

# Country Report ROMANIA

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## 1. Introduction

### **Conceptual clarifications**

The understanding of the word trainer is not unique even in English. In Romanian, there are different contents, corresponding to different activities and different occupations that can be associated with it, even at different qualification levels:

The official translation would be *formator* used in the CVT system and in the trainers training programmes associated with the educational reforms in Romania. This occupation is included in the second major group in the Classification of Occupations in Romania (COR), requiring, thus, higher education and is clearly defined at national level in an occupational standard, recently updated. In enterprises, most of the times, the word used is directly the English term, most probably from the model of multinational companies that came with their culture of training in Romania and introduced their own system, including the terminology that was familiar for them.

Other occupations are worded in Romanian *instructor*, now considered obsolete (a part some specific occupations like fitness instructor), usually related to a trainer facilitating and supervising experiential and work-based learning. These occupations are included in COR in the third major group, thus requiring full secondary education.

Now the notion of tutor begins to be used for training in enterprise, that is not associated with a specific educational level and can be performed by any employee when helping a peer to acquire the competences required by a specific job. The use of the term is also influenced by the western model, the occupation being not included, for the moment, in COR.

In order to avoid supplementary terminology analysis, in our report we refer generally to the notion understood under the official translation of trainer, being also the most used wording with respect to facilitating learning at the workplace. The same word was used in Romanian during the survey, allowing respondents to use the terms as they are accustomed to, questionnaires being presented in English.

### **Methodology used**

In Romania, at present, training in enterprise has a limited extension, thus trainers in enterprise are a rare category of professionals. This is why our task to describe their profile and becoming was particularly difficult, facing the risk to over-describe details of a disparate phenomenon. Especially that quantitative data are lacking almost completely, scientific analyses are not very numerous and they are usually not matching very well the research needs, being focused either on continuing vocational training, or on human resource development. Still, there are a few interesting studies, that give useful explanations on different aspects of how training is understood and organised in companies – they are quoted whenever their conclusions were integrated into the text, being better identified in the bibliography list at the end.

The research tried to cope with these limitations by producing field data reflecting the situation of the trainers there where internal training exists, using mainly the transnational methodology defined in the project – the questionnaire and the interview guide. It was not easy to identify experts willing to be included in the survey, many persons refusing (explicitly or tacitly) to answer – 24 questionnaires were sent and only 10 were answered. The respondents were, most of them, responsible for training within their own companies. They have all declined any responsibility on the significance of the information offered outside their enterprise, or, a few times, their sector.

In order to improve the relevance of the data, in the selection of the resource persons (22 in total – see details in table next page), more criteria were followed, trying to:

- Cover all 23 sectors defined at national level, with experts from relevant enterprises or social partners organisations, most of the respondents being members of the sectoral committees or experts recommended by members of the sectoral committees; some sectors were partly or not at all covered, as they did not fit in the objective of the study, referring to public services, that have their own training system, based on accredited training providers (usually having a special accreditation system); for the sector Financial intermediation, banking, insurances no answer could be obtained, even if it is well known that a lot of training is done in this sector, both at the workplace and outside the company; from the sub-sector Sports it was a similar situation, but there it is less clear if there is training at the workplace and what is the status of training; for sectors where training in enterprise was almost absent, short general interviews were conducted, in order to clarify elements of the background situation, the most important questions addressed being: Why enterprises in your sector do not organise (internal) training? Do you think this will change in the future? If yes, how and why?”
- Have different types and sizes of enterprises represented: industrial companies and research/development institutions, both private and public and also relevant NGOs (like professional associations, social partners’ structures);
- Include the perspective of outside experts, being involved in the training or the evaluation of the trainers – one interviewee was the head of the training of trainers programmes in a small company specialised in tailored courses for companies, most of them being trade and retail enterprises.

### Respondents in the survey

No	Sector	Tool	Position	Type of organisation	Size
	Agriculture	GI	President	Sectoral committee	(size is not relevant)
	Environment	GI	General manager	Private comp.	Small

	Mining and quarrying of energy-production materials, Energy	GI	Executive secretary	Trade Union	(size not relev.)
	Manufacture of chemicals and petroleum products	Q	HR Manager	Private comp. (retail pharm)	Large
	Manufacture of equipment: electrical, electronics, automatics	GI	President	NGO (professional association)	(size not relev.)
	Manufacture of basic metals, fabricated metal products...	Q	Head of training department	Private comp. (International)	Large
	Manufacture of machinery and equipment, fine mechanics	Q	Head of training department	Private comp. (In)	Large
	Forestry and wood processing, manufacture of paper...	GI	President	Sectoral committee	(size not relev.)
	Manufacture of construction materials, glass, fine ceramics	Q	Training manager	Private comp. (In)	Medium
	Constructions	Q	General manager	NGO (social partnership led)	(size not relev.– covers whole ind)
	Food industry, beverages and tobacco	GI	President	Trade union federation	(size not relev.–covers >50 per cent of ind.)
	Textiles and clothing industry, shoes and leather products	Q+iDI	President	Trade union federation	(size not relev.–covers over 75 per cent of the industry)
	Transports	GI	Executive secretary	Employers' association of road transport	(size not relev.–covers >75 per cent of sub-sector)
	Information technology, communications, post office	GI	President	NGO (profession. association - IT)	(size not relev.)
		GI	President	Trade Union (Post office = public company)	(size not relev.) – covers >85 per cent of sub-sector)
	Mass-media, Publishing and printing	Q+iDI	Training manager	Public comp.	Large
	Retail trade	Q	Training manager	Private (retail)	Medium
		iDI	Head of ToT	Private (training)	Small
	Financial intermediation, banking, insurances (no sectoral committee)	Not covered – no answer			
	Public administration and services	Not covered (official system, based on accredited training providers)			
	Tourism, hotels, restaurants	Q+iDI	Training manager	Private company (In)	Medium
	Education and vocational training, Research-Development, Sports	Not covered (official system, based on accredited training providers)			
		GI	President	Trade union	(size not relev.)

