



“LEARNING BY DOING” PROJECT

**“Targeted capacity building of VET partnerships
in the Danube Region for the effective modernisation of VET
systems”**

WP 6: Policy Engagement

OUTPUT: 6.1. ROMANIA - country specific strategic document

Prepared by:

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1. Executive Summary

The “Learning by Doing” project aims to improve capacities of all relevant VET actors through reinforcing regional, national and transnational partnerships in the Danube countries, by involving 24 project partners. Following a common need for regional exchange and learning, the project aims to develop vocational education and training schemes helping labour mobility and responding to fast economic changes and to the needs of companies, by creating awareness on the socio-economic and cultural challenges and deficiencies. For so doing, the project focusses on reducing systemic disparities as well as labour market and educational imbalances within the Danube area. The ultimate goal is to promote the VET system as an attractive and competitive tool.

Specific objectives include:

- To improve institutional capacities and cooperation attitudes of all VET actors, prompting their sensitisation towards more company- and practice-oriented forms of WBL through

Number of local stakeholders 30 participating at the seven capacity building events .

learning activities on individual, stakeholder and institutional level.

- To develop transnational tools to support long-term transition of VET systems towards more competitive ones, including dual VET schemes and apprenticeship. The aim is to equip VET partnerships in the regional with durable transnationally convertible tools and change mind-sets to implement long-term changes in the institutional, cultural and organisational frames.
- To support the project’s vision (enabling VET actors through capacity building to boost the transition of existing VET systems towards more company- and practice oriented WBL schemes) by developing national/regional strategies using participative co-creation methods

As locally developed and tested tools, recommended for transnational adaptation, we mention the Scheme Title of Excellence, and the proposal From DUAL to TRIAL, developed as case studies as fundament for the policy recommendations at national level.

and capitalizing on the increased capacities of stakeholders, including practical roadmaps

defining clear responsibilities, rights and obligations for each key VET actors involved, to support VET reform. Besides, policy recommendations will be developed targeting policy level to integrate (or improve) WBL schemes into local education and training systems by creating the necessary regulatory framework in the context of practices, legislation and collective agreements.

In order to correctly fundament the policy recommendations, the scheme **Title of excellence** piloted at regional level during a few editions, in 2019 three new regions / counties showed interest to adapt the mechanism to their local context, and as a result 24 schools applied for 93 titles, in Alba, Dâmbovița and Dolj counties, after the four pioneer counties from West Region.

The mechanism have been presented also at European level, as a possible approach for validating EXCELLENCE in VET – within the DG VET meeting (March 2019, Romania)

The proposal From DUAL to TRIAL, is based on the local experience in Caraș Severin county, but the main elements of the „trial,, type cooperation can be identified in several other counties, demonstrating the efficiency and the need for recognise the contribution of the local extended partnerships to the good functioning of the VET system .

The project is based on 3 steps of ideas generation:

1. **Ambition-setting:** identification of institutional, cooperation and cultural challenges by sharing EU good practices and conducting peer review. The process results in visions created by local stakeholders on how to “ideally” transform WBL schemes towards more company- and practice-oriented forms in their own context.
2. **Scenario development:** the creation of empowering capacity building actions using innovative and interactive training techniques, tailoring their themes/formats to the specific local challenges identified by stakeholders, also with a view on previously explored European practices. Stakeholders, by using the new mind-sets and skills gained in the frame of capacity building, will set up different country specific scenarios, elaborating on how the transition of existing WBL VET could realistically take place in their local context.

3. Strategy/tool development: Partners prepare long-term strategies and appropriate toolkits. Firstly, a Guidebook for more efficient Work-Based Learning in the Danube Region will be created, highlighting key factors of the transition. This is based on partners' case studies on country specific challenges. Secondly, partners will establish a Work-Based Learning Observatory in the Danube Region aiming to follow-up and support the transition processes with expertise and knowledge sharing. Thirdly, reinforced partnerships of VET actors draft long-lasting regional/national strategies and policy recommendations, initiating and supporting the country specific transition of existing VET systems. Final papers will reflect the harmonized views of the whole partnership.

