ROMANIA
Advisory Services Agreement on
Assistance to MNESR for
Capacity Development for Monitoring and Evaluating the
Implementation of Education Strategies

OUTPUT 2

M&E Methodology and Instruments

May 1, 2017
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<tr>
<td>ACS</td>
<td>Arts and Crafts School</td>
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<tr>
<td>AGS</td>
<td>Annual Growth Survey</td>
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<tr>
<td>ANS</td>
<td>National Platform for collecting statistical data for higher education</td>
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<tr>
<td>ARACIS</td>
<td>The Romanian Agency for Quality Assurance in Higher Education (Agenția Română a Asigurării Calității din Învățământul Superior)</td>
</tr>
<tr>
<td>ISMB</td>
<td>Bucharest Municipal School Inspectorate (Inspectoratul Școlar al Municipiul București)</td>
</tr>
<tr>
<td>AJOFM</td>
<td>County Agency for Workforce Employment (Agenția Județeană pentru Ocuparea Forței de Muncă)</td>
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<tr>
<td>ANOFM</td>
<td>National Agency for Workforce Employment (Agenția Națională pentru Ocuparea Forței de Muncă)</td>
</tr>
<tr>
<td>CEDEFOP</td>
<td>European Centre for the Development of Vocational Training</td>
</tr>
<tr>
<td>CERC/MERC</td>
<td>County / Municipal Educational Resources Centres</td>
</tr>
<tr>
<td>CNDIPT</td>
<td>The National Center for VET Development (Centrul Național pentru Dezvoltarea Învățământului Profesional și Tehnic)</td>
</tr>
<tr>
<td>COP</td>
<td>Competitiveness Operational Programme</td>
</tr>
<tr>
<td>COR</td>
<td>Classification of Occupations in Romania</td>
</tr>
<tr>
<td>CPLC</td>
<td>Community Permanent Learning Center</td>
</tr>
<tr>
<td>ISJ</td>
<td>County School Inspectorate (Inspectoratul Școlar Județean)</td>
</tr>
<tr>
<td>CVET</td>
<td>Continuing Vocational Education and Training</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
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<tr>
<td>ECEC</td>
<td>Early Childhood Education and Care</td>
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<td>ECVET</td>
<td>European Credit System for VET</td>
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<td>ELLI</td>
<td>European Lifelong Learning Index</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>EQAVET</td>
<td>European Quality Assurance in VET network</td>
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<td>EQF</td>
<td>European Qualifications Framework</td>
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<td>ESCO</td>
<td>European Skills/Competences, qualifications and Occupations system</td>
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<td>ESF</td>
<td>European Social Fund</td>
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<td>ESIF</td>
<td>European Structural and Investment Funds</td>
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<td>ESL</td>
<td>Early School Leaving</td>
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<td>ET2020</td>
<td>Strategic Framework for European Cooperation in Education and Training</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GoR</td>
<td>Government of Romania</td>
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<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>SIIIR</td>
<td>Integrated IT System for Education in Romania (Sistemul Informatic Integrat al Învățământului din România)</td>
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<tr>
<td>IES</td>
<td>Institute of Education Sciences</td>
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<td>IMF</td>
<td>International Monetary Fund</td>
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<td>NIS</td>
<td>National Institute of Statistics</td>
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<td>ISCED</td>
<td>International Standard Classification of Education</td>
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<td>ISCED0</td>
<td>Early Childhood Education</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>ISCED1</td>
<td>Primary education</td>
</tr>
<tr>
<td>ISCED2</td>
<td>Lower secondary education</td>
</tr>
<tr>
<td>ISCED3</td>
<td>Upper secondary education</td>
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<tr>
<td>ISCO</td>
<td>International Standard Classification of Occupations</td>
</tr>
<tr>
<td>IVET</td>
<td>Initial Vocational Education and Training</td>
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<tr>
<td>KAI</td>
<td>Key Area of Intervention</td>
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<tr>
<td>CLDPS</td>
<td>Local Committees for Development of Social Partnerships (Comitetul Local de Dezvoltare a Parteneriatului Social)</td>
</tr>
<tr>
<td>PLAI</td>
<td>Local Education Action Plan (Planul Local de Acţiune pentru Învăţământ)</td>
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<tr>
<td>PRAI</td>
<td>Regional Education Action Plan (Planul Regional de Acţiune pentru Învăţământ)</td>
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<tr>
<td>LLL</td>
<td>Life Long Learning</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MAI</td>
<td>Ministry of Administration and Internal Affairs</td>
</tr>
<tr>
<td>MEF</td>
<td>Ministry of European Funds</td>
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<tr>
<td>MLFSPE</td>
<td>Ministry of Labour, Family, Social Protection and the Elderly</td>
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<tr>
<td>MoNE</td>
<td>Ministry of National Education</td>
</tr>
<tr>
<td>MoNE-RG</td>
<td>MoNE research group</td>
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<tr>
<td>MoLSJ</td>
<td>Ministry of Labour and Social Justice</td>
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<tr>
<td>MoLFSPE</td>
<td>Ministry of Labor, Family, Social Protection and Elderly of Romania</td>
</tr>
<tr>
<td>MPF</td>
<td>Ministry of Public Finances</td>
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<tr>
<td>MRDPA</td>
<td>Ministry of Regional Development and Public Administration</td>
</tr>
<tr>
<td>ANPCDEFP</td>
<td>National Agency for Community Programmes in the Field of Education and Vocational Training (Agentia Nationala pentru Programe Comunitare În Domeniul Educației și Formării Profesionale)</td>
</tr>
<tr>
<td>NADP</td>
<td>National Authority for Disabled Persons</td>
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<td>NAQ</td>
<td>National Authority for Qualifications of Romania</td>
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<tr>
<td>NASPI</td>
<td>National Agency for Social Payments and Inspection</td>
</tr>
<tr>
<td>CNFP</td>
<td>National Centre for Training of Pre-University Teaching Staff (Centru Național de Formare Profesională)</td>
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<tr>
<td>NEETs</td>
<td>Not in employment, education or training</td>
</tr>
<tr>
<td>NEL</td>
<td>National Education Law</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
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<td>NQR</td>
<td>National Qualifications Register</td>
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<td>NRDP</td>
<td>National Rural Development Programme</td>
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<td>NRP</td>
<td>National Reform Programme</td>
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<tr>
<td>NSAs</td>
<td>Non-state actors</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>OIPOSDRU</td>
<td>Intermediary Body for the Operational Program for Human Resource Development (POSDRU)</td>
</tr>
<tr>
<td>OI-POCU</td>
<td>Intermediary Body for Human Capital Operational Programme (Organismul Intermediar- Programul Operational Capital Uman)</td>
</tr>
<tr>
<td>OMS</td>
<td>Old Member States of the European Union</td>
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<td>OS</td>
<td>Occupational Standard</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>PE</td>
<td>Primary Education</td>
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<tr>
<td>PIAAC</td>
<td>Programme for the International Assessment of Adult Competencies</td>
</tr>
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<td>PIRLS</td>
<td>Progress in International Reading Literacy Study</td>
</tr>
<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
</tr>
<tr>
<td>POCA</td>
<td>Operational Programme Administrative Capacity</td>
</tr>
<tr>
<td>POCU</td>
<td>Operational Programme Human Capital</td>
</tr>
<tr>
<td>PODCA</td>
<td>Operational Programme for the Development of Administrative Capacity</td>
</tr>
<tr>
<td>POSDRU</td>
<td>Operational Program for Human Resources Development</td>
</tr>
<tr>
<td>PPP</td>
<td>Purchasing Power Parity</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Research and Development</td>
</tr>
<tr>
<td>RAS</td>
<td>Reimbursable Advisory Services</td>
</tr>
<tr>
<td>RBF</td>
<td>Results Based Financing</td>
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<tr>
<td>RBM</td>
<td>Results Based Management</td>
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<tr>
<td>RC</td>
<td>Regional Consortia</td>
</tr>
<tr>
<td>RMT</td>
<td>Results Monitoring Table</td>
</tr>
<tr>
<td>RMU</td>
<td>Student Enrollment Register (Registru Matricol Unic)</td>
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<tr>
<td>RO</td>
<td>Romania</td>
</tr>
<tr>
<td>RON</td>
<td>New Romanian Lei</td>
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<tr>
<td>ROP</td>
<td>Regional Operational Programme</td>
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<tr>
<td>SAP</td>
<td>School Action Plan</td>
</tr>
<tr>
<td>SAS</td>
<td>School-After School</td>
</tr>
<tr>
<td>SC</td>
<td>Second Chance</td>
</tr>
<tr>
<td>SE</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>SFRESL</td>
<td>Strategic Framework to Reduce ESL in Romania</td>
</tr>
<tr>
<td>SME</td>
<td>Small and Medium Enterprises</td>
</tr>
<tr>
<td>SNSPA</td>
<td>National School for Public Policy and Administration</td>
</tr>
<tr>
<td>SPPU</td>
<td>Strategy and Public Policy Unit</td>
</tr>
<tr>
<td>SRESL</td>
<td>Strategy to Reduce Early School Leaving in Romania</td>
</tr>
<tr>
<td>STFTEAQE</td>
<td>Strategic Framework for Tertiary Education Access, Quality, and Efficiency</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strength, Weaknesses, Opportunities, Threats</td>
</tr>
<tr>
<td>TE</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>TEIs</td>
<td>Tertiary Education Institutions</td>
</tr>
<tr>
<td>TER</td>
<td>Strategy for Tertiary Education</td>
</tr>
<tr>
<td>TIMSS</td>
<td>Trends in International Mathematics and Science Study</td>
</tr>
<tr>
<td>TO</td>
<td>Thematic Objective</td>
</tr>
<tr>
<td>ToR</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>TRC</td>
<td>Teachers Resource Centre</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>UEFISCDI</td>
<td>Executive Unit for Funding Higher Education, Research and Development, and Innovation</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VTS</td>
<td>Vocational Training Standard (Standard de Pregătire Profesională)</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>WB</td>
<td>World Bank</td>
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<tr>
<td>WEF</td>
<td>World Economic Forum</td>
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EXECUTIVE SUMMARY

This document is delivered under the Advisory Services Agreement on “Assistance to MoNE for Capacity Development for Monitoring and Evaluating the Implementation of Education Strategies” between the Ministry of National Education and the International Bank for Reconstruction and Development, signed on June 29, 2016.

The above mentioned Advisory Services are provided by the World Bank (WB) under a broader project currently being implemented by MoNE and funded by the Operational Program for Administrative Capacity. The MoNE’s project is focused on “Monitoring and evaluating (M&E) the strategies representing ex-ante conditionalities for the education sector and improving the decision process through performance monitoring at central and local level” (SIPOCA 17). As part of its project, the MoNE will prepare two M&E reports currently scheduled for late 2017 and 2018.

In this context, the World Bank’s assignment includes the preparation of the M&E methodology and associated instruments, as well as training to the MNE staff and relevant subordinated agencies on the proposed M&E methodology, associated instruments and tasks in the M&E process, while the MNESR will be responsible for the data collection and analysis exercise, as well as for the preparation of the two reports to be peer reviewed by the WB team.

This document (to be referred to as “the methodology” hereafter) represents a methodology for undertaking the M&E of the implementation of four key education strategies formally adopted by the Romanian Government (GoR) in 2015/2016. These education strategies are: (i) the Strategy to Reduce Early School Leaving (ESL); (ii) the Strategy for Increasing Tertiary Education (TE) Attainment, Quality and Efficiency; (iii) Strategy for Lifelong Learning (LLL); and (iv) the Strategy for Vocational Education and Training (VET). They represented ex-ante conditionalities for Romania’s access to EU funds under the Programming Period 2014-2020 and were prepared with WB support (except the VET strategy). The methodology is accompanied by instruments and guidelines to undertake M&E for the four education strategies at operational and outcome levels of implementation.

The methodology and associated instruments are aimed at supporting the Ministry of National Education (MoNE) to undertake effective M&E techniques, and to coordinate in a unitary and integrated way the M&E of the interventions promoted under the above mentioned strategies, so as to ensure the targets assumed by Romania in these documents, and ultimately the commitments under the EU2020 are timely met.

It is important to note that the implementation of the above mentioned strategies is not overlapping with the entire Programming Period 2014-2020 of EU funds. It needs to be actually considered from late 2016/2017, also considering that resources under relevant EU funded programs (e.g. Operational Program Human Capital) are expected to be actually accessed under calls for proposals to be still launched in 2017.

The monitoring of the implementation of the four education strategies detailed in this document focuses on operations, and for the purposes of this methodology is defined as the systematic observation of activities and the recording of data for the purpose of control and understanding the evolution of outcome data. Monitoring is intended to produce answers to the following questions:
(i) Are activities executed on time and on budget? Are they sufficiently and appropriately planned? (ii) Are activities being executed properly? Is the budget appropriate? Are new processes being applied by concerned professionals? The monitoring activity will be undertaken through regular collection of quantitative and qualitative data regarding the progress of implementing the flagship programs, key activities and projects and other initiatives contained in the strategies. The four strategies contain seventeen (17) strategic objectives encompassing a wide range of measures, actions, and indicators covering all education areas. Relying solely on data related to indicators of Outcome and Output will not be sufficient to ensure that the country will meet its commitments under the EU 2020 targets – this is why this document emphasizes operational monitoring.

At the same time, the activities described as evaluation focus on the qualitative aspects of implementation and achievement of positive (or negative) change. Evaluation is results-oriented, and studies the substantive meaning and significance of behavioural change as articulated in the objectives of the strategies. It considers the positive and negative consequences emerging from the execution of the projects related to the four education strategies, and it investigates conditions and effects of activities on outputs, and in turn, the outputs’ relation to outcomes. The evaluation activities will also serve to address whether or not the right activities are being executed, and whether there are more effective ways of achieving the aims of the four education strategies.

The Unitary Framework for M&E submitted by the WB team to the MNE in November 2016 has set the basis for this methodology approach. In line with the Unitary Framework, the methodology is presented as a unified approach to M&E, while correlating the M&E elements with each of the four strategies separately to ensure the ease of use of this methodology. The intended result is for each strategy Working Group set up within the MoNE to be able to refer to the relevant strategy-specific methodology as working guidelines. The methodology provides reporting outlines for M&E programs for each of the four strategies in a unitary manner, whereby the assessment of the success of each strategy will be uniform. For ease-of-use, the work programs and the methodology for monitoring and evaluating them are separated according to the education strategy that they correspond with. This will result in the easy production of a single cohesive report providing a comprehensive view of all four education reform strategies and the results of the monitoring and evaluation of each. The importance of a cohesive M&E framework for the four individual strategies cannot be overstated, as the results of the strategies are heavily interdependent and possess interrelated long-term objectives. Therefore, employing M&E systematically through the implementation and assessment of the four strategies will have a significant influence on the building of a systematic approach to national education strategies and policies.

The above mentioned Unitary Framework recommends the use of Results Based Management (RBM) as the system for M&E. As such, this document structures the outcomes, outputs, and associated indicators of each of the four strategies along the main RBM tool: The Results Chain. Section two of this document provides a unified logical framework to conduct M&E on the implementation of the four strategies. While the vocabulary used in the strategy documents has not been changed, this document puts the required information in the adequate RBM classification (in referring to the appropriate components as outcomes and outputs rather than ‘pillars’ or ‘measures’ etc.) to ensure uniformity across the M&E methodology for all four strategies.