		Not covered – no answer			
	Health, sanitation, social services	Not covered (official system, based on accredited training providers)			
	Culture, crafts and traditional arts	GI	Manager of training provider	Public institution	Small (official training center of the field)
	Other industries and services (no sectoral committee established until now)	Q	T&D officer (Realestate)	Private company	Medium

Abbreviations: Tool column: GI – General interview; Rest: IT – Information technology  
iDI –In-depth interview; T&D – Training and Development  
Q – Questionnaire ToT – Training of trainers

Questionnaires (the English version), were usually sent by e-mail, most of the respondents answering alone, part of answers being discussed by telephone, when clarifications were needed. In two cases, the questionnaire was answered with operator, once by telephone, another time in a direct meeting. One of the questionnaires was fully revised by the respondent, since it seemed influenced by another reply. Three respondents to the questionnaires were subject to in-depth interviews as well (two of them taken by telephone), the other interview being taken to a person that did not answer the questionnaire (in direct discussion).

This report is based on the analysis of all these different types of data. In order to make it useful for transnational comparison in the project, we kept the structure provided by the coordination team, even when data available allowed no real answer to questions, this is why some subtitles may cover short lines like: "there is no data to answer this question".

### ***Brief historical overview on training in enterprises in Romania***

Since 1990, Romanian society suffered a deep transformation in all major aspects of economical processes, political organisation, social life, axiological bases. This period, called under the general name of "transition towards a market economy and a democratic organisation" meant huge changes, where the main shift in the economical field was felt at the enterprise level:

From enterprises mainly:	→	to enterprises mainly:
- large and very large,		- small and medium sized;
- state owned,		- private;
- centred on heavy industry,		- with a strong trend towards services;
- dominated by old technologies,		- recuperating trend to new technologies;
- evolving in a strong stable planned economy,		- surviving in a dynamic fragile free market economy;
- managed under official ideology influences;		- managed under new values and cultural trends.

This shift made obsolete the previous organisation of vocational education and training and the role that trainers had in enterprises.

Training in enterprises was, before 1990, a very familiar phenomenon, both in initial and continuous vocational training, but shortly after 1990 it was dropped almost over night, in both systems.

The organisation of vocational education (which covered almost all the upper secondary education) included strong relationships between schools and enterprises, practice training being usually run by foremen employed by the enterprise, either in the schools' work-

shops (equipped mainly by the enterprise) or at the workplace. At the same time, enterprises had their own system of initial training, through apprenticeships organised on their own standards<sup>1</sup> and finalised with certificates endorsed by the Ministry of Labour. After 1990, initial training faced big challenges, since the previous organisation matched an economy that entered in collapse, the huge heavy industry state owned colossi being already overstaffed, thus operating massive lay offs. The relationships between vocational schools and enterprises were lost, foremen covering practice training in school workshops had to choose between education and enterprise and apprenticeship disappeared as an alternative initial training.

The VET reforms in late '90s, and especially in the years 2000, brought back on the educational stage the idea of the importance of practice training at the workplace and tried to restore the relationships between enterprises and vocational schools at another scale and on different backgrounds: the full responsibility of the training was incumbent to schools, tutors and trainers in enterprises having no special status and no benefits, this going along with their lack of specific training.

Continuous vocational training (CVT) was compulsory for enterprises in communist times, ruled on the basis of the Law no. 2/1971 on upgrading vocational training of the working personnel in socialist economic units: on one hand, every employee was supposed to enter periodically a CVT programme, on the other hand, enterprises were obliged to organise periodical updating programmes at the workplace. Inspired by the Japanese model of organisation of work, on the background of the quick evolutions of the technologies and the rapid pace of development of the Romanian industry in the late '60s and early '70s, the law was applied in a rigid manner and lead to side effects. Courses were scholastic, expositive, knowledge based, usually repeating the information already acquired in initial training and, most of all, included ideological propaganda. These features lead to identification of such courses with another dictatorial absurd measure and made them subject to many popular jokes. In 1990 the system was simply dropped naturally.

This way, training in enterprises became obsolete and the new employers installed themselves in the new economic lines with the concept that competences were the responsibility of the worker and enterprises were not directly concerned with their improvement. The idea that it is easier to find better competences by recruitment on the labour market, along with the echo of the old image of the inefficient and useless communist CVT contributed to the enhancement of this mentality. At the same time, the lack of incentives in the national strategies did not encourage organisation of training, while the slow pace of the economic development, negative before 1999, did not allow many enterprises but survival strategies, human resource development meaning usually trying not to fire people. Especially that training is costly and may lead to the improvement of competences for competitors, who can afford better salaries instead of organising training.

Different research results confirm this image:

- CVTS 2 placed Romania on the last position in EU Member States and candidate countries – at the time, only 11 per cent of the enterprises declared having done some training during the year 1999<sup>2</sup>, this low score being explained, among others, by the negative development rate that Romania had until 1999;

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<sup>1</sup> As enterprises were state owned, standards were controlled by the Ministry of Labour, as salary ruling bases.

