more dynamical fields (commerce, banking, computers) have their own services of producing and disseminating information aimed at stimulating education and training in these areas, in order to have a better choice of highly qualified work force. Finally, private employment agencies can be accredited to provide these services.

Types of labour market data are included in career information.

The occupational profiles designed under the Information and Career Counselling project (Annex X) include a chapter regarding the labour dynamics in the area of the presented occupation / profession: unemployment rate, percentages of women and men in that profession, territorial distribution (in certain cases).
Other categories of information from various information providers, especially those from the MoL, include specific data regarding the dynamics of the labour market in certain professional fields, by regions, economic branches, age range, and educational background. This information is disseminated through quarterly reports submitted to County / National Employment Agencies, but also in the media (large circulation newspapers, TV broadcasts), on the event of different initiatives such as: job fairs, new training courses, job vacancies. One of the major difficulties however, is obtaining regular and comprehensive wage data to include in occupational profiles.

7. ASSURING QUALITY

The MoE agreed and expressed its support for a research project that will aim at designing tools to evaluate the activities developed by counsellors and counselling institutions (as a whole). This will be implemented by the Educational and Vocational Guidance Department of the Institute for Educational Sciences. MoE also financed, within the Relansin Programme, the “System for monitoring and valuation of the employment services performances” project elaborated by National Scientific Research for Labour and Social Protection Institute (subordinated to MoL) for NAE benefit. This project ended in 2002, but there is an intention to continue it through another project (Modulus) and implement a system for quality assuring in public employment services field, in the context of adhering to EU policies. Quality standards, for counsellors, as well as an ethical code for the counselling have been elaborated by the National Association for Educational and Vocational Guidance.

Standards for the delivery of information, guidance and counselling services.

As previously described there are standards for counsellors and ethical guidelines, but no standards exist for overall development and delivery of career information services that are agreed between major stakeholders

The occupational profiles developed on the Information and Vocational Counselling Project represent quality standards for development of career information, but these are not necessarily formally agreed to by all agencies developing career profiles. The Council of Occupational Standards and Assessment (COSA) has agreed standards for counsellors, although their usage in preservice and inservice training is voluntary and not assured.

In the past few years, certain questionnaires have been used as self-evaluation checklists, specialty inspectors observed the activities developed by counsellors etc.

The activity of the Educational and Vocational Guidance Medical Commissions dealing with the medical validation of educational and vocational guidance of students at all pre-university levels – has precise practice standards that have been developed by the MoH.

Standards for staff.

As previously noted, there are job description for counsellors of MoE, MoL (draft) and COSA standard. The requirements concerning counsellors’ tasks who are working in
the MoE networks – are listed at point 3 (the MoE Order no. 31314 / 10.05.1994 and MoE Order no. 3064/18.01.2000 regarding the job description of counsellors working in County Psycho-Pedagogical Assistance Centres and Inter-School Psycho-Pedagogical Assistance Offices). For counsellors working in MoL (NAE) there are draft standards for Career Guidance Counsellors. The requirements of counsellors working in the MoE and MoL networks are generally different. Beyond fulfilling standard requirements for being a counsellor, the counsellors working in the field of labour are also required to be knowledgeable on labour law, social services, employees’ and unemployed rights, institutions providing training in the field.

8. THE EVIDENCE BASE

Information about the extent to which information, guidance and counselling services are used

MoL has statistical data at local level and only summary level data (i.e. total number of clients by employment status) at national level. County agency reports show the activity in all counties and in most of the local units. Thus, the results of the monthly monitoring of career information and counselling activity indicate that during 2001, 125,303 persons searching for a job received services and between 01.01 – 30.04.2002 46,477 persons received services.

MoY is now working to a statistical database on access to, and usage of, guidance and counselling services at the national level.

MoE does not have statistical data on access to and usage of information, guidance and counselling services at national level. There is no database at county level for psycho-pedagogical activity at CPPAC/ISPPAOs, but individual counsellors register all activities at the school level.

From informal discussions with counsellors, and based on IES research, it can be noted that:

• Access to information, guidance and counselling is free and free of charge for all categories, but not all beneficiaries know that or have access to it;
• The people using services are mainly males, young people, people with secondary, vocational or higher education, coming from families with average socio-economic status;
• Requests for information are predominant, while requests for individual counselling are rare;
• The preferred type of information provision is by paper, rather than electronic means;
• People from urban environments access guidance and counselling services more often than people from rural environments;
• The disadvantaged categories on the labour market, or those under risk to become marginalized socially and or economically do not have confidence in the use of guidance and counselling services as a method of solving their problems;
• Few people aged over 50 use the new ICT to approach their career services.
The level of community need and demand for information, guidance and counselling services.

The information, guidance and counselling needs of certain communities or specific groups are determined by:

- Directly questioning the target groups
- Studies, surveys, analyses (data regarding customers’ expectations from providers of counselling and guidance services or of information are gathered on the same occasion) - e.g.: Evaluation and Monitoring the access of Romanian minorities at public employment services, with special regard on the access of the Roma Minority to these services – NSRILSP 2002;
- Media analysis, discussions with local authorities, social partners and employers;
- Analysing the types of requests formulated by previous beneficiaries etc.;
- Needs assessment done when launching a local / regional project;
- Discussions with people trying to change jobs on motives and short / medium term expectations.

Criteria used to judge the benefits or outcomes of information, guidance and counselling services.