The methodology design detailed in section two of this document is structured around the sources from which the data will be collected. Its approach attempts to ensure that the execution of M&E
on the implementation of the four strategies will be cost effective. Importantly, the design establishes a process where analysis is conducted at regular intervals to capture a rich array of data and to allow for consistent re-evaluation and course-correction: this is imperative for a strategic project with the aim of significantly reforming the education sector while also responding to the labour market needs.

In practical terms, the methodology collects data from three sources: (i) official government statistics (SIIIR, RMU, TEMPO database), (ii) information from the relevant directorates in MoNE, Intermediate Body for Human Capital Operational Programme (OI-POCU) including information from Management/Implementation Units of flagship programs and other initiatives, NGOs, schools, universities, training providers and other sources; and from (iii) quantitative and qualitative field instruments that are to be employed by the M&E experts at the education unit level and communities selected for the implementation of the strategies.

This document is structured in three parts. Part one introduces the structural framework and instruments for M&E of the implementation of the four education strategies. It explains the results chain and how it will be used. While the methodology is both for monitoring and evaluation, at this initial stage of the M&E exercise, the focus is primarily on monitoring. This is because most of the implementation of the measures and activities proposed under the strategies have not yet started, mainly in the context of delays related to the launch of calls for proposals under the EU funds. As planned in the MoNE’s broader project, this methodology and associated instruments will be applied by MoNE in the fall of 2017. Subsequently the MoNE will prepare its first report on progress related to the implementation of the four strategies to be peer reviewed by the WB team. According to the Advisory Services Agreement, based on these activities, the WB team will revise the current methodology in spring 2018. The revised methodology and instruments will include a more intense focus on impact evaluation and will be applied by the MoNE later in 2018 in view of a second M&E Report, to be also peer-reviewed by the WB team. The evaluation component of M&E will use more high-level evaluation questions that investigate systemic and social effects of the interventions.

Part two of this document provides specific direction regarding each one of the four strategies and the outcomes and outputs associated (according to the strategy documents preceding this methodology), as well as the indicators created for the evaluation of the corresponding strategies. This section provides details on practical implementation of M&E, including information specifically for the M&E experts with the MoNE who will conduct monitoring site visits on a non-scientific sample and gather data on key indicators assigned to the outcome and outputs at appropriate intervals throughout the year. The sample of educational units selected to be oversight annually should cover the eight regions of the country, education level corresponding to each strategy, and project/program implementation in place.

The intention of undertaking monitoring activities is to control and improve the performance of the implementation of projects for each of the four strategies. The intention of evaluation is to determine whether the results of implementation, the results of policies and strategies, are being achieved. As a result, it is quite possible to improve the implementation of planned operations which for some reason may not achieve the intended results.

Specific program details for each indicator are provided in Section 2. These program details
include general program descriptions, recommended reporting frequency and deliverables, as well as field qualitative and quantitative instruments that are to be employed, which include interview guides, key questions, an observation guide, and expected deliverables from each such activity.

While monitoring is typically conducted through assessment of quantitative data, in order to understand the true performance of the initiative, the methodology includes specific instruments to measure effectiveness in terms of the quality of the outputs. For example, are teachers using techniques in class that they learned in training? Are programs being implemented beyond training? Are procedures changing? What is the extent and scope of involvement of community groups?

It is important to note that M&E methodology as it is set out in this document is not cast in stone. The intention of this methodology is that it acts as a guide or starting point. As the implementation of the strategies advances, and as more projects are designed and implemented, the methodology and instruments detailed in this document must be re-assessed and refined for their applicability and the insight they are able to elicit from the programs. It is important to conduct regular re-evaluation of the methodology for M&E to achieve the most sophisticated inquiry achievable into the effects of the strategies on institutions, students, families, employers, employees, on the community, and on society in general.

Addendum: The recently published Structural Indicators for Monitoring Education and Training Systems in Europe 2016 (Eurydice Background Report to the Education and Training Monitor 2016) provides a very interesting and timely benchmark for the key sector indicators. This European Commission report should be a companion document to be used for comparative analysis purposes. The document can be found here:

PART 1: STRUCTURAL FRAMEWORK

1.1 INTRODUCTION

Romania, along with all Member States, are expected to concentrate efforts to ensure a significant contribution to the achievement of European Union (EU) objectives in line with specific national and regional development needs. *Ex-ante conditionalities* as well as a concise and exhaustive set of objective criteria for their assessment were defined at the European Commission level to ensure that the necessary prerequisites for the effective and efficient use of EU support are in place. For the education and training sector four *ex-ante conditionalities* were stipulated, so as to address major issues identified in EU Member States in the area of early school leaving (ESL), higher education, lifelong learning, and VET.

In June and July 2015, the Government of Romania approved three education strategies representing *ex-ante conditionalities*: The Strategy to Reduce Early School Leaving, The Strategy for Increasing Tertiary Education Attainment, Quality and Efficiency, and The Strategy for Lifelong Learning. These three strategies were prepared by the MoNE with technical assistance from the World Bank during 2013-2014 and were subject to a consultation and internal Government processing through 2015. A Strategy for Vocational Education and Training (VET) was prepared separately by MoNE and approved in 2016. All four strategies were formally endorsed by the European Commission. Funding is expected to be utilized under the European Structural and Investment Funds (ESIF), as well as from other EU (Erasmus+, EEA and Norway Grants), and national budget resources for the implementation of all of these strategies by a variety of public and private institutions, NGOs, etc.

Currently, the MoNE is implementing a project using resources from the ESIF under the Operational Program for Administrative Capacity. The MoNE’s project is focused on “Monitoring and evaluating (M&E) the strategies representing ex-ante conditionalities for the education sector and improving the decision process through performance monitoring at central and local level” (SIPOCA 17).

The World Bank (WB) was contracted under its above mentioned broader project through an Advisory Services Agreement signed on June 29, 2016 between the MoNE and the International Bank for Reconstruction and Development. This Advisory Services Agreement is aimed *inter alia* at building the capacity of the MoNE to M&E the implementation of the four education strategies.

As part of its Advisory Services, in late November 2016, the WB has already delivered to MoNE a Unitary Framework for M&E the implementation of the above mentioned strategies, clarifying the roles and responsibilities of the MNESR, and its subordinated and coordinated bodies in this process, as well as a baseline assessment of the MNESR’s capacity.

The next step under these Advisory Services is to support the MoNE in the preparation of an M&E methodology and associated instruments, as well as training to the MNESR staff and relevant subordinated agencies on the proposed M&E methodology, associated instruments and tasks in the M&E process.

The credibility of the M&E exercise will depend on the reliability and consistency of the data collected as evidence of progress and its ability to sustain the conclusions drawn in relation to the
progress of the initiatives promoted by the strategies and their eventual success. This approach will allow the MoNE to make better-informed decisions and resource allocation during the implementation of the education strategies, as well as to prioritize targeted interventions. This process of collecting and analyzing information is expected to help MoNE see how well the proposed activities under different strategic measures are performing and make adjustments, as needed.

The M&E process is taking place during the implementation of the strategies; it is not an ex-ante or ex-post evaluation. It will help adjust and correct actions during implementation, as needed, to help the sector reach the EU 2020 targets established for education. This process will also reflect to what extent the support from ESIF, Government and other funds contributed to meeting the objectives of the strategies.

While the Bank will be in charge with the preparation of the methodology and associated instruments, the MNESR will be responsible for the data collection and analysis exercise as well as for the preparation of the M&E reports.

This document represents the methodology and instruments for M&E the implementation of the four education strategies adopted in 2015/2016: (i) Strategy to Reduce Early School Leaving (ESL), (ii) Strategy for Increasing Tertiary Education (TE) Attainment, Quality and Efficiency, (iii) Strategy for Lifelong Learning (LLL) and (iv) Strategy for Vocational Education and Training (VET).

While the methodology is both for monitoring and evaluation, at this initial stage of the M&E exercise, the focus is primarily on monitoring. This is because most of the implementation of the measures and activities proposed under the strategies have not yet started, mainly in the context of delays related to the launch of calls for proposals under the EU funds. As planned in the MoNE’s broader project, this methodology and associated instruments will be applied by MoNE in the fall of 2017. Subsequently the MoNE will prepare its first report on progress related to the implementation of the four strategies to be peer reviewed by the WB team. According to the Advisory Services Agreement, based on these activities, the WB team will revise the current methodology in spring 2018. The revised methodology and instruments will include a more intense focus on impact evaluation and will be applied by the MoNE later in 2018 in view of a second M&E Report to be also peer-reviewed by the WB team. The evaluation component of M&E will use more high-level evaluation questions that investigate systemic and social effects of the interventions.

The methodology set out in this document will employ evidence-based tools to help gauge progress towards results. Importantly, effective evidence based monitoring and evaluation will inform the course of implementation in the view of achieving EU 2020 targets.

MoNE’s challenge will be to actively monitor and evaluate the strategies in a unitary manner. In the effort of facilitating efficient and systematic M&E, this document focuses on illustrating the ways in which active M&E can be used to gauge the progress of the projects for the four education strategies. This involves a concerted effort to collect information in the field on how activities are being implemented, who is involved, how processes and procedures are being applied practically, and how to reform ideas and methods.
This information will then be correlated with routinely collected official government statistics; for example, statistics such as Gross Enrolment Rate or Reduction in Early School Leaving. Active M&E through fieldwork will explain why the official government data is exhibiting certain behavior and what it means.

Active M&E requires: (i) the collection of information from the field, (ii) collection of routine sector data and, (iii) analysis and correlation of both data sets. Therefore, the majority of this section focuses on detailed guidance and instruction on how to conduct active M&E with regards to each specific strategy. Relying only on routine sector data will not provide information on how and why reform efforts are working or not working. Routine data will not give decision makers sufficient evidence upon which to base policies and for budget allocation. This document will expand on this simple illustration of the effective M&E process and provide the methodology and instruments necessary to implement it.

The methodology and instruments detailed following this introduction are in line with the “Unitary Framework for M&E of the Implementation of the Strategies” developed by the WB team in 2016. This methodology attempts to avoid redundancies and uses material from the Unitary Framework where reiteration is important.

1.2 Purpose

Both monitoring and evaluating must be seen as management functions. The effective performance measurement of enterprises as large and complex as the education strategies is expected to be a process of detailed monitoring and evaluating methodology with the use of precise instruments. Learning and adjusting where necessary is also important to ensure the performance of initiatives in the interest of achieving the strategies’ objectives, EU 2020 targets and the improvement of education results in Romania as well as increase productivity, competitiveness and employability for human capital. In this context, M&E activities must cover the implementation of the strategies taking into account all financial resources available (from EU funds, national budget, and other source, the diversity of stakeholders, and the timeframe), as well as reporting requirements and obligations.

In this context, at the time of the preparation of the four education strategies a Results Based Management (RBM) approach was proposed, and pursued in the Unitary Framework for M&E, as a model most commonly used by OECD countries and the European Commission to assess the effectiveness and efficiency of public sector policies, programme and projects.

The RBM approach was adopted by all above mentioned strategies since it is not simply used for M&E but is a full management cycle. RBM is useful as (i) a design tool that permits policy, programme and project designers to spell out clearly why the initiative is needed, what it is expected to accomplish, and how it will recognize its success; (ii) it is an implementation process tool that gives managers access to regular performance data allowing them to adjust activities and allocate resources for optimal results achievement; and (iii) it is an M&E mechanism that provides evidence of progress and, through effective analysis of performance data, draws important lessons for future targeted policies, programs and projects.
At the core of RBM is the Results Chain, a linear representation of the design logic based on the causal relationships between the different levels. The Results Chain is based on the causal relationship between inputs, activities, outputs and outcomes, i.e. if we invest, then we can conduct activities, if we execute activities then we will produce outputs, and if the methodology has the right outputs then we will achieve change. All four education strategies follow this logic even though they do not all use the same vocabulary (in this methodology we will unify the vocabulary to be more in line with RBM).

The RBM results chain is useful for design and planning purposes and crucial for M&E because it provides a logical structure for investigating what change occurs and how and why it occurs. As illustrated in Figure 1 (below), the strategies define the inputs and provide indicators for the Goals, Outcomes, and Outputs. The strategies provide insights into the activities to be undertaken, but do not define them because they must be iterative and responsive to changing conditions. This is at the heart of Results Based Management: activities are not concretely pre-designed because they need to adapt to conditions to meet the prescribe outcomes of the initiative.

Effective evidence based M&E allows the project executors the flexibility to made adjustments, corrections and restructuring during the execution to ensure that the investment will lead to the planned outcomes.

Figure 1: Results Chain

The methodology and instruments contained in this document serve to facilitate the collection of information relevant for each component in the Results Chain. This approach will allow the MoNE to understand whether, why, and how efforts are leading to progress, and whether and what alterations and corrections need to be developed to improve performance and achieve targets in a timely manner.
1.3 Monitoring and Evaluation: Two Parts of a Whole

It is important to reiterate that monitoring and evaluation are related, but separate functions dealing with three broad categories: the inputs that go into the implementation of the strategies, the operations that make up the strategies, and the results of these operations. Monitoring focuses on data related to inputs and operations while evaluations focus on outcomes and impact. The difference between the two is evident not only in the type of data that needs to be collected but also in the depth of analysis. Table 1 below provides an example to illustrate what is required.

**Table 1: Questions for monitoring and evaluations**

<table>
<thead>
<tr>
<th>Monitoring¹</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Are all activities that were planned for this strategy being carried out?</td>
<td>● Did the pace and the sequence impact the results of the strategy?</td>
</tr>
<tr>
<td>o As specified?</td>
<td>o Did the actual pace of implementation result in cost escalation?</td>
</tr>
<tr>
<td>o On time?</td>
<td></td>
</tr>
<tr>
<td>o On budget?</td>
<td></td>
</tr>
<tr>
<td>● Are all resources slated for the implementation [specified component or group of activities] available as planned?</td>
<td>● In retrospect, could resources have been better utilized?</td>
</tr>
<tr>
<td>o Are there savings? Where?</td>
<td>o What factors impacted the utilization and efficiency of the resources?</td>
</tr>
<tr>
<td>o Are there cost overruns? Where?</td>
<td></td>
</tr>
<tr>
<td>o What is the cost activity X per unit?</td>
<td></td>
</tr>
</tbody>
</table>

*Monitoring* is defined as the systematic observation of activities and the recording of data for the purpose of control and for the purpose of understanding the behavior of outcome data. As will be seen later, much of the basic monitoring data is already being generated by the implementation units of the various projects and programs integrated in each of the strategies or reported by the Intermediary Body, and relevant directorates in MoNE. The Intermediary Body is a key institution that can report and in the same time consolidates reliable data at the level of projects, participants, implementation of programs and projects implemented with ESF funds under Human Capital Operational Programme (POCU). Most of the programs relevant for the four strategies are envisaged to be funded under this Operational Programme, especially for interventions addressed under ESL Strategy.

Three important considerations in monitoring are the following:

**Efficiency:**

Are activities executed on time and on budget? Sufficiently planned?

**Effectiveness:**

Are activities being executed properly? Is the budget appropriate?

Are outputs and outcomes matching needed/desired outputs and outcomes?

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¹ Much of this information will come from Project Implementation Units and others through the Intermediate Body.
### Relevance:

Are the right activities being executed?