<sup>2</sup> Main results of CVTS2: CZ 69 per cent, EE 63 per cent, LV 53 per cent, SI 48 per cent, LT 43 per cent, PL 39 per cent, HU 37 per cent, BG 28 per cent, RO 11 per cent; some EU Member States at the time: DK 96 per cent, S 91 per cent, NL 88 per cent, FIN 82 per cent, IRL 79 per cent, DE 75 per cent, A 72 per cent, LUX 71 per cent, B 70 per cent, E 36 per cent, P 22 per cent – Eurostat, Statistics in Focus, Theme 32/2002.

- LFS placed again Romania on the last position in Europe, with rates around 1.5 per cent of the adult population involved in LLL activities – eventually, in 2006 Romania overpassed Bulgaria, with a rate of 1.8 per cent;
- Different studies on strategies adopted by companies with respect to skills development have consistent conclusions<sup>3</sup>:
- Limited number of companies with systemic HRD approach;
- High awareness of changes in business environment but reactive, survival strategy less than proactive, success strategy;
- Administrative and consultative role of HR department, less than strategic one.

The positive trend of the economy in the years 2000, with the sharpening of the concurrence on sound bases and the increase of investments lead to the beginning of a change in the strategies of the enterprises, training began, slowly, to be seen as a development measure, corresponding to specific needs and consolidating the market position. The model of the transnational companies, coming in Romania with a sophisticated culture of training, and the process of integration to the European Union, with accompanying measures putting a strong emphasis on training, supported this attitudinal shift. A small amount of enterprises began to invest regularly in training, some of them – usually the larger ones – building their own internal training system. National policies encouraged this trend, on one side by stipulating obligativity of training in specific areas (for instance, a very new regulation concerns work health and safety, operating for all economic agents<sup>4</sup>), on the other by adding new incentives and mechanisms meant to promote training – yet, far from being sufficient: For instance, enterprises are allowed to account their training expenses as production costs<sup>5</sup>. Moreover, part of the training can be subsidised from the unemployment fund, under specific conditions, especially when the training is undertaken directly by the enterprise itself (unfortunately, these conditions are very bureaucratic and employers are not encouraged to apply for these subsidies)<sup>6</sup>.

The regulation of adult training<sup>7</sup> stipulates the possibility that training centres cooperate with enterprises for the practical training, promoting involvement of the enterprises by assuring trainers/tutors for the work-based training or even by becoming themselves accredited training providers, obtaining thus the capacity to offer nationally recognised certificates. At the same time, the law stipulates that enterprises have the right to organise their internal training, issuing certificates recognised within their internal system (a part from qualification programmes, because labour regulations do not recognise work records but if based on recognised qualification certificates), which is meant to encourage enterprises to develop training corresponding to their own needs, without any related external bureaucracy.

A special element in this legislation is of particular interest for us: trainers in accredited adult training are supposed to be certified, until 2010. Even if a specific system was not defined to that respect, the existing official/accredited systems for initial and continuing training of teachers and trainers should be valued, so their status enhanced, as there is no fundamental difference between the training of trainers in enterprises and trainers in CVT centres and in vocational education.

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<sup>3</sup> Social Impact of CVT, 2001, Skills audit survey, 2004, HR Profile, 2006.

<sup>4</sup> Law no. 319/2006 on health and safety of work and its consecutive norms.

<sup>5</sup> Government Ordinance no. 129/2000 on adult vocational training, republished.

<sup>6</sup> Law no. 76/2002 on the unemployment security and employment stimulating system, with further modifications and consecutive norms.

<sup>7</sup> GO no. 129/2000, republished, with further modifications and consecutive norms.

The adoption of the new Code of Labour<sup>8</sup> introduced the obligativity for enterprises to develop their own training plan, agreed and monitored in cooperation with the trade unions/representative of the employees. Moreover, employees are entitled to have a training programme at least once in two years and if the enterprise is not assuring it, they have the right to ask for a paid training leave, up to 10 working days. We may expect from this to see an explosion of training done by enterprises, out of which part being developed with internal means. But, as these provisions are accompanied neither by incentives, nor by strong regulative measures (the law does not say what happens if employers do not fulfil these obligations), its effects are rather weak until now.

In 2005, a new law of apprenticeship was adopted<sup>9</sup>, trying to reintroduce enterprises and work based learning in the initial training system. The law' entered into force in 2006, when its methodological norms were approved, but no effects were recorded until now. It is important to know that regulations include stipulations related to the competences of trainers consistent with aforementioned CVT regulation.

Since 2004, with the increased speed of the measures supporting integration of Romania to the European Union, many of the related programmes included specific actions/chapters dedicated to training – Sapard, ISPA, Phare. Among them, the specific Social and Economic Cohesion Phare Programme included an action dedicated to HRD measures, enterprises being encouraged to apply. The idea of the beneficial training spread better this way, and the new possibility to access European funds, where a full operational programme is dedicated to HRD, with the accompanied discussions and trainings is going to speed and deepen this trend.

In conclusion, for the moment, training in enterprises remains an isolated phenomenon, being difficult to assess and describe its features, information on internal trainers being absent. There are no national regulations on internal CVT, no related statistics, research data on training done by the enterprises are not numerous and only a few side elements can be derived from the few existing, the issue of the internal trainer being treated only in an implicit or tangent way.