The contribution of Romanian partners to the project's target groups is:

1. National public authorities	77
2. Education/Training Centres and Schools	108
3. Enterprises and SMEs	43
4. Youth, as an indirect target group	22

1.1. Main Activities of LbD Project

In line with the above description of the project, thematic WPs navigate through 3 spheres of learning, starting with individual learning in WP3 (study visits, staff exchanges). It continues with stakeholder learning in WP4 (capacity building, ambition setting workshops) as well as in WP5 (scenario development workshops), resulting at the end of the project with institutional learning, where reinforced VET actors create innovative strategies (WP6).

During the project implementation a number of 20 persons from NCTVETD and 11 persons from CCI HD have been attended the study visits, staff exchanges as individual learning activities, and later they contributed to the realization of the project outputs and results.

1.2. Aim of the Strategic Document

The Strategic Document supports the project's vision „enabling VET actors through capacity building to boost the reform of existing VET systems,, of the country Romania, by implementing the existing national Strategy for VET 2016-2020, and regional strategies Regional Development Education Plans developed in each region by the Regional Consortia partnership consultative structure, including practical roadmaps defining clear responsibilities, rights and obligations for each key VET actors involved, to support the improvement of the VET supply. Besides, policy recommendations are

developed targeting policies to integrate WBL schemes into national/regional education and training systems, as a good example of bottom-up type influence of the national policies.

1.3. Fields of Interventions

The stakeholder group created within this project established, based on the local needs assessment several domains of interventions, and priorities adopted for further development and piloting processes were considered as proper *frame for building the ideal vision of VET; these are:*

- Empowering human resources in schools and companies by shared training and internships
- Local skill and qualification need assessment, offering to the schools in real time the competence needs
- Comprehensive information and counseling for the beneficiaries, provided for the students together with their parents
- Quality assured WBL VET provision, answering the needs of the employers and the aspirations of the students

2. General information on VET system

The regulatory framework¹ for the Work Based Learning component of VET includes the Law no. 1 from 2011, completed by OUG no. 81/2016; the last document regulates the dual system in Romania, as part of the VET system.

Within our system we identify the WBL as the most efficient teaching-learning approach, in the view of developing the skills that enable the graduates to have a smooth transition towards the labor market. The WBL approach is integrated in daily practice for Technical school (level4) and for Professional school (level 3) both for traditional and the dual version.

2.1 Contextual conditions of VET system

The WBL approach is the frame for the direct cooperation between schools and companies, regulated by bilateral contracts signed by them, and for the dual version the contracts are signed also by the local authorities representative. The qualifications offered by professional schools are included in the school supply only based on the requirements from the companies, thus ensuring the best match of the demand and supply.

The regulations established by OUG no. 81/2016, are followed by specific methodologies, approved by the Ministry of Education (April 2017), and as a result of these changes the supply of the counties include the traditional professional schools and also the dual professional schools. A substantially increased interest is expected for the enrolment of the students, for the next school years,

TRI-lateral contracts are signed between VET schools – companies – and local authorities, for WBL approach in professional schools and later an individual contract is signed by the student – school –

¹ Deliverable: D 3.2.1 National factsheets, Swot analysis about the status of WBL in VET

partner company.