Monitoring data will allow the MoNE to take corrective action. This corrective action focuses on improving implementation measures, properly allocating and reallocating resources and conceiving of new or alternate activities to help achieve the targeted outcomes. Importantly, monitoring data will explain what activities work, what conditions enable success and what other factors are causing change or hindering it. This information is important not only for the development of corrective action but also to provide sufficient depth and meaning to the understanding of the activities derived from the strategies.

More specifically, monitoring will have to respond to:

- Whether all financial, human and other resources that were planned and budgeted for the implementation of each strategy are (a) being delivered, (b) as specified and (c) on time?
- Whether all activities that were planned for each strategy are (a) being carried out, (b) as specified, and (c) on time
- Whether all the resources that are eventually made available for the implementation of each strategy are being utilized (a) fully as planned and (b) efficiently [e.g. no wastage]
- Whether the actual costs of implementing each strategy are in line with the anticipated and projected costs, i.e. there is no under-spending or over-spending?

Another important monitoring function includes the regular and timely collection of data from SIIIR, RMU and TEMPO-INS related to the outcome and output indicators. Such data is collected for tracking purposes and presented within the monitoring report so that the change at the outcome level can be correlated and/or attributed to the activities. The methodological aspects of monitoring are presented in detail in Part two of this report.

**Evaluation**, on the other hand, is results-oriented; it studies the substantive meaning and significance of behavioral change as articulated in the objectives of strategies. It also considers the positive and negative consequences emerging from the execution and it investigates conditions and effects of activities on outputs, and in turn, the outputs’ relations to outcomes. In sum, evaluations examine the whole results chain to understand the effect of the strategy and its implementation on the system, its stakeholders, and beneficiaries. Similar to monitoring, evaluations may prompt corrective action on activities, but importantly, also on the strategy itself. The combination of operational and results data is examined in evaluations through the proposal of hypotheses and inquiry questions. Where operational data speaks to the conditions of execution, the results data speak to the change in the behavior of the sector. Looking at these two related sets of data we can begin to advance certain assumptions on the effectiveness of the strategy, its schedule, its cost, and other qualitative factors. As a result, evaluations also consider efficiency, effectiveness, and relevance, not limited to activities or project, but covering the entire strategy.

More specifically, evaluation will have to respond to:

- Whether, in retrospect, the mix, quality and quantity of resources allocated to the implementation of the strategy were right
- Whether, in retrospect, the expected outputs were produced as intended and, if not, why
Monitoring and Evaluation Methodology

1.4 ORGANIZATIONAL PRINCIPLES

1.4.1 Institutional Arrangements

It is important that the reader acknowledges the crucial role of monitoring and evaluation with respect to the successful implementation of the four education strategies, as the role of monitoring and evaluation entails the commitment of appropriate human, financial, and logistical resources to develop a reliable and effective M&E system. The M&E system should become an integral part of the institutional strategy and should be streamlined within the institutional plans and budgets, especially with regard to the administrative capacity of the Ministry. Importantly, there must be wide consultations with the advisory bodies, institutes, and agencies involved in the governance, management, and delivery of education in order to collect data in a unitary manner and avoid redundancies and overlap. This document should be used as a master plan of data collection and aggregation, and should guide the sector's efforts, coordinated by the Ministry, towards evidence-based educational policies and initiatives with the aim of reaching the strategic targets set by the Government of Romania in the four strategies.

The 2016 Unitary Framework outlines eight (8) key tasks that must be carried out to keep the M&E system running effectively.

**Table 2: 8 Key tasks for M&E**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection and transmission</td>
</tr>
<tr>
<td>Data aggregation</td>
</tr>
<tr>
<td>Data processing and transformation (data analysis)</td>
</tr>
<tr>
<td>Storage and maintenance</td>
</tr>
<tr>
<td>Servicing and maintaining the IT infrastructure</td>
</tr>
<tr>
<td>Encouraging and educating potential users on how to use the information</td>
</tr>
<tr>
<td>Moving the information to intended users (reporting)</td>
</tr>
<tr>
<td>Managing the M&amp;E system</td>
</tr>
</tbody>
</table>

The aim of the 8 key tasks detailed above (Table 2) is the transformation of raw data into usable information for decision making through effective analysis. To that end, the methodology identifies the MoNE as the central body responsible for executing the M&E methodology. According to its broader project planning, the MoNE will support the hiring of a number of experts for specific periods of time for data collection, analysis, and reporting to complement the existing internal structures and capacity to manage the M&E system and controlling the IT functions.
The MoNE has estimated the need to contracting 12 experts who will be selected to collect field-data using the instruments indicated in this document (Section 2). The Ministry will also engage five experts who will work on statistical interpretation and to establish various correlations. Experts will analyze the degree of completion of certain indicators, and the accuracy and reliability of data to inform decision making. Key to their task is to correlate information gained through interviews and site visits with implementation data in order to forecast the extent to which the activities are leading to change. These five experts will develop the monitoring reports which will contain information on progress of activities related to the four strategies, and importantly the extent to which these activities are providing outputs and outcomes, as well as knowledge and skills that can be applied to improve the performance of the institutions targeted by the four strategies.

In addition to the experts noted above, it is important that the Ministry consider dedicating personnel to operate the methodology and ensure that information traffic, planning, and scheduling proceed in accordance with this methodology. The first person, the M&E Manager, is to be accountable for the responsibilities that fall under the Ministry as well as play a supervisory role to the team of experts commissioned to gather field-data and undertake analysis and reporting. The second person will assist the M&E manager, in particular assisting with the transfer of information from the routine data providers (INS, various agencies, etc.) to inform the indicators requiring such data (specifically on the Performance Measurement Framework found in appendix 1). The assistant will help plan and schedule qualitative and quantitative field inquiries. The MoNE may choose to maintain the leadership of coordination under the office Strategic Management and Public Policies Directorate at the Ministry and engage two assistants to support the Director in his lead role. Detailed profiles for the Manager and Assistant roles are provided below. Should the second option offered above be exercised, only the assistant’s profile will be relevant.

The Manager will lead and supervise the work of the Assistant Manager in maintaining contact with external experts, and ensure adherence to legislation and regulations relevant to data collection and Romanian education.

**The M&E Manager should have the following skills/qualifications:**

- Good knowledge/experience in dealing with educational and social indicators;
- Good knowledge/experience working with large sets of indicators;
- Solid knowledge in social statistics, in particular with respect to macro-statistics (designing and using aggregate indicators);
- Good knowledge of tools such as Excel or similar software;
- Experience and ability in analyzing survey data at least on a basic level. This implies on one hand understanding sampling and its requirements, and being able to manipulate at least one of the software packages for basic statistical analyses, such as SPSS, SAS, Stata, R, etc.; and
- Possess at least a Master's degree in the social sciences (i.e. sociology, political science, economics, or educational sciences.

**The Assistant M&E Manager should have the following skills/qualifications:**

- Possess experience in project management;
- Knowledge of the local market of educational/social research;
- Understand basic methodological requirements for qualitative and quantitative surveying;
- Possess experience and ability into analyze survey data, at least at basic level. This implies on one hand understanding sampling and its requirements, and being able to manipulate at least one of the software packages for basic statistical analyses such as SPSS, SAS, Stata, R, etc.;
- Understand modern methods for content analysis (including knowledge of at least one content analysis software, such as MaxQDA, AtlasTI, NVivo, Hamlet, etc.);
- Possess basic knowledge of the Romanian education system and the ability to analyze existing legislation and secondary legislation;
- Possess at least a Master's degree in the social sciences (i.e. sociology, political science, economics, or educational sciences.

1.4.2 Public and Private Institutions

It is critical to include private institutions in the data gathering and analysis activities. Failing to do so would risk producing incomplete information regarding the four education programs, and may lead to flawed conclusions. The sample sizes, whether in the monitoring or the evaluation activities should reflect the ratio of the private to public schools, though a scientific approach to the selection of sample size is not required. Comparative analysis of the performance of these institutions may provide insights into causes and solutions for the amendment and improvement of the four strategies.
PART 2: MONITORING METHODOLOGY

2.1 MONITORING ACTIVITIES

2.1.1 Basic Principles

Institutions managing complex reform strategies require continuous information about the progress related to intended outcomes and outputs to ensure the success of the initiatives. Implementation of the projects and programs associated with the four education strategies go beyond simply ensuring the implementation of activities and disbursement of funds. Monitoring implementation is imperative to identify details on how execution is being undertaken. This includes answering questions such as how each project or program’s aims were internalized by participants and beneficiaries (they may be various stakeholders at various levels: parents, students, teachers, schools or universities, companies involved in the education process, tutors of various kinds, participants in lifelong-learning exercises, etc.), how the activities were actually implemented (beyond the declared successful implementation), how beneficiaries reacted to the implementation, and so on.

Two basic activities are to be considered during monitoring, specifically in monitoring the implementation of the programs/projects. Table 3 (below) summarizes the activities from the point of view of data production and data usage, with the main aim to provide information on the progress of implementation, on one hand, and about potential bottlenecks and success stories, on the other.

Table 3: Monitoring Activities

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Type of data</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic data collection of administrative flows</td>
<td>Statistical data from official sources</td>
<td>Basic monitoring of progress</td>
</tr>
<tr>
<td></td>
<td>Intermediate body (Project Implementation Units, NGO, communities etc.)</td>
<td>Preparing for evaluation activities</td>
</tr>
<tr>
<td>Application of field qualitative/quantitative</td>
<td>Quantitative (e.g. surveys using questionnaires)</td>
<td>Basic monitoring of progress</td>
</tr>
<tr>
<td>instruments to inform progress</td>
<td></td>
<td>Preparing for evaluation activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informing on particular aspects related to implementation</td>
</tr>
<tr>
<td></td>
<td>Qualitative (e.g. in-depth interviews, case studies, focus groups and site visits etc.)</td>
<td>Informing on particular aspects related to implementation</td>
</tr>
</tbody>
</table>

Each of the four Education Strategies is monitored independently, according to the approved list of indicators found in each of the strategy documents. Table 2 (above) illustrates four basic routes
to produce data for the indicators and to document the activities, elaborated on in the forthcoming paragraphs.

The **first type of data includes existing information** such as SIIIR, RMU, and ANS, will serve to provide much of the basic data (official statistics). Simple computations are used to aggregate the data collected from these sources so that they meet the requirements of the indicators. One can learn about the enrollment rates, number of adult persons trained in LLL programs within tertiary education units, numbers of trained trainers or professors/teachers on various levels, and so on from such programs.

**Second,** various implementation units of dedicated projects/programs that are specified by the strategies are currently producing implementation information through their own monitoring systems, according to the MoNE. This type of information flows to and through the Intermediate Body. The programs are described herein, and include, for example, a program devoted to nurseries or one dealing with Community Permanent Learning Centers, among many others. The information produced within these programs from their monitoring and evaluation activities is used to document activities and outputs, and is measured against the corresponding indicators. The information describes progress related to expected outputs and implementation of the activities within a program/project.

This method of monitoring answers basic questions such as: was the activity implemented as intended with all details accounted for, including time, budget, attitudes of those involved, reception by beneficiaries, perceived usefulness, etc., and with numeric estimates of beneficiaries, produced tools, empowered systems, etc.?

In sum, basic issues such as efficiency, effectiveness, and relevance of activities are to be addressed.

As this data is already being collected, there is no need to create new methods and instruments to do so. However, there is a need to develop a method for its integration into the overall M&E system and to use it as a trigger to undertake qualitative monitoring as described in the next paragraph.

**Third,** there is data that is sensitive to pressures from outside the control of the MoNE and its stakeholders. For instance, data on employability of graduates might be difficult to assess through existing instruments, sometimes being sparse and unreliable, in particular due to international migration (otherwise linking SIIIR and RMU to REVISAL might theoretically address this phenomenon). It is mandatory to have a reliable estimate of employability since the usefulness of education for integration into the labor market is key for assessing the practicality and functionality of the four education strategies. Tracer studies, for example addresses this issue. Such an example illustrates the need for the **fieldwork done through quantitative instruments** that are described in the ensuing sections.

The quantitative instruments to be employed are tailored questionnaires that will inform the implementation of the activities in addition to their outcomes. With regards to implementation which may prove simpler or more difficult than anticipated, well designed quantitative questionnaires provide more information than the mere progress towards the intended targets, and therefore ensure the success of implementation. As part of a complex protocol, such information
may prove useful for evaluations, leading to a long shelf-life of the data collected.

The **fourth** type of data to be collected **qualitative instruments** applied through field work. These are designed with the specific aim to inform on how specific actions are implemented (apart from their formal sanctioning, through the corresponding legislation/regulations). They enrich quantitative methods by providing context to implemented activities. Qualitative data can also provide valuable information about meaning and value that various social actors (teachers, educators, students, other target groups) attribute to the actions that are being implemented, as well as their perceived consequences and the way these have an impact on their teaching/learning/professional lives beyond the programme’s stated objectives.

**Figure 2:** Data flows

![Data flows diagram]

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**2.1.2 Description of tools, indicators and categories of users to be involved**

There are several categories of users and methods of using this M&E plan, with each intended to address the needs of a different category of users. The below points elaborate on the diverse teams and their needs and requirements for successful M&E.

- The **implementation teams** *(the Working Groups within the MoNE for each of the four strategies)* need a way to look at the activities they develop and how these are leading to outcomes. This means they need a structured perspective over the monitoring tools organized by activity.

- To have a quick overview of how implementation contributes to reaching the goals of the four strategies, any **policy maker** needs an overarching table of indicators. With a glimpse of the eye, one sees in the table the initial state on every dimension or the baseline figure, the current situation, and the intended target(s).
The MoNE Monitoring Team will require tools to update the table. This means the MoNE Monitoring Team should be provided with a clear set of instructions on which sources to extract information from in order to quantify, either qualitatively or quantitatively every indicator in the strategies.

Each data provider needs a comprehensive list of information that it is expected to provide. Data providers include NIS, SIIIR, and any program through which the education strategy is implemented (various agencies and ministries, narrowly-focused activities contracted by the MoNE Monitoring Team, subsequently labelled as “field qualitative/quantitative instruments”). The MoNE Monitoring Team also needs to know exactly what to ask from these sources and at what interval. The data providers should know in turn when and what to provide.

Following the operational logic detailed above, in line with the Unitary Framework for M&E and in keeping with the principles of RBM, the M&E methodology introduces the tools that will be used to measure indicators in the model shown below.

A crucial step in the development of this methodology was to align the vocabulary used in each strategy. The matrix below shows the labels used in each strategy and how these were unified under the methodology.

<table>
<thead>
<tr>
<th>ESL</th>
<th>TED</th>
<th>LLL</th>
<th>VET</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Enabling Conditions &amp; Pillars</td>
<td>Measures</td>
<td>Lines of action</td>
<td>Outcome</td>
</tr>
<tr>
<td>Measure</td>
<td>Actions</td>
<td>Actions</td>
<td>Actions</td>
<td>Output</td>
</tr>
</tbody>
</table>

With a unified vocabulary the methodology for monitoring is then laid out as shown below for each output and its indicator or group of indicators within each of the strategies:

1.0 Outcome
   1.1 Output
      Indicator(s)
      Instrument(s)

In some of the strategies, there are sector level indicators as well as higher level outcomes given various names in the strategy document. These are often separate from the Outcome-Output grouping and given independent indicators; in such cases, specific instruments were associated to measure progress on the higher level indicators. Nonetheless, the presentation remains consistent throughout this section.