## 2. Organisation

### ***How is the training of trainers organised, how is it embedded in the general education system and in the further education system?***

There are several ways of organisation of training of trainers:

- Educational module offered by the teacher-training department of universities. It is an optional programme, based on academic accreditation rules. Based on agreements at national level (corresponding to autonomous status of universities), at present it usually includes:
  - Educational psychology – one semester;
  - Sciences of education – two semesters;
  - Didactics of the speciality – one semester;
  - Pedagogical practical training – one semester.

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<sup>8</sup> Law no. 53/2003, republished, with further modifications.

<sup>9</sup> Law no. 279/2005 on apprenticeship at the workplace.

Not all universities have teacher training departments, but most of state owned universities do, since many students are interested about it, as the school system is an important employer and access to teaching positions (including higher education) is conditioned by having followed such a module.

Many trainers in enterprises have higher education and most of them have followed this module.

Accredited trainers training programmes. They have different lengths and different approaches, but they are all based the same occupational standard, approved at national level. With all the variations, the curriculum of all these training providers demonstrates that the competence units from the occupational standard are acquired at end. The certificate awarded after successful graduation of the final exam, is a nationally recognised certificate and mentions the competence units acquired.

Occupational standards are elaborated (then updated) on the basis of an occupational analysis undertaken (according to a specific methodology) by experts contracted by interested entities (most of the times – big companies of the field or training providers interested by the existence of such a standard). After a process of validation, generally with the involvement of sectoral committees, wherever such a committee exists, they are approved at national level by the National Adult Training Board (NATB) and then posted on NATB's site.

The occupational standard for trainers was recently updated, the process being finalised in July 2007. According to the National Register of Accredited Training Providers, at the end of August 2007 there were 88 training providers accredited for continuing training programmes for the occupation of trainer, no differences being made between trainers working in training centres and trainers working in enterprises (see also next chapter "Qualification").

Non-accredited training programmes. Usually, these are programmes offered by international training providers or by mother/sister enterprises (in multinationals or in twinning relationships). Most of the times, these programmes are run by prestigious trainers and match very closely the needs of the enterprises, coming from a similar professional context and acting in a proved successful way, desired by the host enterprise. Not only they generally stress on response to client needs and are oriented towards innovation and creativity but offer transfer of tacit knowledge as well when similar enterprises are involved.

There is no possibility to estimate the extent of such programmes, neither their impact, but apparently, wherever they interfere, they bring along important change in the attitudes of the professionals of the field.

Assessment in competence assessment centres. A system of accreditation of prior learning is also in place in Romania, meant to validate non-formal and informal learning, and open to trainers in enterprise as well. Assessment centres are authorised by NATB to award competence certificates after assessment by means of instruments developed on the base of the occupational standards. According to the National Register of Competence Assessment Centres, there are 2 assessment centres accredited for the occupation of Trainer, but their activity is rather limited until now. However, the importance of this alternative system is increasing, so we may expect an explosion of interest for the competence assessment, as 2010 is closer and the entrance into power of the obligativity for trainers in accredited vocational training programme to be certified.

***Which ways do exist to become a trainer and to further develop as a trainer?***

The main way is to be hired as a trainer or to be given tasks to perform training activities, when trainers are not specialised only for this activity. However, some details must be considered. According to respondents in the survey, most of the times, trainers in enterprises do not fully work as trainers, their main position being different, unless they are included in the specialised compartment. This one is usually a subdivision of the HRD department, most of the times reduced to only one person. Thus, the training work is complementary or even supplementary to the main duties, as a specialist. The latter is preferred, being associated with supplementary income.

Further development is generally seen as a personal issue, using different learning opportunities; sometimes, it is subject to a staff development strategy, especially when the training unit is large and specialised.

***Who is taking which decisions concerning the work and training of trainers?***

There are different approaches in who is taking what decisions on the work and training of trainers, depending on how large is the enterprise, and how wide and specialised is the department/team in which the trainers are working: it may be the general manager, the HRD manager, or the training manager. Generally, larger enterprises can afford larger and more specialised teams, but it may depend also on the organisational culture – if the training has a strong image, then teams are larger, work and training of trainers more reach and relevant.

As most of the times trainers are not mainly employed as trainers, the decision on their work (and training) must be taken in cooperation with the production department/manager, because the work/training of the trainers must not interfere with their main tasks in the enterprise.

It may happen that large enterprises, valuing training highly, have a very economic organisation of training – it is the case of Hilton-Athénée Palace in Romania. Hilton has not a training department, just a training manager that is doing the training needs analysis, in collaboration with the heads of the different departments and services in the company, usually along with the periodical evaluation. Then the decisions on what training is going to be done is taken in collaboration with the HRD manager; the final decision about timing is taken together with the head of the department where the trainer is working, sometimes, if the group is enough homogenous, the supervisor(s) of the trainees being also involved.

### **3. Economy**

***How is the training of trainers financed, who invests why into the training of trainers?***

There are several sources to be considered for financing the training of trainers, related to the different ways previously described.

Training through educational modules offered by the teacher training department of the universities – being a part of the university system, the funds come from the funding sources of the studies, part of them being subventioned by the state, part being covered by individuals.

In Romania, most of the universities are state owned, studies being almost completely financed by the national budget; however; yet, all state owned universities have

groups/series of students that pay by themselves their studies, the subventioned places being established yearly, according to academic performances; a part from this, scholarships are awarded by the state, sometimes by other entities as well, meant to cover also the subsistence costs – they depend both on performances and on social criteria. Most of private universities have their own scholarships and facilities systems, but rates and amounts are usually lower than in state-owned universities (fees are often lower, also).