The basic criteria used in Romania to evaluate the results of the information, guidance and counselling services are quantitative and qualitative:

- Quantitative: number of people counselled, tested, guided etc. individually or in groups (school and university students, adults); number of counselled persons who found employment; number of information materials produced (information about professions, brochures, posters, web sites); number of surveys, studies, investigations, scientific papers etc.; additional financial resources attracted; drafting of promotion materials on the Centre’s image, objectives and services; teaching credentials and scientific degrees obtained by counsellors;

- Qualitative: beneficiaries’ satisfaction; efficient use of available resources (working equipment, psychological equipment, ICT, tests, questionnaires); involving other potential sources of counselling and guidance (the community, representatives of administrative authorities, employers, trade unions); networking; vocational self-education; engagement in professional associations in the field.

These criteria are set by the counsellors’ community and reflect aspects they regard as relevant for the activity. Within the boundaries of formally imposed general norms, the expert has a certain degree of autonomy in measuring and evaluating one’s work. The tools used have a guiding role and provide the expert with feedback.

Please provide details of any recent (last five years) studies that have been conducted of:

Very little has been done in this area, other than the previously noted Net Impact Study of Active Labor Market Programs- 2002.
Recent studies or pilot projects that have been designed to provide insight into: the impact of careers services on individuals’ career choices; the ability to use career information; the impact of services upon the development of a learning society.

- Leonardo da Vinci pilot project *OSP-ZD*: Educational and vocational guidance of youth resident in socio-economic and culturally disadvantaged areas (RO / 98 / 1 / 83551 / PI / I.1.1.c / FPC) – supported by Romania; partners from: France, Belgium, Hungary. The target group was: teachers in disadvantaged areas; indirect beneficiaries: youths resident in such areas. The outputs were: 27 continuous (self) training modules set for teachers and school counsellors, disseminated in 2500 disadvantaged schools nation wide; a web site; CD-ROMs where modules are available in Romanian, English, French. (Details at http://ospzd.ise.ro).

- Report on the counseling and guidance is status quo in Romania (January 2002), as a preliminary contribution to the pilot project Distance Counselling – coordinator: Bundesanstalt für Arbeit, Germany.

- Grundtvig project: EGA – using ICT in adults counselling.

- Guide to the World of Occupations (GWO) – developing a database on occupations and multiple procedures for selecting information on the Internet, available in English and in the languages of the partners; the project is targeted at youth needing assistance in identifying a suitable profession.

- ACADEMIA – mobility of counsellors within the European space.

- ESTIA – European platform with information on education, labour market, world of professions.

- EUROSTAGE – facilitating mobility of students interested in internships abroad.

- REREAL – Project about Redistribution of Educational Opportunities by Evoking Richness of Experiences of Adult Learners.

**Research centres which specialize in career information, guidance and counselling services.**

CPPAC is methodological assisted by the MoE and Institute of Educational Sciences. IES is a departmental research institute in the field of education, funded by the MoE. Within the institute there is an Educational and Vocational Guidance Department. The researchers working in this department are experts in the field of guidance and counselling. Their educational background is in psychology and educational sciences; most of them have a PhD. in Psychology or a Master degree in Educational Sciences, Guidance and Counselling. Special consideration is granted to the national and European dimension of the information, guidance and counselling activity, without neglecting the technical and practical approaches of counsellors’ activity.

By the MoE Order no. 3370 / 03.09.1998, the Educational and Vocational Department of the Institute for Educational Sciences was granted the role of methodological authority for the MoE’s guidance and counselling network. Research
projects finalized in the past few years include: Psycho-Pedagogical Assistance Centres Activity Analysis: human resources, staff professional qualifications, ICT endowment, tests, questionnaires, beneficiaries etc; Career Counselling for Adults, Computerised Career Guidance program; Educational Guidance interactive program; Guidance and Counselling. Methodological Guidelines.

National Scientific Research Institute for Labor and Social Protection: this is an institution with juridical personality, coordinated by the MoL. The main projects on the labor market are: Monitoring and Evaluation system of performances in the public employment services; Informational System of the labour market; Tools for assurance of gender equality and access of the economic and social life in Romania; Monitoring system and evaluation of integration on the labor market of the graduate young people from Romania;

**How useful has government found the work of research centers in developing policy for information, guidance and counselling services?**

The above-mentioned research results are sent to the MoE (corresponding departments, schools, certain employers and their associations). Some of the materials are published as books or are presented at national scientific sessions. The studies on information, guidance and counselling represent reference material for the MoE in designing its policies in the field.

**Government steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres**

Partially, this is done by the research activity of the Institute of Educational Sciences – Educational and Vocational Guidance Department and the Evaluation, Prognosis and Development Department of the MoE. Recently the MoE, on the occasion of the Capacity and Baccalaureate exams in 2002, launched a portal featuring the available education and training services in order to facilitate students ability to continue studies (http://www.portal.edu.ro/adlic/). The PLOTEUS (Portal on Learning Opportunities throughout European Space) is a portal to a great database including information about educational systems and training possibilities by each European country. Other programme EDUC 2000 offers information about unit school network at pre-university level for Romania.

9. LEADERSHIP

9.1 Key Stakeholders

**Employer Organizations**

Traditional social partners are involved only sporadically and in a non-consistent manner in information, guidance and counselling activities. Data delivery by the information, guidance and counselling services is non-systematic, reserved and slow. Co-participation to funding such services appears only in exceptional circumstances.
Funding the information, guidance and counselling services is effectively based on the state budget. The institutions are encouraged to get sponsorships, donations and other extra-budgetary funding, but without being offered know-how support in project management or fund raising.

The initiative of the employer organizations in this area is reduced because of the excess labour force supply on the market on one hand, and because of the reduced resources on the other hand.

Periodically, job fairs are organized at county or regional level, where the representatives of the private initiative launch new recruitment companies in order to regulate the labour market equilibrium through certain correcting public policy. Also, the education institutions examine the absorption level of the qualifications from their programs and propose alternative programs for school/academic and vocational training.