In some cases, there is only one instrument because there is only one source of information. In other cases, all instruments are indicated because the indicator or indicators require diverse sources of data.
There are several instances where more than one output and their corresponding indicators are measured by one instrument or combination of instruments; in such cases, these are grouped together and the instruments are presented below the series.

The instruments provide a minimum requirement; in other words, a foundation on which the M&E team and stakeholders can build, improve, and adapt as the implementation of the strategy progresses. This is an important consideration because as the strategies advance and begin to have tangible effects on their target subjects, it will be necessary for the M&E to mature and adapt.

### 2.1.3 Field qualitative/quantitative instruments: why we need them

This section focuses on the field quantitative and qualitative instruments for data collection. They may refer to national samples or samples of limited reach. The basic idea of these instruments is to provide detail or a description of the formal implementation of a certain action. They are able to quickly gather information, independent of those who designed and/or implemented the corresponding actions, and are useful for adjusting implementation.

This monitoring plan attempts to balance the need of information with a realistic expectation with respect to available resources. It relies on methodologies and instruments already employed by the MoNE, including through the existing work of the programs and projects implementation units.

As such, **field qualitative/quantitative instruments address mainly those areas that are either cross-cutting or too broad to fall under a dedicated program.** For the sake of efficiency and effectiveness, the approach of these methodologies focuses on viability (cost of collection), feasibility (ease of collection), and desirability (importance of information). This approach responds to the MoNE’s need to collect the most important information while ensuring cost-effectiveness and a reasonable frequency of data collection.

**Figure 3: Intentions**

![Diagram of Intentions](image)

Typically, there are several types of studies that can be employed: quantitative questionnaires, illustrative case studies (using a combination of questionnaires, focus groups, interviews and other
data), in-depth interviews, and content analysis of existing documents. Considering the number of units from which information is collected and the type of storage and techniques of analysis, the questionnaire-based surveys are considered to be “quantitative”, while the remaining types of tool are “qualitative”.

2.1.4 Further methodological considerations

The application of quantitative and qualitative instruments during field visits will incur a scheduling challenge. To overcome this, the methodology suggests that a field visit should address as much as possible from each of the strategies – in other words, each field visit should be comprehensive and gather all possible data on all four strategies. This approach will be most efficient not only for the MoNE but also for the respondents. Not applying this approach will result in numerous visits to a single location to raise questions on multiple subjects. This will lead to respondent fatigue, annoyance, and participation avoidance.

Regional considerations are in place for all tools. They are important in particular for ESL as the strategy specifically targets counties at risk. This is acknowledged in proposed selection procedure. For all quantitative information, the regional concern is implicit, given the data collection that considers geographic location. This is also valid for information gathered from typical administrative sources or from specific programmes. In short, the poverty map of Romania is taken as a guideline in order to better target programs of inclusion and strengthening the link between education and the labour market.

Sampling is random in all cases, with stratification when required. For all quantitative tools, selection is probabilistic and guarantees capacity for generalization of the findings (i.e. to draw conclusions that are valid for the entire system, not only for the investigated units). For the qualitative tools, selection and design of the data collection grids considers the basic pre-conditions to enable generalizations as well (see Flyvbjerg, 2006). It is important to note that the MoNE has indicated in its broader project under POCA that monitoring will not rest on a scientific foundation. However, for evaluations, rigorous scientific approach to research must apply to ensure the credibility of the findings.

Replications are considered where appropriate. For actions that include one-time implementation, replication is unnecessary. Replications are required for actions that spread over a longer period. In such cases, they are useful in order to monitor changes in implementation, to refine further steps, and to generally understand how the strategy progresses towards the intended goals. Replication becomes critically important because it will be impossible to monitor every action for each strategy in every county; as such, the monitoring will be on a rolling schedule to ensure that all high risk counties are visited at least once during the course of strategy implementation.

Control groups are considered in the cases where implementation does not cover all potential beneficiaries. For instance, in the case of supported nurseries, the methodology has included eight nurseries for in-depth interviews and observation. Six of them receive assistance; two do not. By observing those which do not receive any support, one may more accurately determine if the change in the other six is a result of the programs and projects implemented for the purpose of the

achievement of the four education strategies or simply correlated without any clear links of causation. Again, it must be noted that this is less of an issue for monitoring and much more important to evaluation.

Depending on the type of information to be gathered and activity to be addressed, one may focus on different levels of institutions, or institutional variation, including in the follow institutions:

- schools, universities, or other education and training providers;
- parents/families, pre-school children, pupils, students, adult trainees;
- local public administration, central governing bodies;
- teaching staff and trainers;
- management staff from units that provide education and/or training;
- companies, involved in various ways in the education and training process;
- employers;
- general population; and
- classes and groups of students/trainees, at various educational and training levels.

The variety of respondents and the potential levels to be assessed within them is broad. When discussing a campaign to increase awareness of the four strategies, one might target adults in the general population, with some lower and upper age boundaries. However, when discussing training within companies as part of the VET system for example, the target audience will be significantly narrower.

2.1.5 Frequency of reporting

A quarterly report should be generated for each strategy by the MoNE Monitoring Team. The report is based on data collected at various times within the quarter being reported. The methodology attempts to simplify the reporting and ensure that the stratification is cumulative not redundant. To that end, the methodology seeks a short report after each field visit, all of which will be analyzed and synthesized into the quarterly report for each of the strategies. Quarterly reports number 1, 2 and 3 will be synthesized and along with additional data gathered in quarter 4 will form the annual report which gives a comprehensive perspective on the state of implementation of the strategies and the extent and manner of the effect of the implementation on the targeted groups.
While the monitoring exercise is annual, the implementation of this monitoring methodology must be scheduled throughout the year so that a sufficient number of site visits are made at regular intervals to effectively provide ongoing data. Therefore, site visits will be organized throughout the year, and will be followed by interim reports on a quarterly basis to provide the MoNE with the pulse of the implementation of the strategy. At the end of the year, an annual comprehensive factual and analytic report will be produced, also requiring the regular interval site visits.

In addition, the methodology includes Performance Monitoring Framework as presented in Appendix 1 for each of the strategies covering all the indicators. These tables should be updated regularly and presented in the quarterly interim reports. The contents of the quarterly interim report are provided in this section.
2.2 Instruments

This section, specifically 2.3 onward, is organized along the design of the four education strategies. This means that for every strategy, every outcome is followed by its list of outputs and their associated indicator. The methodology and instruments follow each indicator or group of indicators, and instruments are presented in three subsections: 1) official data; 2) implementation data from the Intermediate Body and project implementation units; and 3) field qualitative and quantitative instruments.

Implementation of each activity can be described by several indicators. The indicators may be informed from statistical data sources (or combinations of several statistical data sources), they may be computed in dedicated programs and projects, may derive from legislation adopted, and some can be documented in part or solely through specific qualitative and quantitative data collecting instruments, designed to further improve knowledge about implementation of activities. A selection of these instruments can be found in the appendix 2 and are applicable to the four strategies (although minor adjustments may be necessary to ensure compatibility between the instrument and the strategy).

Example

Monitoring visits under the Strategy to Reduce ESL, in view of the achievement of Outcome 1. Access to Early Childhood Education and Care, with emphasis on vulnerable groups – and output 1.1-1.4.

A number of 24 kindergartens, with some measures in implementation, may be selected out of the 8 regions, urban/rural, remote/overcrowded, with vulnerable groups included. Attention must be paid to the fact that the majority of kindergartens are “satellite” units and do not have legal entity; therefore, field visits can be coupled with school visits for measures under other outcomes.

The following instruments may be applied in each kindergarten by a group of M&E experts:

- Kindergarten datasheet (analysis grid)- data at the school level, detailed description and overall impression/perception of the place.
- Interview with school/kindergarten principal
- Interview with kindergarten inspector
- Focus group with educators
- Focus group with parents
- Focus group with local community

The questions found in the field investigation instruments’ guides are presented under each of the outputs in order to demonstrate the type of investigation required for verification of quantitative data and to generate qualitative data. The MoNE may decide to group all of the questions under one questionnaire. Doing so would create efficiency for the M&E experts and the respondents. In this case, the instrument will need to be organized according to respondent so that each group of
respondents is addressed with the relevant questions. Model instruments for this are provided under appendix 2.
A  

**ESL: Strategy for Reducing Early School Leaving**

**Strategic Outcome: reducing early school leaving**

The **high level indicators** of the ESL strategy are measured by official statistical sources.

- ESL.4.O.001  Early School Leavers: rate
- ESL4.O.002  Early School Leavers: volume
- ESL.O.300  Gross enrolment rate for 0-5 year olds
- ESL.O.301  Gross enrolment rate for 3-5 year olds
- ESL.O.302  Gross enrolment rate for 0-2 year olds
- ESL.O.305  Gross enrolment rate for primary & lower secondary
- ESL.O.306  Gross enrolment rate for primary
- ESL.O.307  Gross enrolment rate for lower secondary
- ESL.O.308  Percentage of students with functional illiteracy
- ESL.O.309  Percentage of students with low achievements in math
- ESL.O.310  Percentage of students with low achievements in reading
- ESL.O.311  Results in national tests at the end of the 8th grade - total and broken down by subjects
- ESL.O.313  Drop-out rate in primary and lower secondary
- ESL.O.314  Drop-out rates – Grade 5
- ESL.O.315  Decrease in drop-out rates – Grade 1
- ESL.O.316  Decrease in drop-out rates – Grade 7
- ESL.O.317  Transition rates into high school or VET

**Outcome 1:** Access to Early Childhood Education and Care (ECEC), by placing emphasis on vulnerable groups

**Output 1.1:** Strengthen and consolidate ECEC in order to enhance effectiveness

The **indicators** under this set of actions include the following:

- ESL4.P.021  Implementing the ante-preschool curriculum
- ESL4.P.022  Number of ante-preschool teaching staff trained
- ESL4.P.022b  Number of teaching staff, inspectors and puericultors trained
- ESL4.P.022c  Number of ante-preschool inspectors trained
- ESL4.P.025  Legal and operational framework for providing care and education services in nurseries
- ESL4.P.101  A comprehensive framework for ECEC is adopted

**Outcome 1:** Access to Early Childhood Education and Care (ECEC), by placing emphasis on vulnerable groups

**Output 1.2:** Recognizing the important roles of families (with children aged 0-3 years) by engaging them directly in parental education and awareness programs and providing financial incentives to support them

The **indicators** under this set of actions include the following:
The indicators under this set of actions include the following:

- ESL4.P.072 Number of nurseries supported through “Developing a mechanism to support ECEC through local partnerships between authorities, community, parents and NGOs. This mechanism should be a pre-condition for involvement in setting-up new nurseries/ECEC services”

Outcome 1: Access to Early Childhood Education and Care (ECEC), by placing emphasis on vulnerable groups

Output 1.4: Developing new approaches to ensure the provision of sufficient numbers of qualified teaching staff (educator-puericultors), particularly in rural disadvantaged areas (including financial incentives, mobility schemes)

The indicators under this set of actions include:

- ESL4.P.028 Grants for puericultors who work in remote/disadvantaged areas (duration: one year; amount: 900 EUR/month)
- ESL4.P.074 Number of beneficiaries for “Introducing mobility schemes, including financial incentives for entry-level preschool teachers and puericultors in rural/disadvantaged areas”

All the indicators for these outputs should be measured at the same time as they have the same interlocutors/informants and fall under the same program. In other words, all interviews, focus groups, observations are to be executed at the same time.

Instruments to be employed for documenting progress of activities for this output are described below.
**Program: “Nurseries Program”**

**Full name of project (temporary):** “Project for early education services”

**Description:**
The project is currently being designed and is expected to receive support from the EU funds. The project will gather data through its own internal monitoring of process indicators. The information will contribute to the overall ESL Strategy M&E methodology. Data resulting from implementation reports should also address topics such as content and usefulness of the training, usage of the trained skills (in class), actual mobility under the scheme for puericultors, etc.

**Recommended reporting frequency:**
The monitoring should be continuous, (i.e., use a working Excel table to update the information on every nursery receiving support under the measures in the project, as well as for any other type of beneficiary - for instance, trained puericultors. This has the effect of allowing the production of a concise report on the above-mentioned indicators at any given moment. This kind of report will be generated every 3 months and sent to the MoNE Monitoring Team in addition to any qualitative information generated by the project.

**Deliverables:**
- Values for each indicator (at each reporting moment) to be included in the PMF.
- Implementation reports as required by funders or MoNE.

**FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS**

**Output:**
Six mini-case studies to be undertaken in autumn 2018.

**Goal:**
The qualitative information gathered through this program refers to the implementation of ante-preschool programs. It helps deepen understanding by providing nuances and helping understand some elements that do not surface in the operational monitoring. The data generated mentions the implementation manner, helping to understand strengths and obstacles that have arisen.

**Methodology:** The list of program-supported nurseries is provided by the implementation unit. The MoNE M&E experts will randomly select six of them (by generating random numbers). Four are randomly selected from the whole list, except nurseries in two counties (Călărași and Ialomița). The remaining two are selected randomly from the two counties (which are indicated as target within the ESL strategy). The experts will visit the six nurseries and will discuss with the principal, educators, students, parents and other relevant interlocutors.

Personal, systematic observations will add to the documentation. In the end, a brief report will summarize the results observed focusing on opportunities and challenges. The exercise aims at informing the implementation unit on possible ways to increase the effectiveness of the support provided.

The case studies are designed to be carried at two different moments: first contact
occurs before the support is received or in the early stages to document initial circumstances, and then at regular intervals not exceeding duration of one year.

**Control group:** Two non-supported nurseries are selected. The first one is close in geographical distance to the first nursery in the observation group. The second is closer to the first of the two Călărași - Ialomița nurseries in the observation group. These nurseries were selected non-scientifically.

**Minimum interview question topic guide:**
1. History of the nursery and of the current management
2. Main operating difficulties
3. Main advantages
4. Relation/ cooperation with the local community, including several types of stakeholders (authorities, local entrepreneurs, parents, NGOs, schools, other nurseries).
5. Source of current equipment (“But where does the current equipment come from?”) and maintenance (“How do you manage to cover the current needs of the nursery?”)
6. Puericultors qualification
7. Recent training
8. Presence in the MoNE or other providers’ programs related to the above-mentioned
9. Is there a concern to target disadvantaged groups?
10. The existence of financial incentives linked to enrollment rate
11. Have financial incentives been provided? If so, to whom?
12. What is the effect of financial incentives?
13. Evidence of local partnerships between authorities, community, parents and NGOs in new kindergartens and daycares
14. Are vulnerable groups receiving financial support (tickets)?
15. How many teachers are under the mobility scheme?
16. What is the extent of parent involvement?

**Minimum observation guide to be documented:**
1. Building status (inside/outside; furniture; walls; cleanness.)
2. Yard status (outside furniture: grass; trees: cleanness: dust; playground.)
3. Toilets
4. Sleeping area
5. Children (smiling/sullen; agitated/quiet;...)
6. Interlocutors (alone/fearful; know what they are talking about/leave the impression they are not up to date.)