Not all private universities have a teacher training department, but reasons are different, from the lack of interest of students, in specific fields (like law, for instance) to the lack of specialists required by the academic accreditation norms.

Within the CVT system, training of trainers may be financed by the individuals or by the company. For the accredited courses, an important part is paid by individuals. The CVT activity in this specific field is quite intense, which is proved also by the number of new programmes accredited in 2007 (over 20 at the national level), but most of the trainees are coming from (or acceding to) training centres and not to enterprises, and this is valid also for the training that is not paid by the individuals, training centres being themselves registered as employers. Unfortunately, there are not reliable data even to illustrate the overall participation in these courses.

For the nonaccredited ToT, the financing sources are diverse. Sometimes, the training is paid directly by the enterprise, especially when speaking of multinationals or enterprises having an international management, with a culture of training embedded in their HRD concept. But many training programmes in this area are organised within bilateral exchanges or European projects, so most of the funds are coming either from external donors, or from central European funds. To notice that many European projects involve often trainers training programmes.

For the accreditation of prior learning system, we cannot really speak about the funding of the training, as we speak about competences acquired in nonformal and informal way, where training is not systematic and cannot be clearly defined as a specific activity. However, certification process is paid, most of the times, by the individuals, only rarely is financed by the enterprises. This is why the system is not enough exploited – for instance two assessment centres accredited for one year<sup>10</sup> in 2006 for the occupation of trainer and trainer of trainers did not ask for the renewal of their accreditation, because of the lack of interest of the potential clients and the idea of certifying separately trainers for trainers is now about to be dropped, being considered too complicated and not economically interesting.

Overall, even if we cannot indicate any figures, we can conclude that training of company trainers is more often financed by the companies themselves only when there is a specific technical innovation involved or a legal obligativity (such as work safety and health).

***How much money is invested in the training of trainers (percentage/GDP(gross domestic product))?***

There is no information basis for this, even estimative.

***Who benefits from the work of trainers (average income of trainers, cost-benefit analyses per enterprise/sector/region/nation)?***

Average income of trainers is difficult to be estimated, since there are important discrepancies from sector to sector and from enterprise to enterprise. But generally, their work is

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<sup>10</sup> According to performance criteria, assessments centers may be accredited for one, two or three years, with the possibility of renewal against a new evaluation.

not paid significantly more than the technical specialists in the same enterprise. Sometimes, as the work as a trainer is considered extra work, a part from the usual tasks, it involves supplementary income, but the amount is not very big. As the average income in Romania is low, even small benefits can be important for those professionals, especially in the public sector, where the wages are not so high.

Cost-benefit analyses are done very rarely at enterprise level on this area and they are not available. We can only assume them to be positive overall, companies do not invest in activities that are not profitable.

One should note, yet, that costs/benefits calculations are not easy, benefits are sometimes shown in long term and may have aspects that are not accountable, being more emotional than material (like employees feeling more linked to the enterprise, atmosphere at work being friendlier, people feeling connected to the development of the company) that are very important for the overall welfare of the enterprise and can be only reflected in the lower rate of staff fluctuation. This difficult accountancy makes training image easier through costs than through benefits, this is why the mentalities about the costly training are so slow to change.

#### ***Which role does the work and training of trainers play as a means for economic development?***

There are no data to support a concrete and clear answer to this question. Generally, when enterprises use internal trainers, it is because their work counts as a means for economic development, especially when their work is related to the introduction of innovations, either technological, or organisational.

## **4. Selection and Allocation**

#### ***How many persons are working as a trainer (formally/informally; full-time/part-time; female/male; nationals/foreigners)?***

There are no data to support a detailed answer. As training in enterprise is a rare phenomenon and their work is not sufficiently accounted, it can only be stressed that they are not very numerous.

Gender is not an issue, trainers are usually recruited among the professionals of the domain, so if there is a certain unbalance between genders, it should reflect the general situation of the trade.

About the nationality, it is certain that most of them are Romanians. In multinationals, it may happen that trainers are foreigners, especially when specific elements of the technology or organisational culture of the mother company is involved, and especially at the beginning or in stages of revision/renovation, afterwards Romanian trainers are taking over, since the language of the trainees is very important (as well as certain cultural elements related to nationality) so Romanian trainers are doing the better job.

Equally, when the training is a part of an international cooperation, in bilateral projects or in European ones, the trainers are foreigners, since the background idea is the know-how transfer, coming usually from the sister/twinning enterprise to the Romanian one. It is very rarely that Romanian enterprises may be the source of the transfer, and then the trainers are Romanians – we may quote the Renault case, that used Romanian trainers for the first trainings in their new factory purchased in Ukraine and another case, of a pharmaceutical chain that extended to Bulgaria and used Romanian trainers for their first training programmes, part of them being trainers' training ones.

### ***What are the prerequisites to become a trainer?***

There are no clear prerequisites to become a trainer in an enterprise. Specific certificates are not interesting for employers using trainers. Requirements are closely related to the objectives of the training. Sometimes, enterprises choose for this activity experienced workers, in order to transfer their experience to the new generations. Other times, when the main objectives of the training are about innovation and/or organisational development, other elements count – high professional skills, fresh approach, communication and empathic abilities – this is why many times trainers are younger in this situation. To be noted that age is not really a factor, but a minimum experience in the company is valued, except for the case where competence prevail, then nothing else matters.

There are no rules with respect to specific competences related to training work. It is normal that a trainer in enterprise enters first a trainers' training programme (if they have not previously participated in such a programme, or, better, have already some experience as a trainer), but, usually, professional competences are prevailing.