2.2 The purpose of VET system – the vision developed within the project

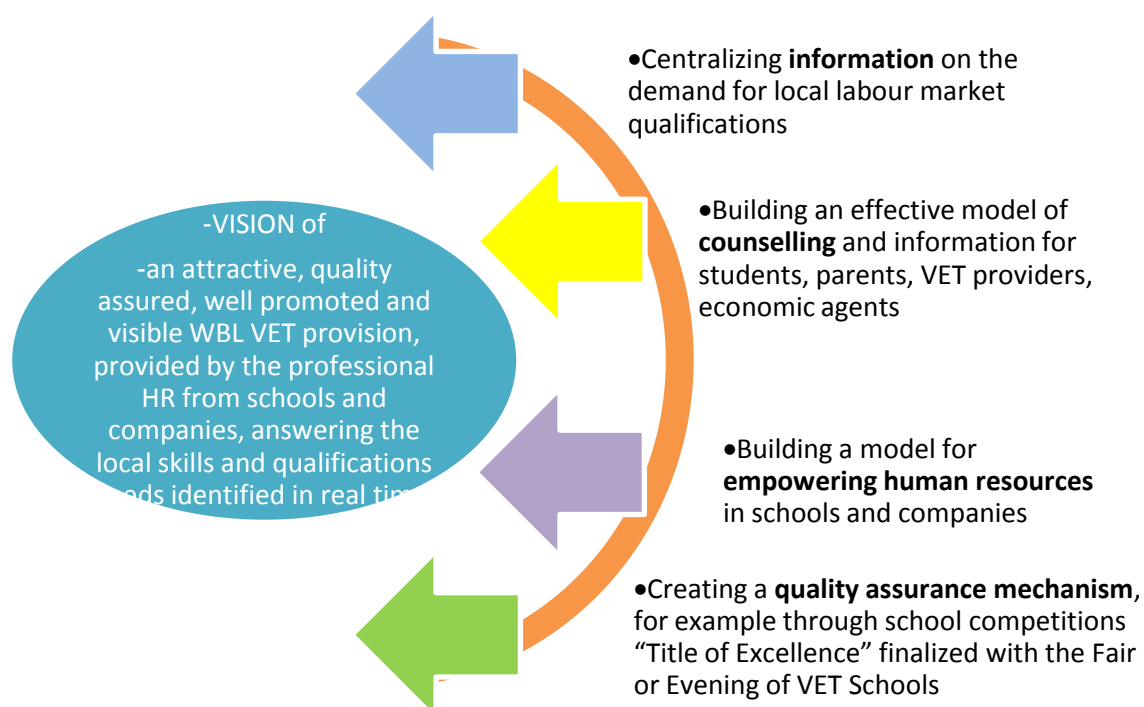
The vision statement²: for our county & region & country we envisage **an attractive, quality assured, well promoted and visible WBL VET provision, provided by the professional human resources from schools and companies, answering the local skills and qualifications needs identified in real time.**

The vision has been made operational, by adopting the priorities, which transform the vision in operational set of actions, making them ready to implement, monitor, evaluate.

The four priority actions associated with the above presented vision are the following:

- Centralizing information on the demand for local labour market qualifications
- Building an effective model of counselling and information for students, parents, VET providers, economic agents
- Building a model for empowering human resources in schools and companies
- Creating a quality assurance mechanism, for example through school competitions “Title of Excellence” finalized with the Fair or Evening of VET Schools

² based on the results of the two ambition setting workshops (T 2.1 October & December 2017)



These four areas of interventions, are not independent. On contrary, the results of any action are prerequisites for another action that makes them worthwhile. For example, labour shortages data collected from employers shall use for student counselling, teacher training and promotion in awareness-raising campaigns on VET provision to increase attractiveness.

For all these actions, dedicated teams were created, depending on experts' specific expertise, coupled with interest and determination in contributing to local, national and trans-regional goals.

The deadlines and the partial results of the outputs have been monitored by PP11.

Appropriate promotion and visibility, materials elaborated according to the project standards have been provided to carry out the proposed actions within the project.

WHY this vision defines an ideal WBL VET system? and WHY this proposal has the role of a vision, which is able to motivate the action of the whole partnership?

We consider that the four pillars of our vision are in the same time necessary and sufficient for a well operating VET system, for the following reasons:

Pillar 1

Centralizing information on the demand for local labour market qualifications

The IDEAL WBL VET system has the requirement of answering the needs of the actual labour market, but in the same time to prepare the graduates for the future needs of the rapidly changing labour market. It is difficult even to imagine that today's graduates need to keep their competitiveness for the next five decades, until their retirement! For any VET and school system is a huge challenge even to imagine some of the concrete needs of the future labour market! It is clear that in five decades, our graduates will compete for jobs and occupation that not exist today!

The requirements related to labour market are NOT the only ones! An IDEAL VET system answers the IMMEDIATE needs of the employers, including technical and soft skills; the technical skills are difficult to be developed in a school-based system; the only chance to be updated with the technological changes, is to put in place the WBL component of the system, deployed in cooperation with the companies, thus having the possibility to ensure the needed skills for the graduates.

This priority direction aims at putting in place an operational mechanism, for identifying in real time the concrete local skills and competence / qualification needs. The interested stakeholders will develop a local system for collecting relevant information about the real needs, and to use them within the partnership in order to adequate the VET supply. The success of this mechanism depends of the involvement of the responsible partners, from each institution – schools, companies, local authorities, parents, the community, media etc.- to negotiate the best decision to be made for the beneficiaries.

Pillar 2 Building an effective model of counselling and information for students, parents, VET providers, economic agents

This activity is quite complex, and is built from several complementary actions, which together will be a comprehensive counselling and information model, directed towards the students, parents, VET providers, economic agents.