An interesting initiative of the employer is represented by the restructuration project initiated by the Renault/Dacia Pitesti implemented by the BBI (Annex 10).

Some employers announce their intention to hire on unlimited or limited (seasonal) term graduates of different specializations through media at respective educational institutions.

Some employers’ organizations, banks, services, or commercial companies have their own Human Resources Departments that deal with the information, guidance, counselling and selection of their own staff or the newly employed. However, their activities on matters related to information, guidance and counselling are strictly focused on their respective domains of interest.

**Trade Unions**

Problems related to information, guidance and counselling services have been often discussed within social partnership mechanisms (government, patronage, trade unions). However, in practice, salary claims were always priorities, while career counselling matters remained of peripheral interest.

However, there were some situations where trade unions have supported information, guidance and counselling services, mainly in the case of companies being restructured or privatized (which entailed massive personnel discharge). Specifically, information and vocational training activities were supported (training, re-training, re-conversion of redundant personnel in the case of economic agents undergoing restructuring, multi-training, further training, specialisation, initiation or instruction in a particular field of activity, entrepreneurial education, job searching techniques etc).

**Other Stakeholders**

The Regulations regarding the Organization and Function of the Psycho-Pedagogical Assistance Centres and of the Inter-School Psycho-Pedagogical Assistance Offices no. 31315/10.05.1994 state that: “County Psycho-Pedagogical Assistance Centres are educational institutions funded by the budget with the objective of providing psycho-
pedagogical assistance of students, parents and educational staff in solving problems regarding the educational process and career choices of students.

Most social and economic development projects co-funded by the European Union have, as a pre-condition, the establishment of coordination committees that include representatives of all social partners.

Some students’ associations offer information, guidance and counselling services, focused on supporting university graduates in finding jobs. Such services do not necessary involve counsellors, but teachers or students (e.g. The Associations of the Students from Bucharest University, The European Law Students’ Association, etc).

According to Law 76/2002, Art. 55, County Employment for Labour Force Agencies, respective Bucharest Employment Agency can establish contracts with private specialized services providers for vocational information and counselling if the Information and Counselling Centres cannot answer all the requests. The private providers can be either private firms or NGOs. The National Employment for Labor Force Agency accredits the services providers. For accreditation, NAE receive a tax, the rate is established by the MoL, based on the proposal of NAE. These revenue goes to the unemployment insurance budget.

9.2 Coordination

The protocol between MoL, the MoE and the MoY established a working group and a management group for the World Bank financed Information and Career Counselling program. However, even if there are Common Orders between these ministries (for development of career information, guidance and counselling services targeted at youth and adults), practical cooperation and networking sometimes do not function effectively because these orders didn’t clearly establish the specific responsibility and the leadership for development and integration of aptitude and interest assessments, career and educational/training information. At present, at the end of the project, the working group has an insufficient number of persons to assure continued the cooperation, development networking between the three ministries.

There are communication difficulties even between various levels of the same ministry structure. Also, there are situations in which minimal conditions for operating counselling activities are not met and this hinders quality.

The private sector is not well represented in the area of the information, guidance and counselling services in Romania, mainly due to the low financial resources of potential clients, but also because of the large “no-fee” supply of services from public institutions. There is no special relationship between organizations administering counselling activities and trade union or employers’ structures.

Counselling activities, whichever domain they target, do not have a good visibility with the public. The initiative for using counselling services must come primarily from the client. There is no continuity of the counsellors’ influences from various domains over their clients, nor an unitary concept in guidance and counselling from starting school until and after initial entry to the labor market. Information regarding general educational-
vocational problems is an aspect focused on by many services (through fairs, web sites, campaigns, specialized publications etc.), to the disadvantage of individual counselling.

**Barriers to coordination of services and networking among providers.**

There is no clear leadership for development career guidance materials, with designated and agreed responsibilities for different stakeholders. There is a lack of formally agreed standards for information development, and a lack of resource for development and delivery of information and services at both at the national and local level. The funding procedure that assumes budgetary allocations by ministries, not by services categories does not help assure development of materials and services which have use in multiple agencies and institutions.

**9.3 Strategic Leadership**

MoE, MoL and MoY have the most influence over the development of career information, guidance and counselling provision.

The most effective method to improve these services is a good cooperation and coordination of all the institutions stated above through development of informational framework system.

A new mechanism and collaboration instruments for a stronger cooperation and coordination between the institutions involved is needed in-order to provide strategic leadership. For the information, guidance and counselling activity is very important to understand the importance and the necessity of agreeing on standards and clear allocation of responsibility for development of individual components in a manner that they fit together in a logical framework that can be used by all stakeholders.

**10. Strengths, Weaknesses, and Recommendations**

Based on the review and on-site review, which included discussions with major stakeholders the following strengths, weaknesses, and opportunities-recommendations are outlined in five broad areas including: policy, services, staffing, career information, and quality and evaluation.

**10.1. Policies**

1. **Strengths**
   - Specific legislative support for career counselling at MOL, MOE, and MYS
   - Legislative support private employment services
   - Formal requirement that career counselling be integrated in school curricula
   - Government support for use of external resources to develop the sector
   - Protocol to support development signed between MOL, MOE, and MYS
   - Stakeholder support and involvement from public, private and NGO sector.

2. **Weaknesses**
Protocol does not specifically define leadership roles for agencies in different fields
- Public resource allocation low, and untargeted to career counselling
- Cost of service not well defined, particularly at MOE

3. Opportunities and Recommendations
- Protocol, or long range plan, should identify specific responsibilities and leadership for development and integration of assessments, career information, and education/training information
- Public financing should be targeted, private involvement should be encouraged, revenue generation methods should be identified to support development and delivery of career information.