However, to be noted that, in order to receive an official certificate in the CVT system, either through an accredited training programme or after assessment of competences in an accredited assessment centre, because trainer is mainly defined as an occupation of university level, a higher education diploma is required for entering both processes.

### ***How are trainers recruited by enterprises?***

There are no special recruitment strategies for hiring trainers – see below.

### ***In which main occupational areas trainers have specialised?***

Most of the times, trainers are specialised in technical areas, technological innovations being one of the main reasons determining enterprises to use internal trainers.

### ***Are there too many/not enough trainers in different sectors of the labour market?***

As training in enterprises remains a limited phenomenon, we cannot speak about too many or not enough trainers on the labour market and we cannot make general statements, even at sectoral<sup>11</sup> level. Companies often complain about shortage of good professionals, and trainers are sometimes considered as a solution, but most of the times employers in Romania expect to find professionals on the free market and not to train them inside the enterprise.

For enterprises and domains using intensively internal training, shortages may occur, but it cannot be an important problem for the moment.

## **5. Qualification**

### ***Who determines the training contents for trainers and how are these contents found?***

As mentioned in the introduction, with respect to the terminology (that actually reflects the concept in action) the occupational definition of the trainer is far from being acceptable to most of the professionals of the field. The sectoral committee Education and professional training, Research-Development, Sports works on the clarification of the occupational structure related to this qualification, one of the most important steps being finalised recently – updating the occupational standard, that is used as a basis for the training in the CVT system for the accredited programmes and for assessment of the competences ac-

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<sup>11</sup> In Romania, sectors related to training are the ones defined by NATB, presented in Annex 1.

quired in non-formal and informal way. Other steps in this process are depending of functioning of the national qualifications framework, now under a deep reform.

To note that in the Classification of Occupations in Romania (COR), the occupation of Trainer bears the code 241205, being included in the second major group, that requires higher education. This is quite often criticised by professionals of the field, as not all types of training require higher education. In COR there are also other occupations in training, included in the major group 3, corresponding to qualification level 3, thus requiring full secondary school (labelled "instructor"). In enterprises, tutors acting as workbased trainers for newly hired colleagues or for youngsters in initial training are often experienced qualified workers, meaning qualification level 2, even if, for the moment, this occupation is not included in COR (for further information on qualification levels, see Annex 2).

The newly approved occupational standard for Trainer tries to cover different occupations, the aforementioned ones and further more (evaluator of training programmes, for instance), by introducing a new concept: compulsory/optional competences. Compulsory competence units must be demonstrated by all categories of trainers; optional competences are to be acquired and/or assessed together with or after compulsory competence units and must be demonstrated only by specific categories of trainers, with respect to their specific tasks. Trainers for trainers must demonstrate having acquired all competences, meaning compulsory specific competences in:

- Planning and preparing training;
- Running training;
- Assessing trainees learning progress.
- Optional specific competences in:
  - Using special training methods and techniques,
  - Marketing of training;
  - Planning training programmes;
  - Organising training programmes and stages;
  - Evaluating, revising and assuring quality of training programmes.

As ways for training as a trainer are not standardised, training contents are established in different ways for the different pathways described before, the occupational standard influencing only some of them.

The structure of the educational module offered by the teacher training departments of the universities is not directly connected with the occupational standard, but was subject to a national agreement between most important universities, including, as previously presented:

- educational psychology – one semester;
- sciences of education – two semesters;
- methodics of the speciality – one semester;
- pedagogical practical training – one semester.

Most of trainers have higher education background, many of them having followed such a module (sometimes under different names and with slightly different structure and contents), but many times, especially for more mature trainers, they do not relate their training as trainers to these background studies.

Generally, this system is criticised for being too academic and teacher centred and for not promoting innovation, thus not being enough appropriated to adult training, and especially to work-based related one.

Accredited trainers training programmes, as previously said, have different lengths and contents, but, being based on the same occupational standard, the differences in contents cannot be but not significant. As the occupation Trainer requires higher education, only updating and specialisation programmes are organised by accredited training providers, so they are not obligatorily covering all the competence units in the standard. The certificates awarded after successful completion of an accredited programme indicate the competences acquired – partly or fully, depending on the objectives of the concrete programme. According to the official procedure, when the occupational standard is updated, the contents of the accredited training programmes are to be updated also, certificates awarded being supposed to bear the new competence units in the standard.

There are no rules for non-accredited training programmes. When they are performed in an international context, the contents respect a certain general profile of the mentor/facilitator, meant to support trainees and to make them responsible about their own learning process, training being tailored on the learners' needs. The trainers' training respect the same general rules, so the content may differ significantly from one programme to another one, depending on the concrete situation.

***Which institutions are incorporated in the training of trainers and how do they cooperate?***

Different kind of institutions are involved in the different systems.

Educational modules are run only by universities having a teacher training department, under academic accreditation.

Accredited trainers training programmes are run by accredited training providers, that can be very different in type and shape – public and private organisations, commercial societies, foundations, professional associations, etc.

Competence assessment centres may also be very diverse, including accredited training providers offering already accredited trainers' training programmes. Both assessment centres currently accredited for the occupation of trainer are actually training centres, private owned, linked to important professional associations.

***How do trainers acquire competences (theoretical and practical knowledge, work experience)?***

Approaches are different in the different systems. The aforescribed educational module is more theory oriented, based especially on traditional lectures and seminars in the subjects listed before. Practical skills are also considered, trainees having to observe a number of classes in their specific curricular area, run by experienced teachers that act as mentors (the norm is different, varying from 12 to 20). Then, trainees have to perform themselves, under the supervision of the same mentor, in a number of classes (usually they are supposed to perform 3 to 5 teaching classes).