The main challenge of this model is to develop the local process of counselling, interconnected with the Pillar 1 – the dedicated collected info, and based on this to create specific and distinct messages for the various beneficiaries, simultaneously.

Is crucial that the counselling model will respect the local needs and the very local opportunities! (the use and valorisation of Pillar 1 results). Only a local specific content can reach the beneficiaries, with the recommendations and messages.

The other characteristic of the model, is to be complex enough, to formulate the relevant message for each beneficiary and to deliver all the info in the same time, towards the interested categories.

The development of the model requires the training type support for the experts responsible for the whole process.

Pillar 3

Building a model for empowering human resources in schools and companies

Within the Pillar 2 (and also 1) already clearly was stipulated that the involved human resources need a specific update of their skills, a harmonisation of the various interventions. This is valid for the whole staff of the VET schools, and the tutors from the companies – concerning their continuous development needs.

In the context of the WBL approach, some specific needs have to be answered, by dedicated training actions, which can be deployed successfully only within a company, in real-working context, if the aim is to empower the WBL approach.

The staff from the schools need and will appreciate some tailormade sessions, developed according to their needs, in real working context, together with their peers from the companies. This type of training – doesn't exist in the short-term training programs, accredited and certified by the educational system (usually provided by CCD_)

This complex training program will be developed first as a local pilot, based on the schools-companies, volunteering for the experience, later being multiplied based on the methodology created through the first example.

Pillar 4 Creating a quality assurance mechanism, for example through school competitions "Title of Excellence" finalized with the Fair or Evening of VET Schools

The need of increasing the attractiveness of the VET pathway, to invest in promotional actions for the real success of the WBL VET approach, has to be built on real positive situations from the schools.

In order to realize an inventory of the best solutions, approaches of these school, we propose the re-adaptation of the `Title of excellence` model. This is a special external audit system of the VET schools, performed by their partners and beneficiaries, the representatives of companies and local authorities. These partners realise a complete audit of the school, against a set of established criteria. The conclusions are made public, through the Open report, which offer a validated image of the schools, and constitute the main reference for the correct and credible promotion of the VET supply.

It is very important that the real partners are behind the whole audit process, this make the message credible, and can ensure the increase of the VET attractiveness.

The methodology of the process needs to be updated and adapted to the local and actual needs.

This proposal has the role of a vision, being able to motivate the action of the whole partnership, because

- ✓ Is built on the real needs expressed by the stakeholders (SPECIFIC NEEDS, not generic, not general)
- ✓ Take into consideration the resources provided by the partners, for the implementation phase (ACCESSIBLE)
- ✓ Si developed in small operational actions, with deadlines and indicators (is REACHABLE and MEASURABLE)

- ✓ Contains some complex and nontrivial actions, which make the whole process challenging and will motivate the large involvement

This vision is developed in concrete action plan, with associated goals, results, deadlines, resources, indicators

2.3 The internal factors of VET system³

Strengths – what is already working

- Legal context ensuring the implementation of WBL in VET
- The huge interest of the companies (in many of the counties)
- The readiness of some schools to develop the cooperation needed for WBL
- The existing experience in cooperating with companies
- The support of the local authorities, which are aware of the skills shortages
- The long history and support of the National TVET Center, with its regional coordinators, being directly involved in supporting these cooperation

The capacity and expertise of the LCSPD – mastering the social dialog at local level

Weaknesses – what needs to be changed

- The low attractiveness of VET, as a historical heritage and parents options
- The low level of quality of the equipment in schools
- The lack of investments in the infrastructure of the schools
- The difficulties of cooperation between schools and companies, difference of organizational culture

Lack of recognition of the VET schools results

2.4. The external factors of VET

What are the opportunities ahead?

- The European interest towards VET and especially WBL
- The `multilevel governance` of VET in Romania, covering the national – regional- local levels, in a strongly interconnected system, managed by NCTVETD
- The existing readiness of local actors to invest in supporting cooperation for VET
- The European financial support through dedicated programs, as Erasmus+
- The new qualifications that appear, as a result of technical development
- The opportunity to complete education at higher level, including higher education, after graduating VET

Existing projects that can be valorized as good practices, together with local NGOs and other partners.

What are the threats?