10.2 Services

1. Strengths
- Wide range of services being provided by public, NGO, and private providers
- Targeted services for specific groups (i.e. youth, disabled, Roma)
- Private employers starting to provide Human Development Services
- Involvement with EU Guidance Network

2. Weaknesses
- Agencies, particularly MOE and MOL, tend to focus on separate elements (i.e. career information, vs. educational information)
- Concern at operational level that sector is low priority for management
- Sustainability of information development and services when projects completed
- Services in higher education weak
- Private and NGO provision low

3. Opportunities and Recommendations
- Examine models of integrated information development and delivery of services in other countries
- Provide targeted budgets to ensure development, delivery and sustainability
- Deliberately develop mechanisms to promote comprehensive service delivery in Higher Education, the private, and NGO.

10.3 Staffing and Personnel

1. Strengths
- Higher Education pre service training programs in place
- All counsellors required to have higher education graduate training
- Occupational standards exit (COSA)
- Job descriptions exist at MOL (draft) and MOE
- MOE has specific in service training programs designed
2. **Weaknesses**
   - Quantity of pre service training and number of counsellors insufficient
   - Low number of counsellors assigned (i.e., 1/800 at MOE)
   - In service training at MOL, low budget
   - High stress and high job turnover
   - No mechanism to ensure standards are applied in pre service and in service

3. **Opportunity and Recommendations**
   - Use standards in designing pre service and in service training
   - Develop mutual recognition of standards between agencies (i.e. MOL, MOE)
   - Develop reciprocity and recognition of standards with EU

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10.4. Career Information

1. **Strengths**
   - Occupational profiles developed (450)
   - Varied types of interest and aptitude assessments available
   - Use of information communication technology and internet starting
   - Some educational and training information available
   - Some private involvement in developing and providing career information (papers).
   - Links with EU PLOTEUS established

2. **Weaknesses**
   - Labor market information is very weak to support career information profiles
   - Education/training information fragmented and not well organized
   - Addition and upgrading of occupational profiles may not be sustained
   - Assess to, and dissemination of existing information not sufficient
   - Assessments, occupational, and educational information not directly linked
   - Internet access limited, particularly in schools
   - No clear designation as to which agency is synthesizing what type of information and preparing in for use in career counselling

3. **Opportunities and Recommendation**
   - Support internet access in counselling centres, particularly in schools
   - Continue to support use of alternate media (i.e., print, CT, internet, video)
   - Strengthen labor market information development to support career information
   - Clearly designate institution and resources to ensure syntheses if occupational and educational information
   - Set standards for development of occupational and educational information
   - Encourage private involvement in development and delivery of career information
   - Develop integrated ICT delivery systems for career information
10.5. Quality and Evaluation

1. **Strengths**
   - Staff have a passion for quality delivery of services in agencies
   - MOE has code of ethics and standards for services
   - Occupational standards and assessments exist for staff
   - Institutional assessment exist at MOL and MOE
   - MOL monitors activity in offices, has done net impact study of contracted services
   - MOE has research unit for career counselling, and schools have counselling plan integrated into school plan

2. **Weaknesses**
   - It is difficult to quantify and evaluate impact of counselling services
   - Monitoring of service delivery tends to be administrative in nature and may not be summarized at the national level (i.e. MOE)
   - Physical environment for service delivery to clients not good at times

3. **Opportunities and Recommendations**
   - Establish performance and outcome indicators for services
   - Refine management information systems to collect data and summarize at the national level
   - Support targeted research studies on cost and impact of services
ANNEX I
NATIONAL EDUCATION AND TRAINING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Age</th>
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<td>I</td>
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<td>7/8</td>
</tr>
<tr>
<td>II</td>
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<td>12/13</td>
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<td>V</td>
<td>14/15</td>
<td>15/16</td>
</tr>
<tr>
<td>VI</td>
<td>16/17</td>
<td>17/18</td>
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</table>

<table>
<thead>
<tr>
<th>Key Points</th>
</tr>
</thead>
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<tr>
<td>Entrance / exit point</td>
</tr>
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</table>

- Pre-school education
- Primary school
- Lower secondary school
- High school
- Vocational school
- Apprentice school
- Long-term higher education
- Short-term higher education
- Post secondary school
- Post graduate studies
**Annex II**

*Table no.1A: School population at all levels of education, by sex*

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Total</th>
<th>Male</th>
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<tr>
<td>Pre-school education</td>
<td>611 036</td>
<td>308 981</td>
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<tr>
<td>Basic education (primary + gymnasium)</td>
<td>2 411 505</td>
<td>1 237 735</td>
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<tr>
<td>High school education</td>
<td>687 919</td>
<td>310 983</td>
</tr>
<tr>
<td>Vocational and apprenticeship education</td>
<td>239 550</td>
<td>153 566</td>
</tr>
<tr>
<td>Post high school and foreman education</td>
<td>82 117</td>
<td>30 799</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4 032 127</strong></td>
<td></td>
</tr>
<tr>
<td>Tertiary education</td>
<td>533 152</td>
<td>247 847</td>
</tr>
<tr>
<td>Enrolled population</td>
<td><strong>4 565 279</strong></td>
<td>2 289 911</td>
</tr>
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</table>