The other types of training are, generally, more practical skills oriented. As these programmes have a limited duration, they do not pretend to undertake a full algorithm of acquisition of all the competences, but to begin a change process that is supposed to be finalised in training practice afterwards, stressing on the most important aspects of the training act – case studies, simulations and role-plays being favourite methods used. Sometimes, specialists in training of trainers consider that specific abilities cannot be

trained, like empathy and interpersonal (charismatic) skills, but such capacities are not fundamental for all types of training.

For the accreditation of prior learning it is not important how the competences were acquired, but usually they are acquired through work experience in facilitating non-accredited training programmes, and also through individual learning, either occasional or, sometimes, in non-accredited training of trainers programmes.

#### ***How useful is what has been learned?***

Generally, training of trainers is not crucial for trainers in enterprises, their appointment/enrolment, promotion and benefits being not directly related, most of the times, to a specific training of trainers.

As already said, the academic system is often criticized for being too theoretical and teacher centred and for not promoting innovation, thus not being enough appropriated to adult training. Sometimes, accredited training programmes are also criticized for being superficial and, sometimes, too theoretical.

Some prejudices persist that trainers' work is more art than skill, learning is limited to technical aspects, the core of the "profession" being not subject to progress through normal learning process, maybe transferred in a subtle way, from direct examples.

#### ***Which certificates can be gained, in which duration?***

For the academic system, the disciplines are mentioned in the academic record of the diploma obtained, after graduation. In special cases, a paper certifying the completion of the educational module may be awarded by the teachers training department of the University.

For the accredited programmes for training of trainers, the duration is not regulated, so duration may vary from 80 to over 300 hours. As a university degree is required, part of the competences in the standard may be considered already acquired. This is an important criticism brought regularly to the CVT system.

#### ***How important is a formal qualification/certificate? Are qualifications /certificates internationally acknowledged?***

Most of the times, formal qualification is not important, since employers are interested by the results of the trainers and not by their certificates. In other domains, rules oblige employers to ask for a formal certificate in order to hire somebody in a specialised job. Trainers can be easily hired as technical or administrative staff, especially that training is most of the times a special task of the professionals involved, so it is not directly reflected in the labour norms. This is why formal certificates do not count very much. However, living in a diploma culture, people usually prefer to have certificates (especially officially recognised ones), this is why training programmes in this domain are quite successful until now and assessment centres are expanding.

Nationally recognised certificates are recognised also at international level, by means of bilateral or multilateral agreements. However, a part the aspects discussed before, the work of the trainer is deeply culturally and linguistically embedded, so, for the moment, international labour market is not enough important for trainers, unless for professional development and career progress, in contexts that value training – especially in multinationals, training work may be a basis for an international career, as it happens with Hilton or Lafarge. Even in such cases, what is really valued is less the certificate, formal or not, but the experience, validated by the company itself.

***Which qualifications do have those who are responsible for the training of trainers and how do they acquire these qualifications?***

In the academic system, they have academic qualification and status.

In other systems, qualifications may vary, depending on the training tasks usually performed. Generally, trainers have certifications at least equal with the ones of the trainees, being specialists in the field they are taking care of as trainers. For the moment, as already said, a university degree is required for the accredited training or assessment providers. Quite often,, trainers involved in the trainers training programmes have participated in international trainers training programmes.

COR includes the occupation of trainer for trainers and a national standard exists for this occupation, but after the approval of the new occupational standard for Trainer, the previously approved standard for Trainer for trainers becomes obsolete, as trainer for trainers is only a very good trainer, having acquired all competences defined for a trainer, thus being able to train other trainers. Actually, the sectoral committee for education and vocational training, research and development, and sports began the procedure for taking out this occupation from COR and to cancel the present occupational standard, the use of the new standard for Trainer being recommended for the programmes currently accredited for this occupation – the official request for the latter is under analysis by NATB. In connection with this process, the assessment centres accredited in 2006 for this occupation have already renounced to ask for a renewal of the accreditation (awarded for one year).

## **6. Integration**

***Which functions of social integration are fulfilled through the work and training of trainers?***

Generally, apart rare cases, social integration function within the work and training of trainers in enterprise is related to the integration of the new comers and to the promotion of the organisational culture. No wider social integration functions are foreseen, unless in specific programmes with regard to special needs groups (like disabled or Roma ethnical) or special problems (like diversification of opportunities in rural areas or mono-industrials zones).

***How is the work of trainers recognised in enterprises and in the society?***

Most of the time, there is no special recognition of the work of trainers, a part specific cases, where it is considered to influence directly on the success of the trainees or of the enterprise – in sales, in domains with high degree of technological innovation or in enterprises valuing training (see the Hilton example discussed before).

***Which is the unemployment rate of trainers?***

There is no calculation on the unemployment rate for trainers, as trainer is usually a secondary occupation and not a primary one, so there is no record for it.

## **7. Innovation**

***How is the quality and efficiency of trainers training assessed?***

In enterprises with a strong emphasis on training, the quality and efficiency of trainers is assessed against strict criteria by means of well defined instruments. As they are part of the organisational technology, they are not transparent to outsiders.

In most of the enterprises, the work of the trainers is rarely assessed and the methodology is not strictly defined.