- Lack of financial support for developing the system on long term
- VET recognized and promoted as priority only for a short period, without sustainable mechanisms put in place

³ Based on **Deliverable: D 3.2.1 National factsheets, Swot analysis about the status of WBL in VET**

- The risk of major changes in the current economic environment (investors leave some regions...)
- The poverty of the population, especially in rural area
- Very low level of mobility, during their professional training and later for jobs



3.0 Strategic Plan

The contribution of the project to the existing strategies, is made by the correlation between the projects results and the national Strategy for VET 2016-2020 under implementation.

This table presents the strategic aim of the project, to influence the national policies, by specific recommendations, associated to the objectives and priority directions of the National Strategy of VET.

One of the main added value of our project is that our policy recommendations are the concrete expression of the Operational Multilevel Governance in the VET sector, being examples for the bottom-up type of influencing the national policies.

Each recommendation is rooted in the concretely piloted local actions, presented conceptually within the Case studies⁴, they were promoted at national level, and based in these results the recommendations have been developed by the stakeholders involved in the implementation.

Three priority directions have been identified during the Strategy development workshops⁵; the implemented activities at local level, and their multiplication at national level permitted the identification of three main priority, the ACCESS, QUALITY and from DUAL to TRIAL, as they are shortly presented below:

Direcția ACCES – include Mecanisme de inventariere a nevoilor de competențe și calificări ale angajatorilor, ca răspuns la provocări Instituționale, și Model inovativ de consiliere și orientare pentru carieră, asociat provocărilor Culturale.

Direcția CALITATE – se bazează pe schema Titlul de excelență, o soluție pentru provocări de tip Cooperare, testat la nivelul Județului Hunedoara, și apoi extins în alte trei județe, astfel acoperind patru regiuni ale României. Schemele de internship propuse pentru tutori și profesori din ÎPT organizate la companii, este soluția care adresează provocările de Cooperare cu companiile locale.

Direcția „De la DUAL la TRIAL,,,” include exemple de cooperare locală între unități școlare ÎPT, companii partenere și autorități locale, sau Camere de comerț și alte instituții cu rol de catalizator al cooperării. Aceste exemple se constituie ca soluții testate și funcționale la provocări de tip Instituționale, de Comunicare, Culturale și Expertiză și Capacități instituționale.

⁴ Case studies collected in the Guidebook

⁵ December 2018, January 2019

**Synthetic Table Challenges - Areas of Intervention and Key Studies -:
„Learning by Doing„ & Objectives and Areas of Interventions VET Strategy 2016-2020**

„Learning by Doing„ Project			VET Strategy 2016-2020	
Challenges	Local Study Cases	Areas of Intervention -Leaning by Doing project	VET Strategy Objectives	Areas of Intervention
INSTITUTIONAL CULTURAL	Operational mechanism for identifying in real time the concrete local skills and competence/qualification needs. Effective model for counseling and career guidance	ACCESS	O2: Increasing participation and facilitate access to education and training programmes	D2. Developing mechanisms in order to adapt curricula to labor markets needs and trends. D8. Improving .counseling and career guidance
COOPERATION	Mechanism <i>Title of Excellence</i> Internship schemes, organised in companies, for tutors and VET teachers	QUALITY	O3. Increasing quality for vocational education and training	D15. Promoting excellence for vocational education and training D13. Improving competences for persons responsible for delivering vocational education and training programmes
INSTITUTIONAL CAPACITIES	From DUAL to TRIAL	RELEVANCE	O1. Improving relevance of education and training system in accordance with labor market;	D5. Improving mechanisms for financing vocational education and training D6. Improvement for the social partners involvement in developing the VET system .

The D 4.2.2. National Capacity Building Plan designed for the stakeholders of the project, was built around four PILLARS, and this experience will be helpful in developing the Operational Plan associated with the previously presented strategy support.