*Source: Statistic Annual, 2001*
Table 1B

**The number of education units in period 2000-2003**

<table>
<thead>
<tr>
<th>No.</th>
<th>Education level</th>
<th>School year</th>
<th>Total</th>
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<th>Medium</th>
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<td>Stat</td>
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<tr>
<td>1</td>
<td>Pre-school</td>
<td>0 2000-2001</td>
<td>10080</td>
<td>10008</td>
<td>72</td>
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<td>9980</td>
<td>9890</td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<td>-433</td>
<td>-465</td>
<td>32</td>
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<td>Primary Gymnasium (basic)</td>
<td>0 2000-2001</td>
<td>12709</td>
<td>12697</td>
<td>12</td>
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<td></td>
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<td>12627</td>
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<td>-84</td>
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<td>-171</td>
<td>-177</td>
<td>6</td>
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<tr>
<td>3</td>
<td>High School</td>
<td>0 2000-2001</td>
<td>1367</td>
<td>1334</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2001-2002</td>
<td>1379</td>
<td>1338</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 2002-2003</td>
<td>1388</td>
<td>1342</td>
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<tr>
<td></td>
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<td>1 / 0</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Vocational and Apprenticeship</td>
<td>0 2000-2001</td>
<td>93</td>
<td>85</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>89</td>
<td>80</td>
<td>3</td>
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<td></td>
<td></td>
<td>2 2002-2003</td>
<td>53</td>
<td>48</td>
<td>3</td>
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<td>-5</td>
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<td>-36</td>
<td>-32</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Post high School and Foreman Education</td>
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<td>106</td>
<td>39</td>
<td>67</td>
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<tr>
<td></td>
<td></td>
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<td>103</td>
<td>36</td>
<td>66</td>
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<tr>
<td></td>
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<td>2 2002-2003</td>
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<td></td>
<td>TOTAL</td>
<td>0 2000-2001</td>
<td>24355</td>
<td>24163</td>
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Source: MEC
Table 2: The evolution of the drop out during a school year in the compulsory education system, by residence environments, from 1990 to 2000

<table>
<thead>
<tr>
<th>Students (thousands)</th>
<th>89/90</th>
<th>90/91</th>
<th>91/92</th>
<th>92/93</th>
<th>93/94</th>
<th>94/95</th>
<th>95/96</th>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Enrolled beginning of year</td>
<td>2892</td>
<td>2701</td>
<td>2609</td>
<td>2541</td>
<td>2501</td>
<td>2497</td>
<td>2506</td>
<td>2509</td>
<td>2523</td>
<td>2519</td>
<td>2461</td>
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<tr>
<td>Enrolled end of year</td>
<td>2824</td>
<td>2653</td>
<td>2575</td>
<td>2503</td>
<td>2485</td>
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<td>1.5</td>
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<td>1.0</td>
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<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
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<tr>
<td>Enrolled beginning of year</td>
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<td>1594</td>
<td>1564</td>
<td>1539</td>
<td>1515</td>
<td>1493</td>
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<td>1490</td>
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Source: The National Institute for Statistics and Economic Studies; The Institute for Educational Sciences, 2002

Table 3: ILO unemployment rate, by sex during 1995-2000 in %

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Source: NSI, RIHS, 1995-2000

Table 4: Evolution of the unemployment average term, 1995-2000

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Source: NSI, RIHS 1995-2000

Table 5: Unemployment structure by socio-professional categories, during 1993-2000 in %

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Source: MoL data
Note: These data include only unemployed people receiving indemnities: unemployment allowance or support allowance
Table 6: Evolution of the unemployment structure, by age groups, during 1993-2000 in %

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<th>Age groups</th>
<th>total</th>
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<th>25-29 years old</th>
<th>30-39 years old</th>
<th>40-49 years old</th>
<th>50-55 years old</th>
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Source: MoL data

Note: These data include only unemployed people receiving indemnities: unemployment allocation or support allowance

Table 7: Evolution of the long-term unemployment, 1992-2000 in %

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Source: MoL

Note: These data represent annual moderated averages

Table 8: Evolution of the Romanian GDP, 1989 – 2001 in %

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<td>80</td>
<td>87</td>
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Source: NSI
Annex III

Graph 1

Civil Employment by main activities of national economy

Source: Romanian Statistical Yearbook

Graph 2

Unemployment rate during 1991-2000

Source: MoL
Annex IV

PROTOCOL


This Protocol is based on:

- Government Decision 4/2001 concerning the Ministry of Labour and Social Solidarity organization and function;
- Government Decision 23/2001 concerning the Ministry of Education and Research organization and function;
- Government Decision 6/2001 concerning the Ministry of Youth and Sports organization and function;
- Urgent Order 294/2000 for modification and completion the Law 145 / 1998 concerning the National Employment Labour Force Agency setting up, organization and function;
- Order of MoL / MoE / MoY concerning organization and function of work-group and management-group for “Information and Career Counselling” project;
- Order of MoL / MoE / MoY no. 921/3102/59/1997 concerning organization and function of the Information and Vocational Counselling Centers network.

This protocol defines tasks and responsibilities of the signatory institutions for supporting the work-group activity with the purpose of finalizing the project objectives and continuing the information and career counselling activities in subordinated unites, after World Bank financing ends.

The protocol’s objectives are:

1. Continuing work-group activity according to the World Bank co-financing project’s Terms of Reference until finalizing realization of information and career counselling products and other project activities, respective:
   a. Development and function of a new modern and flexible system for information and career counselling in Romania: offering information and career counseling services at the level of information and vocational counselling centers from the project involved units (according Annex no. I from Order no. 921 MoL / 3102 MoE / 59 MoY / 1998);
   b. Dissemination of printed materials and specific products for information and vocational counselling according to the Terms of Reference of the World Bank co-financing project (elaboration and actualisation of the occupational profiles, of the career newspaper and of the career posters);
c. Acquiring and adaptation a psychological test for aptitudes and a interactive computerized system for testing and assisting choosing career process;

d. Elaboration of promotion conditions and statute for career guidance counsellor according with regulations of specific international associations;

e. Institutionalising experience exchange between these three project involved institutions by creating some consultative committees at local level with the purpose of identify the needs for information and career counselling services for efficient allocation of human resources and for good integration on the labour market.