**Deliverables:**
- Completed questionnaires from interviews
- Observation notes
- In addition to the case studies, short analytical report

**Frequency of investigation:** prior to implementation, and annual thereafter (more than one visit in one year is possible to reduce scheduling stress)
### Outcome 2:
Access to quality primary and lower secondary education for all

### Output 2.1:
Developing and implementing plans to provide adequate access to high quality education, especially for children in groups at risk

The **indicators** under this set of actions include:

- **ESL4.P.038** Number of beneficiaries of the training for (primary) teaching staff in rural areas
- **ESL4.P.076** Number of beneficiaries for “Providing additional financial support for children at risk and their families through conditional cash transfer, transportation costs, supplies etc. to remove obstacles to enrolment and retention in higher education”
- **ESL4.P.077** Number of beneficiaries for “Developing and delivering peer mentoring programs for parents and students”

Direct data collection by the Directorate General for Monitoring and Evaluation in Pre-University Education of the MoNE provides the necessary information for quantitative indicators. Tools to be employed for further documenting the activities under this output are described below and with instruments in the appendix which can be used to generate additional qualitative data and to qualify quantitative data.

**PROGRAMS BY VARIOUS AGENCIES: Motivated Teachers**

**Full name of project:** POCU Call “Motivated teachers in disadvantaged schools”

**Description:**
This is an on-going project, details of which can be found at the following link:

**Recommended reporting frequency:**
The monitoring system is to be continuous (i.e., using a working Excel table to update the relevant information as it becomes available). This has the effect of ensuring the production of a concise report on the above-mentioned indicators at any given moment to address emerging issues. Reports on actual implementation should be generated through usage of qualitative tools. Data resulting from implementation reports should also address topics such as content and usefulness of the training, usage of the trained skills (in class), changes in communication with children and families, integration within the school unit.

**Other details:**

**Deliverables:**
- Values for each indicator (at each reporting moment) to be included in the PMF.
- Implementation reports as required by funders or MoNE.
FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS

**Output:** Implementation verification and determination of effectiveness.

**Goal:** The quantitative and qualitative information gathered through this set of activities refers to the implementation of the training programmes, financial support and mentoring. The combination of quantitative and qualitative tools will provide depth to the implementation monitoring as they help measure the extent to which the newly acquired skills are used, and that the immediate result of support mechanisms are being realized. The data will help to understand strengths and obstacles that have arisen.

**Methodology:** The MoNE M&E experts will randomly select high risk regions and counties (which are indicated as target within the ESL strategy). The consultant will visit the identified locations and will interview the principal, educators, students, parents, and other relevant interlocutors.

**Minimum interview guide:**
1. Verification of teaching staff trained in rural areas
2. Use of new skills
3. Quality of the training program according to teachers
4. Change in education of children according to parents
5. Amount and distribution of financial support for at risk children:
   a. Type of support
   b. Amount of support
   c. Change in attendance of children receiving support
6. Number of persons mentored
7. Structure of peer mentoring program
8. Effect of mentoring program on teachers

**Minimum observation guide:**
1. Classroom observation of teachers using new techniques

**Deliverables:**
- Completed questionnaires from interviews
- Observation notes
- Short analytical report

**Frequency of investigation:** annual

**Outcome 2:** Access to quality primary and lower secondary education for all
**Output 2.2:** Establish a research group within MoNE to study educational reforms (including technological ones) and challenges specific to Romania

The **indicators** under this set of actions include the following:

- ESL.O.312 Number of projects financed by the MoNE's research group that produce
feasible results

- ESL4.P.040b Establishing a research group within MoNE for the study of educational reforms: costs

The information is provided directly by MoNE-Research Group. The quarterly monitoring reports should address the progress of this output and give comments on the indicators.

**Outcome 2:** Access to quality primary and lower secondary education for all
**Output 2.3:** Establishing a system of continuous professional development for teaching staff through the MoNE

The [indicators](#) under this set of actions include the following:

- **ESL4.P.050** Number of short in-service and peer-mentoring internships for teachers in disadvantaged/remote communities
- **ESL4.P.080** Number of beneficiaries for “Designing and delivering special continuous professional development program (one day per month) for teachers in general and particularly for those working with vulnerable groups or in vulnerable communities; these programs could include internships in remote communities”
- **ESL4.P.113** The professional development system is in place

The quantitative information is provided directly by the Directorate General for Monitoring and Evaluation in Pre-University Education of the MoNE.

**FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS**

**Output:** Implementation verification and determination of effectiveness

**Goal:** The quantitative and qualitative information gathered through this set of activities refers to the implementation mentoring internships and professional development program. The combination of quantitative and qualitative tools will provide depth to the implementation monitoring in that they help measure the extent to which the newly acquired skills are used, and that the immediate effects of activities are being realized. The data will help to understand strengths and obstacles that have been identified.

**Methodology:** The MoNE M&E experts will randomly select high risk regions and counties (which are indicated as target within the ESL strategy). The MoNE M&E experts will visit the identified locations and will interview the principal, educators, and other relevant interlocutors.

**Minimum interview guide:**
1. Number of short in-service and peer-mentoring internships
2. Number of teachers from disadvantaged/remote communities participating in peer-mentoring internships
3. Number of special continuous professional development program in place and utilized
   a) Number of participants in professional program
   b) Quality of the program according to teachers
   c) Relevance of the program according to teachers
   d) Evidence of internship in remote communities

**Minimum observation guide:**
1. If and when possible, the M&E experts should observe Professional development sessions
   where the expert will review:
   a) Number of participants
   b) Engagement of participants
   c) Effectiveness of the trainer

**Deliverables:**
- Completed questionnaires from interviews
- Observation notes
- Short analytical report

**Frequency of investigation:** annual (more than one visit in one year is possible to reduce
scheduling stress)

**Deliverables:**
- Completed questionnaires from interviews
- Observation notes
- Short analytical report

**Outcome 2:** Access to quality primary and lower secondary education for all
**Output 2.4:** Supporting communities and schools to achieve representative population balance in classrooms

The **indicators** under this set of actions include the following:

- ESL4.P.082 Number of activities and events reflecting Romania’s cultural diversity, with
  a view to countering prejudice and showcasing national identity
- ESL4.P.116 Number of supported schools with classrooms reflecting population (ethnic) structure

**Data sources:**
- Direct data collection by the National Commission for Desegregation and Educational Inclusion (see the order of the MoNE no. 6134 of 2016)
- Reports from entities hosting events
- The data will be added to the reports produced by the Directorate General for Monitoring and Evaluation in Pre-University Education related to all events targeting prejudice and desegregation
Recommended reporting frequency:
The monitoring is to be continuous (i.e., to have an Excel table where relevant information will be updated). This has the effect of allowing the production of a concise report on the above-mentioned indicators at any given moment. The report will be generated every three months and sent to the MoNE Monitoring Team in addition to any qualitative information generated from the project.

The information will describe reactions of target population to the campaign and to exposure to provided materials and activities. Perceptions of implementers of such activities are also of interest, in order to understand potential challenges and opportunities during implementation.

FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS

Output: Implementation verification and determination of effectiveness.

Goal: The qualitative information gathered through this program refers to the implementation of de-segregation activities. It helps deepen understanding by providing nuances and helps understand some elements that do not surface in the quantitative monitoring alone. The data generated focuses on the effect of the activities.

Methodology: This is a basic set of activities that require a straightforward approach to verification. It is imperative for the members of the M&E expert team to:
1. visit events in identified areas to observe events in progress
2. review reports from entities holding events
3. interviews with students, parents, community organizations on the effect of events
4. observe of classrooms reflecting ethnic mix of students

Deliverables:
- Completed questionnaires from interviews
- Observation notes
- Short analytical report

Outcome 3: Early warning developed systems and consolidating remedial and support programs for students at risk in compulsory education
Output 3.1: Improve conditions and quality of School After School (SAS) programs offered for students in groups at risk through the development and establishment of quality standards for such remedial programs (without impeding on innovative approaches)

The indicators under this set of actions include:
- ESL.O.318 Number of SAS programs grouped by
a) new concept  
b) extracurricular  
c) remedial  
d) school/community/NGO

- ESL4.P.054 Number of schools providing “School after School” programs  
- ESL4.P.055b Number of beneficiaries including a scheme of non-reimbursable funds for promoting innovation at school level into the School after School program

Sources of information: SIIIR & Directorate General for Monitoring and Evaluation in Pre-University Education of the Ministry of Education. Additional sources to be used are described in the following section.

**Output:** Implementation verification and determination of effectiveness.

**Goal:** The qualitative information gathered through this program refers to the implementation of the School-After-School program and the effectiveness of its implementation. It helps deepen understanding by providing nuances and assisting in understand some elements that do not surface in the quantitative monitoring alone. The data generated focuses on the effect of the activities.

**Methodology:** This is a basic set of activities that require a straightforward approach to verification – instruments in the appendix can be employed to complement and structure the main investigation points below.

It is imperative for the members of the M&E expert team to:

1. visit SAS programs in high-risk and other areas to observe implementation of program and record the type of activities undertaken.
2. investigate the various type of SAS program and record participation by type evidence of SAS programs under the following categories:
   a) new concept; number of participants  
   b) extracurricular; number of participants  
   c) remedial; number of participants  
   d) school/community/NGO number of participants  
3. interview with parents, teachers and students to determine any discernible effect of the SAS.

**Deliverables:**

- Completed questionnaires from interviews  
- Observation notes  
- Short analytical report

**Outcome 3:** Early warning developed systems and consolidating remedial and support programs for students at risk in compulsory education  
**Output 3.2:** Developing early warning and intervention systems to detect children at risk of repetition and dropout
The **indicator** under this set of actions:
- ESL4.P.085 Checklist developed; system in place and both adhere to international best practices.

The information is to be provided directly by MoNE-Research Group.

**Output:** Implementation verification and determination of effectiveness.

**Goal:** To determine the effectiveness of the checklist application.

**Methodology:** During site visits, the MoNE M&E experts must review effectiveness of the checklist by interviewing teachers on the checklist utility.

**Deliverables:**
- Completed questionnaires from interviews.

**Outcome 3:** Early warning developed systems and consolidating remedial and support programs for students at risk in compulsory education

**Output 3.3:** Completing and supporting existing, fragmented counseling initiatives for students within and outside of the education system (students who have left the system)

The **indicators** under this set of actions include:

- ESL4.O.120 Number of out-of-school students who have returned to school
- ESL4.P.059 Number of school counselors trained
- ESL4.P.059bb Number of school counselors hired against the number of students
- ESL4.P.119 Number of children counseled through “Providing counseling services by specialists, which will help develop, among others, a comprehensive personalized education plan for children at ESL risk; the plan will include aspects such as guidance, integration in school environment, Initial Vocational Education and Training (IVET) routes etc.”
- ESL4.P.121 GRP (gross rating point) – Audience rating for media campaigns

This information is to be provided by:
- SIIIR
- Project on Counseling (see below)
PROGRAMS BY VARIOUS AGENCIES: Project on Counselling

Description:
Project of the Pre-University Directorate within the Ministry of National Education

Recommended reporting frequency:
The monitoring system is to be continuous (i.e., to have an Excel table to update the relevant information as it becomes available). This has the effect of allowing the production of a concise report on the above-mentioned indicators at any given moment to address emerging issues. Reports on actual implementation should be generated through usage of qualitative tools.

Data resulting from implementation reports should also address topics such as content and usefulness of the training, changes in communication with children and families, integration within the school unit, perceived position of school counselor within the schools in relation to families, among pupils, etc.

Deliverables:
- Values for each indicator (at each reporting moment) to be included in the PMF
- Implementation reports as required by funders or MoNE

FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS

Output: Implementation verification and determination of effectiveness.

Goal: The qualitative information gathered through this program refers to the implementation of counseling activities. It helps deepen understanding by providing nuances and helping understand some elements that do not surface in the quantitative monitoring alone. The data generated focuses on the effect of the activities.

Methodology: An interview is the most relevant instrument to measure the efficiency and effectiveness of the indicators under this output. While most of the questions refer to verification of quantitative facts, only one item allows the Ministry to measure effectiveness of this program on the children. The focus should be on areas of the country where the risk of ESL is high.

Interview guide:
1. Number of children counseled
2. Evidence of education plans that include:
   a. Guidance for ongoing schooling
   b. Integration in school environment
   c. IVET pathways
3. Number of counselors trained
4. Effectiveness of the training (based on counselor interviews)
5. Ratio of counselors to students
Deliverables:
- Completed questionnaires from interviews
- Short analytical report

**Outcome 4: Improve the attractiveness, quality, and relevance of IVET**

**Output 4.1:** Increasing VET attractiveness and relevance by redesigning VET routes so as to increase flexibility and permeability, and to increase the quantity and quality of work-based learning opportunities with particular focus on the re-entry of school leavers

The **indicators** under this set of actions include:

- ESL4.P.091 Developing and implementing “tailor made” support measures for VET students at risk of drop-out, in particular students from poor families, of Roma ethnicity, or with disabilities
- ESL4.P.061b Number of workshops beneficiaries of “Upgrading workshop facilities in VET schools, financed with 75,000 EUR (on average)”

The statistic and spending data information is to be provided by the Ministry.

**FIELD QUALITATIVE AND QUANTITATIVE INSTRUMENTS**

**Output:** Implementation verification and determination of effectiveness.

**Goal:** The qualitative information gathered through this program refers to the implementation of improving the attractiveness of IVET as an educational path. It helps deepen understanding by providing nuances and assists in understanding some elements that do not surface in the quantitative monitoring alone. The data generated focuses on the effect of the activities.

**Methodology:** An interview and observation are the most relevant instruments for use to measure the efficiency and effectiveness of the indicators under this output. A specific architectural and engineering observation checklist must be produced to determine the effectiveness of upgrading workshop facilities in VET schools. Interviews will focus on the effectiveness of tailor made support measures with questions suggested below.

**Interview guide:**

1. Number of tailor made support measures for VET students at risk of drop-out disaggregated by students:
   a. from poor families
   b. of Roma ethnicity
   c. with disabilities
   d. others
Deliverables:
- Completed questionnaires from interviews
- Short analytical report

**Outcome 4:** Improve the attractiveness, quality, and relevance of IVET
**Output 4.2:** Reforming and enhancing the VET system through curriculum reform and teaching staff training and management consolidation through stronger and more creative engagement with the labor market

The indicators under this set of actions include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Source of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL.O.319</td>
<td>Gross enrolment rate in IVET</td>
<td>SIIIR &amp; NIS</td>
</tr>
<tr>
<td>ESL.O.320</td>
<td>Total number of students enrolled in IVET</td>
<td>SIIIR</td>
</tr>
<tr>
<td>ESL.O.321</td>
<td>VET graduation rate</td>
<td>SIIIR</td>
</tr>
<tr>
<td>ESL.O.322</td>
<td>VET graduates’ employment rate</td>
<td>“Tracer study with VET graduates”</td>
</tr>
<tr>
<td>ESL4.O.122</td>
<td>Number of VET graduates</td>
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</tr>
<tr>
<td>ESL4.P.062</td>
<td>Students that benefit from “financial incentives for employers, to encourage employment and provide relevant workplaces for VET students’ on-the-job training (6 months, 250 EUROS/VET student)”</td>
<td>Programme “Internships for students” (POCU)</td>
</tr>
<tr>
<td>ESL4.P.093</td>
<td>Number of trainers that received training under the programme “Training programmes for school principals, teachers, trainers and tutors in companies, in order to improve the correlation with labor market needs”</td>
<td>CNDIPT, also see Project “Relevance” under the VET strategy*</td>
</tr>
<tr>
<td>ESL4.P.125</td>
<td>Number of teachers involved in teaching and mentoring who received training</td>
<td>SIIIR</td>
</tr>
<tr>
<td>ESL4.P.127</td>
<td>Number of internships in companies for VET students</td>
<td>Project “Relevance”</td>
</tr>
</tbody>
</table>

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:**

**Output:** Implementation verification and determination of effectiveness.

**Goal:** The qualitative information gathered through this program refers to the implementation of improving the performance of the VET system through teaching improvements and enhancement of engagement of the labor market. It helps deepen understanding by providing nuances and helping understand some elements that do not surface in the quantitative monitoring alone. The data generated focuses on the effect of the activities.