AREAS OF INTERVENTION	OPERATIONALIZATION - IDEAL VISION
<p>Centralizing information on the demand for local labour market qualifications</p> <p>RESPONSIBLE TEAM: CRİŞAN Laura (CCIHD)-Coordinator, Reporting officer: Radu Ilie CUCUIAN, Animator: FERENCZ Dacian (AJOFMHD) ARMEANU Anca Elena (ITMHD),</p>	<p>The IDEAL WBL VET system has the requirement of answering the needs of the actual labour market, but in the same time to prepare the graduates for the future needs of the rapidly changing labour market. It is difficult even to imagine that today's graduates need to keep their competitiveness for the next five decades, until their retirement! For any VET and school system is a huge challenge even to imagine some of the concrete needs of the future labour market! It is clear that in five decades, our graduates will compete for jobs and occupation that not exist today!</p> <p>The requirements related to labour market are NOT the only ones! An IDEAL VET system answers the IMMEDIATE needs of the employers, including technical and soft skills; the technical skills are difficult to be developed in a school-based system; the only chance to be updated with the technological changes, is to put in place the WBL component of the system, deployed in cooperation with the companies, thus having the possibility to ensure the needed skills for the graduates.</p> <p>This priority direction aims at putting in place an operational mechanism, for identifying in real time the concrete local skills and competence / qualification needs. The interested stakeholders will develop a local system for collecting relevant information about the real needs, and to use them within the partnership in order to adequate the VET supply. The success of this mechanism depends of the involvement of the responsible partners, from each institution – schools, companies, local authorities, parents, the community, media etc.- to negotiate the best decision to be made for the beneficiaries.</p>
<p>Building an effective model of counselling and information for students, parents, VET providers, economic agents</p> <p>RESPONSIBLE TEAM: Coordinator: BUFNEA Daniela (APF), TRÂNC Claudia (CCIHD), Animator IORGA Ovidiu (Belazur Comprod), BLĂJAN Camelia (AJPISHD), MOGOŞANU Daniel (Danina Style), CIRES Ioan-Marius (PSG), FERENCT Dacian (AJOFMHD)</p>	<p>This activity is quite complex, and is built from several complementary actions, which together will be a comprehensive counselling and information model, directed towards the students, parents, VET providers, economic agents.</p> <p>The main challenge of this model is to develop the local process of counselling, interconnected with the Pillar 1 – the dedicated collected info, and based on this to create specific and distinct messages for the various beneficiaries, simultaneously. Is crucial that the counselling model will respect the local needs and the very local opportunities! (the use and valorisation of Pillar 1 results). Only a local specific content can reach the beneficiaries, with the recommendations 7</p> <p>and messages. The other characteristic of the model, is to be complex enough, to formulate the relevant</p>

<p>Reporting officer: Marta MATE</p>	<p>message for each beneficiary and to deliver all this info in the same time, towards the interested categories.</p>
<p>Building a model for empowering human resources in schools and companies</p> <p>RESPONSIBLE TEAM: Coordinator: MANOLEA Mihaela (AEDER), Reporting officer: CIRES Ioan-Marius (PSG) CRISAN Laura-Anamaria (CCIHD), NEAMȚU Cristian (L&C Consulting Association) Animator: Ovidiu Gabriel IORGA</p>	<p>Within the Pillar 2 (and also 1) already clearly was stipulated that the involved human resources need a specific update of their skills, a harmonisation of the various interventions.</p> <p>This is valid for the whole staff of the VET schools, and the tutors from the companies – concerning their continuous development needs. In the context of the WBL approach, some specific needs have to be answered, by dedicated training actions, which can be deployed successfully only within a company, in real-working context, if the aim is to empower the WBL approach.</p> <p>The staff from the schools need and will appreciate some tailor-made sessions, developed according to their needs, in real working context, together with their peers from the companies.</p> <p>This type of training – doesn't exist in the short-term training programs, accredited and certified by the educational system (usually provided by CCD_)</p> <p>This complex training program will be developed first as a local pilot, based on the schools-companies, volunteering for the experience, later being multiplied based on the methodology created through the first example.</p>
<p>Creating a quality assurance mechanism, for example through school competitions "Title of Excellence" finalized with the Fair or Evening of VET Schools</p> <p>RESPONSIBLE TEAM: Coordinator: Ildiko PATAKI, Animator: CIOARA Dana-Luiza (ISJ HD), RETEGAN Remus (ITMHD), TRÂNC Claudia (CCIHD), IORGA Ovidiu (Belazur Comprod), BLĂJAN Camelia (AJPISHD), MOGOȘANU Daniel (Danina Style), MANOLEA Mihaela (AEDER), CIRES Ioan-Marius (PSG) Reporting officer: Radu Ilie CUCUIAN</p>	<p>The need of increasing the attractiveness of the VET pathway, to invest in promotional actions for the real success of the WBL VET approach, has to be built on real positive situations from the schools. In order to realize an inventory of the best solutions, approaches of these school, we propose the re-adaptation of the `Title of excellence` model. This is a special external audit system of the VET schools, performed by their partners and beneficiaries, the representatives of companies and local authorities. These partners realise a complete audit of the school, against a set of established criteria. The conclusions are made public, through the Open report, which offer a validated image of the schools, and constitute the main reference for the correct and credible promotion of the VET supply.</p>
<p>Supporting ACCES for disadvantaged From DUAL to TRIAL</p> <p>RESPONSIBLE TEAM: Coordinator: Ildiko PATAKI,</p>	<p>Taking into account the very restricted access to a qualification, and later to a job, thus social and professional inclusion, the successful model „from DUAL to TRIAL,, is monitored and proposed for multiplication.</p> <p>The model is based on the existing regulatory framework for the dual professional qualification programs,</p>