2. Tasks actualisation for work-group and management-group members (Annex Ia, Ib).

3. Elaboration from the work-group of biannual reports regarding their activities and approbation of these reports from the management-group.
Annex V

PROTOCOL

Concerning co-operation between Ministry of Labour and Social Solidarity / National Employment Labour Force Agency, Ministry of Education and Research and Ministry of Youth and Sports for implementation the programme
“From school to professional life, toward career” – December 2002

This Protocol is based on:

• Government Decision 4/2001 concerning the Ministry of Labour and Social Solidarity organization and function;

• Government Decision 23/ 2001 concerning the Ministry of Education and Research organization and function;

• Government Decision 6/2001 concerning the Ministry of Youth and Sports organization and function;

• Law 145/1998 concerning the National Employment Labour Force Agency setting up, organization and function with its ulterior modifications and completions;

• Order of MoL / MoE / MoY no. 921 / 3102 / 59 / 1997 concerning organization and function of the Information and Vocational Counselling Centers network;


Art. 1 - This protocol objective is prevention of the youth unemployment.

For achieving this objective it settles the next actions:

a. To materialize the programme “From school to professional life, toward career” – the youth who will graduate a form of secondary education can benefit by information and career counselling services, based on an individual counselling plan. The action that is part of a youth unemployment prevention programme will be correlated and supported by similar actions of the counselling centers from the network of National Employment Labour Force Agency, Ministry of Education and Research and Ministry of Youth and Sports.

b. To draw up a common action plan for counselling the students from last grades of basic and secondary education (basic schools, high-schools and vocational schools). This plan, based on a calendar of activities, will include actions with nominal themes, commonly achieved by career guiding counsellors from the county school inspectorates, county employment labour force agencies and county departments for youth and sports.

c. National Employment Labour Force Agency, Ministry of Education and Research and Ministry of Youth and Sports, through its territorial structures (county employment labour force agencies, county school inspectorates and county departments for youth and sports) will develop, in one month, three information and career counselling actions for last
grades students of basic and secondary education (basic schools, high schools and vocational schools) in educational units. Career guiding counsellors from information and career counselling centers of NELFA, MoE and MoY network will perform these actions.

d. It will organize trimestral work meetings, or as frequent as it is necessary, of career guiding counsellors from the three signatory institutions, at territorial level (county employment labour force agencies, county school inspectorates and county departments for youth and sports), where the activity problems and proposals for its solutions will be presented and analysed.

Art. 2 The tasks of signatory institutions are: co-ordination, monitoring and evaluation of programme implementation in its own territorial structures.

Art. 3 For achieving its tasks, Ministry of Education and Research through its territorial structures (county school inspectorates), National Employment Labour Force Agency through its territorial structures (county employment labour force agencies) and Ministry of Youth and Sports through its territorial structures (county departments for youth and sports) will designate, in 10 days term since the present protocol is signed, the contact persons responsible for implementation at local level.

Art. 4 Representatives of each signatory institutions of this Protocol that organize the vocational counselling activity at national level will coordinate the local activity of responsible persons from the National Employment Labour Force Agency, Ministry of Education and Research and Ministry of Youth and Sports. Appointed persons will analyse how the programme took place and the results of its implementation.

Art. 5 The parts can modify the present protocol through additional acts.

Art. 6 The present protocol is valid until its denunciation from one of the parts.

Art. 7 The present protocol is closed in four original samples, one for each signatory institutions: Ministry of Education and Research, Ministry of Youth and Sports, Ministry of Labour and Social Solidarity, National Employment Labour Force Agency.

Art. 8 The present protocol come into force since its signature date.

Art. 9 For application, the parts will communicate the Protocol to its own structures of implementation within 10 days from the signature date.
Annex VI

EDUCATIONAL AND VOCATIONAL GUIDANCE SYSTEM

LEGENDA

EVG Dept = Educational and Vocational Guidance Department
IGC = Information and Guidance Centres
CCPPAC = Psycho-Pedagogical Assistance Centres
ISCCPPAC = Inter-School Psycho-Pedagogical Assistance Centres

N / C / LEA = National / County / Local Employment Agency
IVGC = Information and Vocational Guidance Centres

NASYI – INFOTIN = National Agency for Supporting Youth Initiatives

NRCVG = National Resources Centre for Vocational Guidance
NAEVG = National Association for Educational and Vocational Guidance
Psy. Assoc. (EVG) = Psychologists’ Association – Educational and Vocational Guidance Section
Private service I, G, C = Private Information, Guidance and Counselling Services
Annex VII

CENTRE NATIONAL DE RESSOURCES POUR L’ORIENTATION PROFESSIONNELLE

(NATIONAL RESOURCES CENTRE FOR VOCATIONAL GUIDANCE)

LEGENDE

CAPP - Centre d’Assistance Psychopédagogique
CIO – Centre d’Information et d’Orientation
CICP - Centre d’Information et de Conseil Professionnelle
ANOFT - Agence Nationale d’Emploi le Force de Travail
CNROP – Centre National de Ressources pour l’Orientation Professionnelle
Annex VIII

“COUNSELLING AND GUIDANCE” CURRICULAR AREA

The “Counselling and Guidance” Curricular area was introduced in the National Curriculum starting school years 1998-1999.