**Methodology:** An interview and observation are the most relevant instruments for use to measure the efficiency and effectiveness of the indicators under this output. Interviews will focus on the effectiveness of teaching, learning and labor market engagement. A tracer study will be an important addition later to track the long term outcomes of
this output. Even though it is recommended to be launched in 2019, the tracer study can be prepared earlier, as such, the approach to the tracer study is included herein.

**Interview guide:**
The interview is to be administered to employers, students, instructors, and others deemed relevant by the MoNE M&E Expert Team.

**Sample questions:**
1. Are employers receiving incentives to encourage on-the-job training for students?
   a. How much
   b. How many students are enjoying on the job training?
   c. Type of industries / size of companies
2. How many teachers have received training or mentoring?
   a. What is the source of training?
   b. Subject?
   c. Are new skills applied in the classroom?
   d. According to teachers: are they applying the training? How useful is the training?
3. To what extent is the labor market involved in setting learning outcomes and enhancing the curriculum?
4. According to employers: is the curriculum and training of students relevant to the modern work place?
5. Number of internships in companies for VET students
   a. According to students: how useful are the internships?
   b. According to employers: how knowledgeable are the students? Is their education relevant to the labor market?

**Tracer study for VET graduates (web-survey)**
A national-level tracer study will track graduates and provide long term outcomes. To keep costs manageable, the questionnaire for the tracer study will be administered online.

**Approach and methodology for the tracer study:**
1. A list with the email addresses, current phone numbers, and addresses of the VET graduates is necessary, and must be collected in 2017 as part of the graduation process for the 2018 graduates.
2. One year after graduation, during the first part of 2019 (November-December), the graduates will be invited to participate in an online survey. The responses are anonymous although the links to the survey are customized (the typical web-survey model, used also in other tracer studies). The survey topics will focus on post-graduation employment, application of learning, and ease of finding employment.

**Topics to investigate in the tracer study:**
1. Professional career history: jobs, duration, income, link with the VET-acquired qualifications
2. Academic pathway followed (if applicable)
3. Family status
4. Migration
5. Life satisfaction
6. Assessment of the VET courses: quality, usefulness
7. Life-long-learning practices

**Deliverables:**
- Completed questionnaires from interviews
- Data base of graduates
- Timely reports from the tracer study
- Analytic reports

**Outcome 5:** An adequate supply of Second Chance educational programs
**Output 5.1:** Mechanism to achieve a wider coverage of the SC programs at the level of each county school inspectorate as well as Bucharest municipality, and to improve their quality through improved programming, better materials, and better teacher training (including VET SC programs)

The **indicators** under this set of actions include:

- ESL.O.323 Total number of enrolments in the Second Chance program
- ESL.O.324/5 Total number of enrolments in the Second Chance program - URBAN / RURAL
- ESL.O.326 Implementing support measures for the Second Chance graduates, aimed at helping them integrate on the labor market or continue education
- ESL4.P.054c Expanding the SC (Second Chance) programs to all counties

The information is provided by:
- SIIIR
- Qualitative study on the Second Chance graduates

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:** Qualitative study on the Second Chance Graduates

**Output:** Implementation verification and determination of effectiveness.

**Goal:** Observe the implementation of support measures for the Second Chance graduates, in view of labor market integration or continuing their education. The study aims to gather information on efficiency and effectiveness. The exercise aims at informing the implementation unit on possible ways to increase the efficiency of the support provided.

Enough time is needed to adopt the legislation mentioned in the objective and several months prior to the graduation of the Second Chance programs.

**Methodology:**
1. The experts conducting the study randomly select four units providing SC programs from a list provided by the strategy and monitoring unit of the MoNE.
2. The MoNE M&E Experts will visit the four units and identify a list of last generation of SC graduates.
3. The M&E Experts will visit and discuss with as many students on the list as possible and
necessary. The information needed from the graduate is linked to the post-graduation professional path and to being aware of the support measures in view of employment.

4. For the graduates who have a job, an interview will be organized with the first employer right after graduation (either with the HR Department representative or with the person that decided to employ the graduate). The interview will tackle the topics mentioned at the point below. There will be at least 3 interviews with the employers for each school.

5. The report generated will refer to:
   a. length and stability of post-graduation employment;
   b. employer’s and employee’s satisfaction;
   c. knowledge of the employment stimulation measures; and
   d. their role in the employment decision (from the employee’s and the employer’s perspective); and
   e. The number of graduates interviewed, based on gender, age, status, and pre- and post-SC graduation professional path will also be mentioned.

6. For students continuing their education, the question will refer to future pathways and plans.

7. For all students the questions need to focus on their experience through the second change program, what they liked and what they didn’t, and what they learned.

**Deliverables:**
- Completed questionnaires from interviews
- Analytic reports

**Outcome 6: MoNE’s capacity (including inspectorates and local administration authorities) with regard to strategic planning and implementing education strategies is strengthened**

**Output 6.1:** Developing the capacity to analyze existing data and to closely monitor the evolution of ESL at national, regional, and local levels, creating the foundation for targeted and effective evidence-based policies

The **indicators** under this set of actions include:

- **ESL.O.328** Increasing the quality of planning and preparing educational strategies, using efficient models of evidence-based financial planning
- **ESL4.P.130** Number of M&E reports

The information is to be provided directly by MoNE-RG. It will need to focus on the effective use of monitoring data for decision making, planning, and preparing strategies. This output poses a challenge because it cannot be self-assessed by the Ministry. The MoNE can merely provide information on what is in place and whether it is using evidence-based decision making. This output therefore is more relevant to evaluations than monitoring.

**Outcome 6: MoNE’s capacity (including inspectorates and local administration authorities) with regard to strategic planning and implementing education strategies is strengthened**

**Output 6.2:** Establishing better financial continuity in the implementation of the strategy by eliminating financial asymmetries and sudden changes
The **indicators** under this set of actions include:

- **ESL4.P.132** Per Capita financing is complemented by special educational needs (SEN) financing

This information is to be provided the MoNE reported on two axes: Per-Capita financing and financing for Special Education. The amounts should be monitored throughout the implementation, however the effect of this investment is to be investigated during evaluations as the outcome will not be achieved in the short term.
B. **TER: Strategy for Tertiary Education**

**Outcome 1:** Assuring Adequate and Efficient Funding  
**Output 1.1:** Increasing the amount of funding allocated to tertiary education progressively over the next several years

There is only one **indicator** to measure this action:

- TER.O.C1.1: GDP share spent on higher education

**Outcome 1:** Assuring Adequate and Efficient Funding  
**Output 1.2:** Allocate supplemental funding (pilot program of 10%) via performance funding to steer the system towards policy objectives and desired outcomes

There is only one **indicator** to define this action:

- TER.O.C1.2 Share of performance-based allocations, out of the total public allocation

The information for both outputs is provided by the national legislation (the law on state budget), and is computed biannually:

1) after the data for the previous budget year are published (general consolidated budget)  
2) using the budget projection for the current year

**Deliverables:**
- Updated data on indicators  
- Analytic reports

**Outcome 2:** Promoting Effective Governance  
**Output 2.1:** Increase the role and representation of key stakeholders, especially external stakeholders, in governance

There is only one indicator to define this action:

- TER.O.C2.1 Number of external shareholders involved in the HEIs governance formal processes/structures.

**Outcome 2:** Promoting Effective Governance  
**Output 2.2:** Recalibrate level of institutional autonomy (e.g., doctoral degrees, academic appointments, etc.) with accountability for performance against well-defined expectations

There is only one **indicator** to define this action:

- TER.O.C2.2 Conduct a benchmark analysis of Romania’s consistency with the European trends.
The information is provided directly by MoNE-RG and complemented by the use of instruments noted below.

**NOTE: This outcome, outputs and indicators also apply to Outcome 3 outputs 3.1 and 3.2.**

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS**

**Goal:** determine extent to which external stakeholders are involved in governance and effectiveness of that involvement.

**Description of the activities:**
The methodology recommends the use of an analysis grid (a table that will record the presence or absence of the information monitored) to be used for the monitoring of both outputs noted above. It will guide the online and site research. Desk research will consist of checking and updating the indicator analysis grid, confirmed by interviews at the universities. This grid will also serve other indicators such as TER.O.P1.6 which measure transparency.

To increase the efficiency of monitoring, the methodology recommends:
- Requesting the annual rector's report and any other relevant reports; and
- The collection of data from every University by the M&E experts, as well as consultation with the ARACIS (self) evaluation reports.

**Codification/observation grid (to be reviewed during the implementation):**

<table>
<thead>
<tr>
<th>University code*</th>
<th>Information collected</th>
<th>Source</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mention satisfaction surveys following the guidance sessions</td>
<td>Reports of the University Counseling Centers (or the Rector’s report)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publish on the website indicators that reflect the provision of guidance on educational opportunities and outcomes to inform study choices and reduce drop-out</td>
<td>reports of the University Counseling Centers, Rector’s report, other pages on the University website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publish on the website indicators that reflect institutional transparency</td>
<td>Institution websites (focusing on the Rector’s report)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement measures aimed at attracting young people from under-represented and non-traditional groups (rural environment, Roma ethnics,</td>
<td>Institution websites, Rector’s report &amp; Regulations of tertiary education institutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University code*</td>
<td>Information collected</td>
<td>Source</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>with disabilities, from low-income families, orphans or from child care centers, Romanian ethnics living abroad), including adults = target groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: different lines will be inserted for every target group</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>TER.O.P1.7</td>
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</tr>
<tr>
<td></td>
<td>Mention the design of a new academic curricula based on professional skills required on the labor market</td>
<td>Rector’s report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mention curriculum design and revision processes for cross-cutting competencies and skills</td>
<td>Rector’s report</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mention employee satisfaction surveys.</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>References to reviewing and implementing the regulations on internship programs.</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of on-the-job learning programs implemented under a partnership between the higher education institutions and the business environment Write the number of programs</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mention connection points (office/department) with the companies</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer LLL programs</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have continuing training programs in schools or universities, in partnership with providers of Continuing Vocational Training private companies or NGOs.</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Continuing Vocational Training programs</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University code*</td>
<td>Information collected</td>
<td>Source</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>in the university</td>
<td>Write the number of programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of adults in LLL programs.</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the number of people enrolled in lifelong learning programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of partnerships with employers, research institutions and training providers,</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for counseling services and training programs</td>
<td>Write the number of partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of external shareholders involved in the governance formal processes/structures.</td>
<td>Rector’s report, other information on the website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the number of third parties involved in the governance formal structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- After collecting the data for each university, a single spreadsheet should be used to allow comparison and filtering.
- For the analysis (addition for every relevant indicator): the methodology recommends the use of the “Pivot table” function from Excel (or its equivalent in other similar software) or any other statistical analysis software (R, SPSS, Stata, SAS, etc.)

**Frequency of reporting**: annual (collection is continuous).

**Deliverables:**
- Database (Excel table)
- Values for the indicators
- Analysis of data

**Outcome 2**: Promoting Effective Governance  
**Output 2.3**: Conduct a data-driven classification exercise that respects the diverse missions of institutions

There are two **indicators** to document this action:

- TER.O.C2.1 Number of external shareholders involved in the HEIs governance formal processes/structures.
- TER.O.C2.4 Publish the university classification conducted based on the classification methodology developed, relevant data and substantiation of the classification, in respect to all parameters relevant for the activity of the institution.
The information is provided directly by MoNE-RG, tables for desk research and interviews for Outcome 2, outputs 1 and 2 may be used to supplement data provided by MoNE.

**NOTE:** Outcome, Outputs and Indicators related to Outcome 3 outputs 3.1 and 3.2 are covered under Outcome 2, Outputs, and Indicators 2.1 and 2.2.

**Outcome 3:** Utilizing Data Monitoring and Evaluation for Evidence-based Policymaking

**Output 3.1:** Conduct a data-driven classification exercise that respects the diverse missions of institutions

Several indicators document this action:

- TER.O.C3.3 Data from higher education institutions on the number of students enrolled, by program, place of origin (international/domestic, urban/rural), prior education, etc. (annually collected)
- TER.O.C3.4 Data on the position, pay and qualifications of the teaching and research staff (annually collected)
- TER.O.C3.5 Data on the socio-economic, ethnic, disability backgrounds, etc. of new students (collected on odd years)
- TER.O.C3.7 Data on students enrolled in previous year who did not return and students newly enrolled who were previously at another institution (annually collected)
- TER.O.C3.8 Number of graduates by program/field of study.

Sources of information: RMUR, and University based questionnaire described under Outcome 2, Outputs 2.1 and 2.2.

**Outcome 3:** Utilizing Data Monitoring and Evaluation for Evidence-based Policymaking

**Output 3.2:** Development of a tracer study to monitor graduate performance

Several indicators document this action:

- TER.O.C3.1 Data collected 24 months after graduation, on employment, income, plans for further education, level of satisfaction, etc.
- TER.O.C3.10 Develop a system to monitor graduates’ performance
- TER.O.C3.11 Number of students monitored
- TER.O.C3.12 Survey among employers on their satisfaction with recent graduates, whether skills are improving or worsening, areas for improvement
- TER.O.C3.2 Data on students describing the employment/their experience, as well as data on their income and expenditures (collected on even years).

The information is provided directly by MoNE-RG.

An online tracer study is to be designed and administered as well as a dedicated survey, as explained in the following two sections.
**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Tracer Study**

**Goal:** To document employability of graduates.

**Methodology:** Each tracer study can be developed by following the model used by ACPART\(^3\) (2009) or ARACIS (2010), as both are based on REFLEX and HEGESCO. Graduates from all levels (BA, MA, and PhD) should be traced. Web-surveys complemented by face-to-face approaches should keep costs under control and provide reasonable response rates.

**Deliverables:**
- Databases
- Short reports

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**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Employer survey**

**Goal:** To document employers’ satisfaction with graduates.

**Methodology:** The survey should be developed by following the model used by ACPART\(^4\) (2009) or ARACIS (2010).

**Deliverables:**
- Databases
- Short reports

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**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Student survey**

**Goal:** To document employment status of students and their satisfaction with the relevance of their education to prospective or gained employment.

**Description of the activities:**
For the purposes of monitoring, an online survey among students will be sufficient. It possesses the advantage of being more cost effective, but it can also less accurate due to response rates, also contingent on the extent to which universities can and will provide students' email addresses. In all cases, with this method the volume of data collected will be lower. A similar experiment is currently being carried out on smaller scale by the Presidential Administration and Research Institute for Quality of Life of the Romanian Academy.