Animator: TRÂNC Claudia (CCIHD), MANOLEA Mihaela (AEDER), CIRES Ioan-Marius (PSG) Reporting officer: Radu Ilie CUCUIAN	<p>where the cooperation between the actors is based on the tripartite contract, signed by the school as VET provider, the partner company and the local authority.</p> <p>The case study and example of Reșița Municipality offers an excellent example for the effect of a sustained involvement of the municipality and the local council in the management, financial support and visibility of the programs.</p>
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4.0 Risks Management & Summary of Financial Resources

Provide forecasted risks related to the operational plan and the way you are going to tackle them.

Areas of intervention (operational plan)	Risk	Likelihood (high, medium, low)	Impact	Activity	Cost (euro)
Centralizing information on the demand for local labour market qualifications	Lack of willingness of the companies to offer in real time the needed data Lack of provisions at the level of companies concerning the workforce need, because of the uncertain economic environment	<i>Medium</i>	Increase the gap between the professional qualifications need and supply	According to the implemented actions within the piloted activities	Visibility & promotional materials: 2000 Travel and accommodation: 2500 Staff costs: 5000 External cost for services: 6000
Building an effective model of counselling and information for students, parents, VET providers, economic agents	Difficulties in providing the better prepared teachers and to offer them the needed context to provide the services	High	Students and their parents will make their option without relevant knowledge about the students career perspective	According to the implemented actions within the piloted activities	Visibility & promotional materials: 4000 Travel and accommodation: 6000 Staff costs: 8000 External cost for services: 12000
Building a model for empowering human resources in schools and companies	Lack of resources from the side of companies and the school system	High	Increasing gap between the employers needs and the school supply	According to the implemented actions within the piloted activities	Visibility & promotional materials: 2000 Travel and accommodation: 3000 Staff costs: 8000 External cost for services: 6000
Creating a quality assurance mechanism, for example through school competitions "Title of Excellence" finalized with the Fair or Evening of VET Schools	Lack of interest to recognize the mechanism as part of the quality assurance	High	The number of students enrolled in VET will decrease and the quality of the graduates will not match the employers needs	According to the implemented actions within the piloted activities	Cost/county: Visibility & promotional materials: 2000 Travel and accommodation: 4000 Staff costs: 5000 External cost for services: 8000

Supporting ACCES for disadvantaged From DUAL to TRIAL	Lack of willingness to invest from the local budget in supporting the VET system	High	The crisis of labor force will become more severe, and the local companies will face high difficulties in getting qualified staff	According to the implemented actions within the piloted activities	Visibility & promotional materials: 4000 Travel and accommodation: 2000 Staff costs:4000 External cost for services:4000
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5.0 Summary of Financial Resources

Provide the budget and costs for the accomplishment of the operational plan along with the foreseen financial resources (national, regional, European, etc.)

Areas of intervention	Activity	Cost
Centralizing information on the demand for local labour market qualifications	According to the implemented actions within the piloted activities	€15.500
Building an effective model of counselling and information for students, parents, VET providers, economic agents	According to the implemented actions within the piloted activities	€30.000
Building a model for empowering human resources in schools and companies	According to the implemented actions within the piloted activities	€19.000
Creating a quality assurance mechanism, for example through school competitions "Title of Excellence" finalized with the Fair or Evening of VET Schools	According to the implemented actions within the piloted activities	€19.000
Supporting ACCES for disadvantaged From DUAL to TRIAL	According to the implemented actions within the piloted activities	€14.000