The position of the “Counselling and Guidance” Curricular area in the National Curriculum at the compulsory education level

<table>
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<th>Grade</th>
<th>Number of hours allocated in the Curriculum</th>
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<td>VII</td>
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<td>VIII</td>
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The position of the “Counselling and Guidance” Curricular area in the National Curriculum at the secondary education level (all specializations)

<table>
<thead>
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</tbody>
</table>

* Vocational Guidance and Counselling
** Career Information and Counselling
Annex IX

ROMANIAN EMPLOYMENT AND COUNSELLING SERVICES ON INTERNET

http://hercules.sibiu.ro/oosp/jobs.html
http://jobtin.infotin.ro/
http://www.1educat.ro
http://www.1job.ro/
http://www.aims.ro
http://www.anunt.ro/job/romanian
http://www.anunturi-concrete.co.ro/
http://www.bestjobs.ro
http://www.bia.ro/8x6/home.html
http://www.bursamunci.ro
http://www.ciocp.ro
http://www.cjnet.ro/n/locuridemunca.html
http://www.cotidianul.ro/intermedieri/index.htm
http://www.cvonline.ro/
http://www.ejobs.ro
http://www.hit.ro/
http://www.humanresorces.ro
http://www.job.ro/
http://www.jobs-consulting.ro/
http://www.jobsite.ro/
http://www.joburi.net/
http://www.locuridemunca.ro
http://www.munca.ro/
http://www.myjob.ro/
http://www.resurseumane.ro
http://www.semm.ro
http://www.siveco.ro
http://www.topedge.ro/cerere-oferta
http://www.trmitecv.go.ro/
http://www.wa.ro/jobs.htm
http://www.webinfo.ro/munca/munca.htm
Annex X

Achievements on the Information an Career Guidance Project

- Editing a newspaper "A Future for Everyone" (nine issues have already been published and distributed free of charge; published in several million copies, the newspaper contained basic information on information, guidance and counselling, self-confidence targeted at career development, job seeking techniques).

- Drawing up 450 occupational profiles (most sought for professions – trades - occupations).

- Designing and printing 16 advertising posters regarding career counselling; these have been distributed free of charge in schools and other information, guidance and counselling centres and networks.

- Designing and producing 12 videos on topics relevant for career guidance; the tapes have been distributed to the Information and Vocational Guidance Centres.

- The Centres for Information and Vocational Guidance have been endowed with 1280 TV and 1280 video equipment items within 460 of each Employment Agencies and with 1050 computers within 500 for Employment Agencies.

- Interruptions, the Canadian test of vocational interests has been translated, adapted and distributed to the Centres.

- Software for psychological evaluation of vocational abilities and interests is currently being developed.

- A short-term training program for the Centres’ counsellors and staff has been designed and organised in order to help them use the above-mentioned products; 1670 people attended these courses within 482 from Employment Agencies.

A long term training program was designed and organized as a post graduate two year course, certified by a Master degree in Public Policy, specialisation in “Information and Career Guidance”. 884 people attended these courses within 177 from Employment Agencies.
Annex XI

BBI Mission with Dacia– Renault (Romania)

Renault became the major shareholder of the Dacia car manufacturer in 1999. In May 2001, the French investor’s shares in Dacia increased to over 92.72%. Renault plans to invest some $220 million in the next five years in order to put the site on the right track from the point of view of its productivity and technical performance.

Objective: develop a modern 5 000 €-worth vehicle under the Dacia brand name, to become Renault’s spearhead in its quest for market shares in emerging countries.

The significant investments made for the modernization of the Mioveni site shall bring about lay-offs in several steps of some 12,000 people by 2004.

Aware of the social consequences of this economic decision, the Dacia car manufacturer has asked for technical assistance from the consultants’ bureau Bernard Brunhes International in order to implement the social plan of Dacia.

Bernard Brunhes International takes action at the level of both the company and the Arges county.

Within Dacia, and with the Human Resources Department, BBI set up:

- **A UTR** (Placement Technical Unit), made up of some 20 employment counsellors, trained by the BBI consultants and responsible for the individual assistance given to redundant employees. The counsellors are mediators between those who demand employment and the local enterprises, contributing thus to the placement of the redundancies.

- **A MAC** (Aid Mission for Enterprise Creation), led by 5 individuals trained by the BBI consultants who assist and accompany the redundant personnel in their effort to work freelance.

Considering that the consequences of the social plan are of extreme importance to the region and that, consequently, they can only be dealt with in a concerted action at the level of the Arges county, BBI has rallied the main social and institutional partners at national and local level with a view to signing a Partnership Protocol and initiating a sustainable growth policy in the Pitesti-Mioveni area.

The Protocol was signed on 4 July 2001 in Pitesti. Its objectives are to facilitate the professional reinsertion of laid-off personnel through job searches, professional reconversion and search of new investors capable to create new jobs.

The partners of the Protocol are: Dacia S.A., the Ministry of Labour and the National Agency for Employment, the Prefecture of Arges, the Local Council of Arges and the “National Trade Union Bloc” Confederation, as well as BBI.

A Foundation for Development and Solidarity in the Pitesti-Mioveni area was set up in October 2001 as application to the Protocol, with a view to take action in the economic and
social domains. The Foundation’s members are: the National Agency for Employment, the National Trade Union Bloc, DACIA, and the Local Council of Arges.

The Foundation has initiated several projects regarding economic and social development of the Arges county have been conceived and shall be implemented in the region in the following months:

- Creation of the **Observatory of Jobs and Local Economy**, as an instrument of information and counselling on matters such as the labour market and the investment environment. It will involve the creation of a data base comprising information on the above mentioned issues, and of a website promoting these data, as well as the publishing of an electronic magazine aiming at promoting the image and investment opportunities in the Arges county, on the one side, and it will provide services of information, mediation and consulting to potential investors, on the other.

  The project is supported by the local public services and by the Automobile Dacia and other companies in the Arges county.