A more comprehensive dedicated survey will be useful for an evaluation in 2019 or 2020. A survey would allow for a systematic assessment of a large number of issues such as how students see the quality of education, the confidence in the system, future intentions, etc.

**Frequency of reporting:** annual (collection is continuous)

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\(^3\) National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment

\(^4\) National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment
Deliverables:
- Database (Excel table)
- Values for the indicators
- Analytic reports

**Outcome 4:** Committing the Sector to Improved Attainment in all Areas  
**Output 4.1:** Counseling young people to make informed decisions about their tertiary education pursuits

One **indicator** documents this action:

- TER.O.P1.11 Student retention rates

Sources of information: RMUR.

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:** Student survey

**Goal:** To document the young people’s perception of and experience with the counseling they receive.

**Methodology:** An interview with students will be necessary to record information related to experience and satisfaction of students. The questionnaire should reveal answers to the following questions:

1. How many times were you counselled?
2. Was the counsellor knowledgeable?
3. Was employment information provided?
   a) Did it include information about employers?
   b) Salary expectations?
4. Was the student considering dropping out?
   a) Did the counselling help change direction?
5. Were alternative academic programs offered to reach similar career options?
6. Were alternative careers suggested for the student’s chosen program of study?

**Frequency of reporting:** annual (collection is continuous)

**Deliverables:**
- Database (Excel table) showing values for the indicators
- Completed questionnaires
- Analytic reports

**Outcome 4:** Committing the Sector to Improved Attainment in all Areas  
**Output 4.2:** Complement merit-based fee waivers with a program of need-based grants and a student loan program

Several **indicators** document this action:
• TER.O.P1.10 Enrollment rate of SE graduates into TE
• TER.O.P1.10a Enrollment rate for non-traditional students (adults)
• TER.O.P1.1 Complement merit-based fee waivers with a program of need-based grants and a student loan program
• TER.O.P1.2 Amount of scholarships

Sources of information: RMUR, NIS, ANS as collected by the MoNE Monitoring Team.

**Goal:** To document the effect of merit based fee waivers and scholarships

**Methodology:** An interview with students will be necessary to record information. The questionnaire should reveal:
1. Whether or not a merit based fee waiver is granted (value)
2. Whether or not a scholarship is granted (value)
3. Would tertiary education be an option without fee waiver or scholarship?
4. Program of study
5. Are you receiving counseling on academic program? On academic program?

**Frequency of reporting:** annual (collection is continuous)

**Deliverables:**
- Excel table showing values for the indicators
- Completed questionnaires
- Analytic reports

**Outcome 4:** Committing the Sector to Improved Attainment in all Areas

**Output 4.3:** Encourage outreach to students from underrepresented groups and to nontraditional learners, including adults

Several indicators document this action:

- TER.O.P1.10a Enrollment rate for every target group
- TER.O.P1.9a Graduation rate for every target group
- TER.O.P1.7 Number of HE institutions implementing measures aimed at attracting young people from under-represented and non-traditional groups (rural environment, Roma ethnics, with disabilities, from low-income families, orphans or from child care centers, Romanian ethnics living abroad), including adults = target groups

Sources of information: RMUR, SIIIR, university survey noted under outcome 2.

**Outcome 4:** Committing the Sector to Improved Attainment in all Areas

**Output 4.4:** Increase the transparency of information and provide guidance on educational opportunities and outcomes to inform study choices and reduce drop-out
Several **indicators** document this action:

- **TER.O.P1.8** Number of enrolled students
- **TER.O.P1.8b** Participation rate for young people from disadvantaged environments (rural area, Roma ethnics, with disabilities, from low-income families, orphans or from child care centers, Romanian ethnics living abroad)
- **TER.O.P1.9** Graduation rate of enrolled students
- **TER.O.P1.3** Number of Higher Education Institutions with rehabilitated, modernized and equipped educational infrastructure
- **TER.O.P1.4** Number of HEIs that conducted satisfaction surveys following the guidance sessions
- **TER.O.P1.5** Number of HEIs publishing on the website indicators that reflect the provision of guidance on educational opportunities and outcomes to inform study choices and reduce drop-out
- **TER.O.P1.6** Number of HEIs publishing on the website indicators that reflect institutional transparency

Sources of information: RMUR, NIS, ANS, Investments Department of MoNE, University survey.

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Student survey**

**Goal:** To examine satisfaction surveys, provision of guidance on educational opportunities and to observe the rehabilitation and modernization of physical plants and equipment at universities.

**Methodology:** There will be two instruments and one desk review employed through site visits, which will include:

a) interviews with students on the conduct and utility of guidance on educational opportunities

b) examination of satisfaction surveys (number and content)

c) observation of physical and material enhancements at the universities.

Items b) and c) do not require a guideline but item a) should include the following at a minimum:

1. duration of the guidance session
2. knowledge of the guidance provider
3. utility of the guidance
4. effect of the guidance on academic decision
5. did the guidance include information on employment?

**Frequency of reporting:** annual (collection is continuous)

**Deliverables:**
- Excel table showing values for the indicators
- Completed questionnaires
Outcome 5: Promoting the Establishment of High Quality, Adaptive Academic Programs
Output 5.1: Revise curriculum and develop assessment for transversal skills and entrepreneurship

Several indicators document this action:

- TER.O.P2.9 Review curriculum and (1) develop assessment methods for crosscutting and (2) entrepreneurial skills.
- TER.O.P2.1 Update the national system for external quality assurance by substantiating the programs on the labor market needs assessment, for university and non-university tertiary education (developing skills forecasting mechanisms);
- TER.O.P2.7 Number of HEIs conducting curriculum design and revision processes for cross-cutting competencies and skills
- TER.O.P2.3 Number of HEIs that designed a new academic curriculum based on professional skills required on the labor market
- TER.O.P2.4 Number of qualifications correlated with the labor market and the European Framework of Qualifications
- TER.O.P2.5 Number of new programs for undergraduate / postgraduate studies, pertaining to such qualifications (correlated with the labor market and the European Framework of Qualifications)

Sources of information: monitoring existing legislation by the MoNE Monitoring Team, University survey, NQA, qualitative review Universities’ Curriculum. Below the methodology describes instruments which were not previously described.

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Study “Curriculum in universities”

Goal: Information-based documentation on how universities implemented the provisions on curricular changes. They are produced through regulation and can be reported as fulfilled. This study documents best practices, difficulties in implementation, and how the regulation generates practical effects beyond a statement of change.

Methodology: The methodology requires several interviews to be conducted in 2018 and 2019:
- 2 specialty commissions of ARACIS will be selected (for instance, one from engineering and one from human sciences)
- 4 interviews will be conducted at ARACIS. For every specialty commission selected, the president (or vice-president, if the first is not available) and one of the faculty members will be interviewed.
- 4 departments, from different HEIs will be selected, two for each specialty commission so that the departments selected do not include the people...
interviewed as members of the ARACIS commissions. Two representatives and the head of the department will be interviewed for every department selected.

- The specialty commissions and the departments will be selected randomly.
- A report will be delivered with conclusions on how the quality of higher education has improved. The report will also present how the university curriculum is correlated to the labor market needs, in view of optimizing study programs and building the necessary competences.

**Summary**

11 interviews will be conducted:
- 9 interviews in the university departments (3 different departments X 3 interviews each).
- 2 interviews in a specialty commission at ARACIS.

**Interview guide (minimum):**

1. Brief presentation of the people interviewed: professional experience and other characteristics.
2. **For ARACIS:** When and why it is updated and which are the curriculum evaluation standards. Who is responsible? Who is in charge? Description of the discussions and consultations.
3. Criteria for the university curricula revision. **Only for ARACIS:** Describe the mechanisms designed to ensure compatibility between the CNATDCU and ARACIS fields. Main difficulties encountered.
4. **For faculty:** Describe the curriculum development process at faculty and department level. When and why it is updated and which are the curriculum evaluation standards. Who has the initiative, How has the discussion take place, what has the managers’ role been in this process. What are the ways to integrate cross-cutting competencies? Are they really necessary?
5. Ways of developing competency forecasting mechanisms when designing the university curricula.
6. Curriculum design methods, in order to develop cross-cutting and entrepreneurial competences. Are there incentives for institutions that developed new syllabuses for cross-cutting and entrepreneurial competences?
7. Status of innovation development and ITC improvement in the study programs. What kind of ITC components have been considered? Are there pilot programs?
8. Employers’ involvement in designing and providing programs. Regulations on internships, dedicated programs and partnerships aimed at developing the practical experience.
9. **For Students:** perception of the new curriculum, relevance and instructor’s capability in delivering it.

**Deliverables:**

- Excel table showing values for the indicators
- Completed questionnaires
- Analytic report
**Outcome 5:** Promoting the Establishment of High Quality, Adaptive Academic Programs

**Output 5.2:** Provide teacher training opportunities for PhD students; support professional development throughout the careers of academic staff

One **indicator** documents this action:

- TER.O.P2.11 Percentage of teaching staff receiving training every year.

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:** Study “Curriculum in universities”

**Goal:** Effectiveness of training in the classroom.

**Methodology:** In addition to number of teaching staff receiving training, the instruments must focus on the effect of the training in the classroom. As such an interview with instructors and students will be necessary to determine the effectiveness of the training.

**Interview guide (minimum):**

For **teaching staff:**
- How long was the training?
- What was the subject matter?
- How were you selected to participate (did you request or were you assigned)?
- Was the trainer knowledgeable?
- Was the training useful?
- Are you employing the newly acquired skills in the classroom?
- Have you noticed an improvement in the classroom because of the new skills?

For **students:**
- Are you aware that your instructor has undertaken training?
- Have you noticed a difference? Has classroom instruction improved?

**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 5:** Promoting the Establishment of High Quality, Adaptive Academic Programs

**Output 5.3:** Introduce applied or career-oriented degrees by conducting design studies and implementing pilots (dual training for technical tertiary education)

Two **indicators** document this action:

- TER.O.P2.2 Review the possibility of extending dual training for technical tertiary education;
- TER.O.P2.6 Number of newly introduced study programs for non-university tertiary
Since this output is related to design studies and implementation of pilots, the source of statistical information is primarily CNDIPT. There is a need to review the studies and pilots for quality and roll out. However, during the pilot’s implementation it is important to undertake site visits with a clear interview guide that will depend largely on the design studies.

**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 5: Promoting the Establishment of High Quality, Adaptive Academic Programs**

**Output 5.4: Enhance the ICT offerings to complement existing offerings**

One indicator documents this action:

- TER.O.P2.8 Number of HEIs where there is a pilot program for ICT development.

Since the indicator measures the output through focus on pilots, the source of statistical information will be official records and university reports. There is a need to review the pilots for quality, effect, and roll out. However, during the pilot’s implementation it is important to undertake site visits with a clear interview guide that will depend largely based on the form and structure of the pilots. At a minimum the interview should reveal:

- Student enrollment in the pilot ICT programs
- Student satisfaction
- Relevance to the labor market

**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 6: Promoting Strategic Engagement with Industry**

**Output 6.1: Develop a national programme that promotes dynamic and continued dialogue between the education and business sectors**

Several indicators document this action:

- TER.O.P3.1 Set-up and appoint a committee comprised of stakeholder representatives that monitors the implementation of this strategy
- TER.O.P3.2 Monitoring the progress and reaching the objectives, by using the performance indicators
- TER.O.P3.3 The monitoring committee is comprised of representatives of students (1), teachers (2), managers (3), employers (4), Ministry of Education (5) and other
authorities and institutions (6).

- TER.O.P3.4 The monitoring committee sets programs/action plans (1), sequenced deadlines (2) and responsibilities (3), indicators (4) and targets (5) as to ensure the continuation of the strategic orientations undertaken through this framework.
- TER.O.P3.5 Disseminating the information and annual reports on the progress of the strategic framework implementation, in the entire tertiary education and among stakeholders.
- TER.O.P3.7 Identify programs/action plans and associated activities.

The information is provided directly by MoNE-RG and is related to this M&E methodology.

Outcome 6: Promoting Strategic Engagement with Industry

Output 6.2: Involve employers in the design and delivery of programmes, supporting staff exchanges and including practical experience in courses

Several indicators document this action:

- TER.O.P3.6 Identify training needs (1) and the resources needed (2) for the implementation of the strategic framework.
- TER.O.P3.8 Number of employers whose employees teach in the HEIs.
- TER.O.P3.10 Number of HEIs that reviewed and implemented the regulations on internship programs.
- TER.O.P3.11 Number of on-the-job learning programs implemented under a partnership between the HEIs and the business environment.

The information is collected under Outcome 2, indicator 2.1, and the university review table covers amply the engagement of industry. In addition, a qualitative questionnaire should be employed to include the perception of students.

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Study “Curriculum in universities”

Goal: Effectiveness of employers teaching in the classroom and overall engagement of the employment sector.

Methodology: Since most of the indicators are covered by the data collected in the university review table, the focus here will be on effectiveness as perceived by the students.

Interview guide (minimum):

1) Number of times an instructor from the labor market lectured?
2) Was the material useful?
3) Was the lecturer well prepared?
4) Compare the teaching by the academic staff and the employers.
**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 6:** Promoting Strategic Engagement with Industry  
**Output 6.3:** Establish an Industry Liaison function at each institution

Several **indicators** document this action:

- TER.O.P3.9 Number of HEIs conducting employee satisfaction surveys.
- TER.O.P3.12 Share of HEIs that have connection points (office/department) with the companies
- TER.O.P3.13 Employment rate of recent graduates

The information for this output is gathered from university reporting, the university review table, and the tracer study. In addition, the site visit should include a review of the labor market contact point office and produce the following data:

1) Number of staff  
2) Average number of meetings with industry per month  
3) Mandate of office

**Deliverables:**
- Excel table showing values for the indicator
- Site visit report
- Analytic report (comparative between universities)
C. **LLL: Strategy for Lifelong Learning**

**Strategic Outcome: increasing lifelong learning**

Several cross-cutting outcomes define the LLL strategy. Such sources include mainly official statistics, but several indicators are combinations of two or more of such sources. In the following, these strategic indicators are listed as such.

- LLL1.O.064 Adult participation (25-64 years) in education and training
- LLL4.O.024 Number of persons who attend LLL programs in a year
- LLL4.O.025 Number of companies hiring adults who have attended LLL and have obtained a qualification certificate (6 months from graduation)

**Outcome 1: Recognizing prior learning, including competences acquired abroad**

**Strategy Indicators:**

Two strategy indicators define the outcome as a whole:

- LLL1.O.006 Number of participants in LLL programs with certified competences
- LLL1.P.009 Number of trained persons in order to help develop their entrepreneurial competences

Sources of information: Ministry of Labor, Web-survey with the LLL graduates, LLL providers web survey both detailed below.

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Web-survey with the providers of LLL**

**Goal:** To have a clear understanding of capacity and capabilities of LLL providers.

**Methodology:** The study intends to document the effectiveness of the provision of training for developing entrepreneurial skills. The instrument used is a questionnaire administered to providers as derived from the following list: [http://asfromania.ro/supraveghere/supraveghere-asigurari/formare-profesionala/registrul-furnizorilor-de-programe](http://asfromania.ro/supraveghere/supraveghere-asigurari/formare-profesionala/registrul-furnizorilor-de-programe). The investigation will be quantitative and will be carried out through an online survey. The invitation to answer this survey will be accompanied by follow-up through phone, facsimile, postal or direct contact.