***Is there research about the work and training of trainers and what does it suggest?***

The research on training in enterprise is not very extended, and it usually stresses on general issues of training in enterprises, information on the concrete work of trainers being, most of it, indirect, and the one on training of trainers being actually absent.

A study on training of trainers was elaborated in 2005 on the training of trainers within the Romanian-German project "Quality assurance of adult vocational training in Romania", but with no specific regard on the trainers in enterprises. It suggested the revision of the occupational standard for trainer and a concrete proposal was advanced to NATB. The recent modification of the standard is based on the results of that study.

***Which are weaknesses and strengths with respect to the training of trainers? Where is a need for reform?***

A part from the revision of the occupational standard, the revision of the occupational structure was also proposed, with diversification of the different occupations related to training and a more refined classification with respect to qualifications levels, distinguishing between tutor, mentor, trainer, curriculum developer, facilitator, training needs auditor, learning material designer, evaluator of training programmes, etc. Part of these occupations were proposed from the perspective of trainers in enterprise – mentor, tutor – other being too specialised for the size of most of the units in charge with training in enterprises.

At general level, valid also for enterprises willing to accredit their training activities, in Romania there is a need for the establishment of a clear system for the training of trainers, responding to the legal requirements of certification of trainers in 2010.

***Are there any 'good practice examples' at company or sectoral level?***

From the information gathered in desk and field research no good practice examples could be identified. As long as the overall image of training in enterprise remains to be a costly luxury, appropriate only for big companies and multinationals, the few good practice cases are too specific to be given as an example.

## **8. Instead of conclusions**

The present study could give but a thin, superficial image about who are, at present, trainers in enterprises in Romania, there where they do exist. The limited resources allocated could not allow for a larger analysis, this is why the relevance of the elements in this study remain narrow, especially that in Romania an important reform of the qualification system is now on the run.

A more significant study could be based on extended sources and a more comprehensive methodology. It should begin with investigating on how (and how much) training is organised at workplace in Romania, then analyse deeper the trainers' profile and their concrete situation in a wide range of contexts and eventually, conclude how their professional status could be enhanced.

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### **Annex 1 – Sectoral committees**

(according to sectoral definition decided by the National Adult Training Board at 08.07.2004, updated at 25.01.2007)

1. Agriculture, fishing and fishing industry, hunting
  2. Environment
  3. Mining and quarrying of energy-production materials, Energy
  4. Manufacture of chemicals and petroleum products
  5. Manufacture of equipment: electrical, electronics, automatics
  6. Manufacture of basic metals, fabricated metal products, non-metallic mineral products
  7. Manufacture of machinery and equipment, fine mechanics
  8. Forestry and wood processing (furniture), manufacture of paper and paper products
  9. Manufacture of materials for construction (cement), glass, fine ceramics
  10. Construction
  11. Food industry, beverages and tobacco
  12. Textiles and clothing industry, shoes and leather products
  13. Transports
  14. Information technology, communications, post office
  15. Mass-media, Publishing and printing
  16. Retail trade
  17. Financial intermediation, banking, insurance (not established until now)
  18. Public administration and services
  19. Tourism, hotels, restaurants
  20. Education and professional training, Research-Development, Sports
  21. Health, sanitation, social services
  22. Culture, crafts and traditional arts
- Other industries and services (not established until now).

## **Annex 2 – Qualification levels in Romania**

Qualification levels, according to Government Decision no. 1829/2004

Level 1: the person is responsible for the execution of his or her own activity. Their work involves mainly routine, simple activities.

Vocational training offering access to this level: usually, compulsory education and vocational training. Vocational initiation is acquired either by initial vocational training, in the apprentice school, or by a vocational training programme within the adult vocational training system.

Level 2: the person is responsible for the execution of his or her own activity. There is also a collective responsibility within the activities carried out, which involve the cooperation with the colleagues. The work includes a large variety of activities in various contexts. Some of these activities are complex or non-routine.

Vocational training offering access to this level: at least compulsory education and vocational qualification by initial vocational training – vocational school – or by vocational training programmes in the adult vocational training system.

Level 3: the person is responsible for the execution of his or her own activity, but also for the tasks of the whole group, having co-ordination and control attributions. The work includes a large variety of complex, non-routine activities, in various contexts.

Vocational training offering access to this level: high school education – technological and vocational strand, or post-secondary education, or high school and a specialised vocational training programme in the adult vocational training system.

Level 4: the person is responsible for the execution of his or her own activity, as well as for the tasks of the group he or she belongs to; they can carry out managerial-type activities. Their work involves the application of knowledge in a large variety of complex activities, carried out in a great variety of contexts, combining diverse procedures or defining new ones.

Professional training offering access to this level: technical post-secondary training by university education.

Level 5: the person is responsible for the execution of his or her own activity and for those of the group he or she co-ordinates, having a high level of personal autonomy. Work involves the application of a complex system of fundamental principles in a large variety of contexts, often unpredictable. It involves high-level knowledge and competencies, related to the occupational domains, but also independent of them. Main characteristics of this level are: the capacity of analysis, diagnosis, structure, planning, execution and evaluation.

Professional training offering access to this level: university and post-university education.

### Correspondence Qualification levels – ISCED – Tripartite Agreement on NQF

Vocational qualification level ISCO 88COM UE – 85/368/EEC	Educational levels ISCED 97	
1	2	First cycle of lyceum / arts and craft school
2	3	Full vocational school (completion year)
3	4	Upper secondary education (lyceum), Postsecondary pre-university education or Tertiary non-university education
4	5	University education
5	6	(Tertiary University education)