- Creation of a **company incubator in Pitesti**, as a major instrument for the local and regional development, able to facilitate the settling of the entrepreneurs and to assist project managers, with the support of the decision-making institutions of Arges.

- Creation of the **County Committee for Economic Development**, integrated in a carefully designed and dynamic strategy of investor research, as a genuine management project for the Arges county, whose actions shall be made public on its own website.
Annex XII

RECENT ROMANIAN PUBLICATIONS REGARDING EDUCATIONAL AND VOCATIONAL GUIDANCE


Curriculum National pentru invatamantul obligatoriu. Cadru de referinta. MEN, CNC.


Tehnologiile Informatice si de Comunicare in Consilierea Carierei, ISE, Editura Afir, Bucuresti 2003


Mihai Jigau OECD/EU Guidance Questionnaire, completed in 2002

Jacob Benus, Nuria Rodriguez-Planas „Impact of Active Labor Market Programs in Romania Study”, April 2002
## Annex XIII

### Participants List at two meetings from May 28 and 4 June

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Status</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simona Barbulescu</td>
<td>Information and Career Counselling project coordinator</td>
<td>Social Solidarity and Labor Ministry</td>
</tr>
<tr>
<td>2</td>
<td>Luminita Danes</td>
<td>Head of the Career Information and Counselling Office</td>
<td>National Agency for Labor Force Employment</td>
</tr>
<tr>
<td>3</td>
<td>Diaconu Constantin</td>
<td>INFOTIN Director</td>
<td>Sport and Youth Ministry</td>
</tr>
<tr>
<td>4</td>
<td>Andrei Claudia</td>
<td>Counsellor</td>
<td>National Agency for Supporting Youth Initiative</td>
</tr>
<tr>
<td>5</td>
<td>Jigau Mihai</td>
<td>Head of Educational and Vocational Guidance Department</td>
<td>Institute for Educational Science</td>
</tr>
<tr>
<td>6</td>
<td>Ciuca Vasilica</td>
<td>General Director</td>
<td>National Scientific Research Institute for Labor and Social Protection</td>
</tr>
<tr>
<td>7</td>
<td>Speranta Pirciog</td>
<td>Scientific Director</td>
<td>National Scientific Research Institute for Labor and Social Protection</td>
</tr>
<tr>
<td>8</td>
<td>Marian Craciun</td>
<td>Head of Guidance and Counselling Centre</td>
<td>Bucharest University</td>
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<tr>
<td>9</td>
<td>Alexe Nadia</td>
<td>Career Counsellor</td>
<td>Bucharest University Guidance and Counselling Centre</td>
</tr>
<tr>
<td>10</td>
<td>Radu Comsa</td>
<td>Coordinator of Social Integration</td>
<td>Dacia-Renault Pitesti (Arges)</td>
</tr>
<tr>
<td>11</td>
<td>Marian Geabelea</td>
<td>Counsellor</td>
<td>Arges Agency for Labor Force Employment</td>
</tr>
<tr>
<td>12</td>
<td>Felicia Parojanu</td>
<td>Director of Roman Business School</td>
<td>Chamber of Commerce</td>
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<tr>
<td>13</td>
<td>Ionescu Oana</td>
<td>Youth Assisting Program coordinator</td>
<td>The Children Villages</td>
</tr>
<tr>
<td>14</td>
<td>Monica Vrabiescu</td>
<td>Director</td>
<td>Hill International</td>
</tr>
<tr>
<td>15</td>
<td>Barna Cristina</td>
<td>Universitaire Assistant</td>
<td>Spiru Haret University</td>
</tr>
<tr>
<td>16</td>
<td>David Fretwell</td>
<td>Lead Employment and Training Specialist</td>
<td>World Bank</td>
</tr>
<tr>
<td>17</td>
<td>Richard Florescu</td>
<td>Human Development Specialist</td>
<td>World Bank</td>
</tr>
<tr>
<td>18</td>
<td>Daniela Pasnicu</td>
<td>Lect. Univ. - Senior researcher</td>
<td>World Bank Local Consultant</td>
</tr>
</tbody>
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Annex XIV

Visit Program

Wednesday May 28

9:00 – 10:00  A brief meeting with the coordinator and management project at the Labour Ministry;
10:30 – 12:30  A broad discussion of the draft report – introduce and presentation of the report- with representatives of all stakeholders (Ministries, National Agency for Employment, Private Employment Services, Trade Unions, NGO, Employer Represents, etc)
12:30 – 14:00  Break
14:00 – 15:30  General discussions over the report
15:30 – 16:30  Visit to the Institute for Educational Science (IES)

Thursday May 29

9:00 – 10:00  Visit to Carrier Information and Counselling Centre (CICC) Vânatori in the frame of Municipal Agency for Labour Force Employment
10:30 – 11:30  Visit to Chamber of Commerce
12:00 – 13:00  Visit to a Information and Consultancy Centre for Youth (INFOTIN)
13:00 – 14:00  Break
14:00 –     Visit to Renault-Dacia Pitesti

Friday May 30

8:30 – 9:30  Visit to NGO SOS Kinderdorf
10:00 – 11:00  Visit to Vocational Educational School Motoc (Inter-school Psycho-Pedagogical Assistance Office – ISPPAO)
11:15 – 12:15  Visit to General School No.311 (Inter-school Psycho-Pedagogical Assistance Office – ISPPAO)
12:30 – 13:30  Visit to the National Research Institute for Labor and National Protection
14:00 – 15:30  Visit to the Bucharest University, respectively to the Guidance and Counselling Centre and to Psychology Faculty
15:45 – 16:45  Visit to Hill International - private information, guidance and counselling service

Wednesday June 4

9:00 – 12:00  Meeting with all key stakeholders for presentation of SWOT Analyse and general discussions