**Topics to address:**
1) Provider code
2) Single identification code
3) Total number of qualification and training courses organized during the previous year
4) Total number of people registered for the qualification and training courses organized during the previous year
   a. Participants’ profile
5) Total number of people that received a certificate after participating in the qualification
and training courses organized during the previous year
6) If they have information on the career paths of the people that received certification
7) If training aimed at developing entrepreneurial skills were delivered
   a. Participants’ profile
8) Links with employers
9) Involvement of employers in training design

Deliverables:
- Database of providers
- Report on capacity and capability

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Web-survey with the LLL graduates

Goal:
The study intends to document the information on people participating in LLL programs (hereafter referred to as LLL graduates) by collecting data from a large sample of graduates. The aim is to have a better idea on job stability and quality.
The methodology recommends structuring the study as an online survey the purpose of cost-effectiveness.

Methodology:
1. A list of the LLL graduates’ email addresses is required. These will be collected as part of the graduation process for the 2017-2018 graduates.
2. 1.5 years after graduation, towards the end of 2019 (November-December), the graduates will be asked to answer a web survey. The answers are anonymous, although the links to the surveys are personalized (typical web-survey template). The survey topics are presented below.

Topics to address in the survey:
1) What qualification training did you attend? (Choose from the list: providers, then training)
2) When did you take the training? Start (DD.MM. YYYY) End (DD.MM. YYYY)
3) Did you get a qualification certificate after the training? YES/NO
4) What was your occupational status before the training? Unemployed/ stay-at-home mom/dad /Student/ Retired/ Independent worked/ Employed, without a labor contract/ Employed, with a labor contract/ Other. Which?
   (for those that had a job before this attending this qualification course)
   a. Employer’s field of activity
   b. Position held the month before the training
   c. Net income from that job, on the month prior to the training.
5) What was your occupational status one month after completing the training? Unemployed/ stay-at-home mom/dad /Student/ Retired/ Independent worked/ Employed, without a labor contract/ Employed, with a labor contract/ Other. Which?
6) What was your occupational status six months after completing the training? Unemployed/ stay-at-home mom/dad /Student/ Retired/ Independent worked/ Employed, without a labor contract/ Employed, with a labor contract/ Other.
(for those that had a job six months after this qualification course)

a. Employer’s field of activity
b. Position held the month before the training

7) Net income from that job, on the month prior to the training

8) What is your occupational status now? Unemployed/ stay-at-home mom/dad /Student/ Retired/ Independent worked/ Employed, without a labor contract/ Employed, with a labor contract/ Other. Which?

(for those currently employed)

a. Employer’s field of activity
b. Position held the month before the training
c. Net income from that job, on the month prior to the training.

(for those that had a job before the training and 6 months after graduating it)

9) You stated that you had a job before attending this training and 6 months after graduating from it. Is it the same employer, or a different one?

10) Socio-demographic data:

11) Gender (M/F)/ Age (years)/ Level of formal education (max. Primary education/lower secondary/10 grades/ vocational/ high-school/ post-secondary/ bachelor studies/ MA studies).

12) Living environment (urban/rural)/ County

**Deliverables:**

- Data base
- Analytic report

**Outcome 1:** Recognizing prior learning, including competences acquired abroad

**Output 1.1:** Support approximately 210 evaluation centers and provide technical assistance to NAQ for expanding the mechanism of recognition, validation and certification of prior learning (3 stages: design, testing and implementing)

Several **indicators** measure the output:

- LLL1.O.001 Number of accredited/authorized evaluation centers
- LLL1.P.004 A functional mechanism for the recognition, validation and certification of prior learning
- LLL1.O.005 Number of evaluation centers that are accredited/authorized to recognize qualifications obtained abroad
- LLL1.O.008 Number of persons with qualifications acquired abroad and attested in Romania

Sources of information: Data is collected through the dedicated programs of the Ministry of Labor and NAQ, and supplemented through in-depth information from the study “Certify qualifications acquired abroad”

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:** Study “Certify qualifications acquired abroad”

**Goal:** Providing information on the certification process and its difficulties, in view of
improving the recognition of prior learning.

**Methodology:** A qualitative study that includes interviews with a minimum of 20 people who have requested for certification of their qualifications. The aim of this exercise is to inform the Implementation Unit about possible ways of increasing the efficiency of the support provided. A list of people that acquired qualifications abroad is provided by the Ministry of Labor and ANC (National Agency for Qualifications). The target group comprises people with a low and higher education level, including people that received the certification but also those whose certification was rejected from at least two counties. Respondent selection criteria follow:

**Age and education level:**
- people aged 21-29, with higher education achieved abroad (ISCED 5-6): young people who received the certification and those who were rejected.
- people aged over 30, with a poor qualification level (ISCED 2-3): people who received the certification and those who were rejected.

**Region -** The interviews will be conducted in at least 2 county capitals:
- North-East region respondents include people with
  - ISCED 5-6, some with certification rejected
  - ISCED 2-3, some with certification rejected
- South-East region
  - ISCED 5-6, some with certification rejected
  - ISCED 2-3, some with certification rejected

**Interview guide:**
1) Short description of the respondent: age, level of education, level of training/qualification for which the certification was requested, profession/occupation, field of activity, current job/last job, country where they received the qualification that they want to certify
2) Sources of information on the qualification certification process.
3) Brief presentation of the process of submitting a request for certification. Main difficulties encountered, main advantages, and duration.
4) How do they intend to use the certification? How does it help them?
5) Do they want to stay in this country? If yes, for how long?

**Deliverables:**
- Completed interview forms
- Analytic report

**Outcome 2:** Involving VET schools and higher education institutions in LLL

**Output 2.1:** Support the participation of 7,800 teachers in training on adult education

One indicator measures the output:

- LLL2.P.010 Number of teaching staff in VET schools and in universities trained for LLL

Sources of information: NCTPE, by reporting total number of certificates issued annually.
FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS

**Goal:** Effectiveness of training on classroom instruction.

**Methodology:** In addition to number of teaching staff receiving training, the instruments must focus on the effect of the training in the classroom. As such an interview with instructors and students will be necessary to determine the effectiveness of the training.

**Interview guide (minimum):**

**For teaching staff:**
1. How long was the training?
2. What was the subject matter?
3. How were you selected to participate (did you request or were you assigned)?
4. Was the trainer knowledgeable?
5. Was the training useful?
6. Are you employing the newly acquired skills in the classroom?
7. Have you noticed an improvement in the classroom because of the new skills?

**For students:**
Are you aware that your instructor has undertaken training?
Have you noticed a difference? Has classroom instruction improved?

**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 2:** Involving VET schools and higher education institutions in LLL

**Output 2.2:** Train 596 university management staff (rectors, deans, etc.), so as to improve the management of CPD programs

One *indicator* measures the output:

- LLL2.P.011 Number of members of the VET schools and universities management teams who are trained for LLL

Sources of information: NCTPE.

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS

**Goal:** Effectiveness of training in the management of the LLL.
**Methodology:** In addition to number of management staff receiving training, the instruments must focus on the effect of the training on the management of the institutions. As such an interview with managers to determine the effectiveness of the training.

**Interview guide (minimum):**

1. How long was the training?
2. What was the subject matter?
3. How were you selected to participate (did you request or were you assigned)?
4. Was the trainer knowledgeable?
5. Was the training useful?
6. Are you employing the newly acquired skills in the management of your institution?
7. Have you noticed an improvement in the performance of your duties because of the new skills?

**Deliverables:**
- Excel table showing values for the indicator
- Completed questionnaires
- Analytic report

**Outcome 2:** Involving VET schools and higher education institutions in LLL

**Output 2.3:** Accredit CPD programs in schools or universities, in partnership with CPD providers – private companies or NGOs

Several **indicators** measure the output:

- LLL2.O.012 Number of universities providing LLL programs
- LLL2.P.013 Enacting legislation on financing instruments for the provision of LLL by universities
- LLL2.P.014 Number of C-VET providers who benefit from capacity building measures in order to provide high quality programs, relevant for the labor market
- LLL2.O.015 Number of continuous training programs in schools or universities, in partnership with CPD providers – private companies or NGOs
- LLL2.O.015b Number of CPD programs in schools or universities

Sources of information for these indicators are derived from the universities’ survey introduced under the methodology of the Tertiary Education Strategy; SIIIR; registry of (active) program providers which is available at the Financial Supervisory Authority: (http://asfromania.ro/supraveghere/supraveghere-asigurari/formare-profesionala/registrarul-furnizorilor-de-programe), and monitoring newly enacted legislation.

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS**

**Goal:** Effectiveness of capacity building activities as well as effectiveness of the CPD
programs at universities and schools.

**Methodology:** In addition to statistical information to inform the indicators, the instruments must focus on the effect of the training on the teachers’ ability to deliver effective programming. The interview should include the perspective of students.

**Interview guide (minimum):** *Universities and schools should be interviewed.*

**For teaching staff:**

1. How long was the training?
2. What was the subject matter?
3. How were you selected to participate (did you request or were you assigned)?
4. Was the trainer knowledgeable?
5. Was the training useful?
6. Are you employing the newly acquired skills in the classroom?
7. Have you noticed an improvement in the classroom because of the new skills?

**For students:**

1. What do you think of the training you are receiving?
2. Do you think it will prepare you to join the work-force?
3. Are you changing career/profession through this course

**Outcome 2:** Involving VET schools and higher education institutions in LLL

**Output 2.4:** Provide training and certification of competences for 75,000 adults

One **indicator** measures the output:

- **LLL2.P.016** Providing training and certification of competences for a number of 75,000 adults through HEIs and VET schools.

Statistical data is provided by NCTPE; however, qualitative data will be generated from an online study that asks adults about their experience. In 2019 an online tracer study will be administered to the 75,000 adults (response rate will not likely exceed 25%).

**Outcome 3:** Supporting participation in European mobility programs

**Output 3.1:** Provide access to ERASMUS+ mobility programs, financed through the EU-LLL program, for 25,000 adults (pre-university and university teaching staff, managers, counselors, trainers, inspectors, youth workers etc.)

**Output 3.2:** Provide access to mobility programs for 38,000 pre-university and university students in order to acquire practical/technical skills

One **indicator** measures the outputs:
- LLL3.P.017 Number of participants in EU mobility programs, broken down by: pre-university teaching staff, higher education teaching staff, adult education trainer and youth workers, students and university students.

Sources of information: is reported as such by NACPFEVT.

Post mobility questionnaire will be designed for each type of mobility program to help determine effectiveness.

**Outcome 4:** Financing to diversify the supply  
**Output 4.1:** Create 36 CPLCs in a pilot phase (provide grants for covering costs for staffing, operational costs, campaigns for promoting services, local partners, training for the staff and for the beneficiaries in the local community)  
**Output 4.2:** Create 219 CPLCs in the national phase, following the pilot phase

One **indicator** measures the output:

- LLL4.O.018 Number of Community Permanent Learning Centers (CPLC)

Sources of information: Dedicated program of CNDIPT for Community Permanent Learning Centers (CPLC).

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS**

**PROGRAMS BY VARIOUS AGENCIES: Dedicated program of CNDIPT for Community Permanent Learning Centers (CPLC)**

The dedicated program for Community Permanent Learning Centers (CPLC) (on-going) will collect the following **quantitative data**:

- Number of Community Permanent Learning Centers (CPLCs)
- Number of beneficiaries of training delivered through the CPLCs
- Number of programs delivered

The MoNE M&E expert team will collect qualitative data through site visits for interviews and observations. Respondents will include instructors, local employers, current students and past students if possible. The focus is on the effect of the CPLC and therefore on the students, questions should include as a minimum:

1. What do you think of the training you are receiving?  
2. Do you think it will prepare you for the work you are about to do?  
3. Have you received training before? In what field.  
4. As a community representative, how will use the training?

**Outcome 4:** Financing to diversify the supply  
**Output 4.3:** Set up a CPLC management body/department
Two indicators measure the output:

- LLL4.O.019 National coverage of CPLCs
- LLL4.O.020 Setting up a CPLC management body/department

Sources of information: Dedicated program of CNDIPT for Community Permanent Learning Centers (CPLC).

**Outcome 4:** Financing to diversify the supply  
**Output 4.4:** Train 127,500 local community members for developing skills in CPLCs. (500 persons * 255 CPLCs).

Two indicators measure the output:

- LLL4.P.021 Number of persons receiving courses through CPLC
- LLL4.P.022 Number of programs provided

Sources of information: Dedicated program of CNDIPT for Community Permanent Learning Centers (CPLC).

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS**

The MoNE M&E expert team will collect qualitative data through site visits for interviews. Respondents will include the trainees. The focus is on the effect of the trainees. Questions should include as a minimum:

1. What do you think of the training you are / you have received receiving?
2. Do you think it will prepare you to join the work-force?
3. Are you changing career/profession through this course?
4. Are you now working? What is your current job? If not,
5. Were you working before? What was your job?

**Outcome 5:** Financing to increase LLL demand  
**Output 5.1:** Support the participation of 45,000 adult early school leavers with a low level of qualification, so as to help them acquire basic or cross-cutting skills

One indicator measures the output:

- LLL5.O.026 Supporting the participation of 45,000 adult early school leavers with a low level of qualification, so as to help them acquire basic or cross-cutting skills

Sources of information: NCVETD.

**Outcome 5:** Financing to increase LLL demand  
**Output 5.2:** Support participation for signing 125,000 apprenticeship contracts for employees with low levels of qualifications

One indicator measures the output:
• LLL5.O.028 Number of persons who benefit from subsidized apprenticeship contracts.

Sources of information: Ministry of Labor.

**Outcome 5:** Financing to increase LLL demand  
**Output 5.3:** Provide financial incentives/subsidies for 100,000 low-skilled employees to help them acquire cross-cutting skills

One indicator measures the output:

• LLL5.O.027 Number of low-skilled employees and other employees who receive training for acquiring cross-cutting skills, with the support of financial incentives

Sources of information: Ministry of Labor.

**Outcome 6:** Supporting unemployed and inactive persons, including through financial incentives and counseling

Two strategic indicators define the outcome as a whole:

• LLL6.O.033 Number of unemployed persons who receive counseling and get hired (total number from 2014 to 2020)  
• LLL6.O.034 Number of unemployed persons who receive counseling

Sources of information: CAWE and REVISAL.

**Outcome 6:** Supporting unemployed and inactive persons, including through financial incentives and counseling  
**Output 6.1:** Provide financial incentives/subsidies for integrated counseling services for 250,000 unemployed and inactive persons (for screening and professional counseling)

One indicator measures the output:

• LLL6.P.032 Providing financial incentives/subsidies to employers for recruiting unemployed and inactive persons in apprenticeship programs, internships and work placement

Sources of information: official budget.

**Outcome 6:** Supporting unemployed and inactive persons, including through financial incentives and counseling  
**Output 6.2:** Provide financial incentives/subsidies to employers to recruit 125,000 new employees

One indicator measures the output:
• LLL6.P.031 Providing financial incentives/subsidies to employers for recruiting new employees who have graduated training programs in the past 6 months

Sources of information: Official budget

**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services

**Output 7.1:** Creating and supporting 130 partnerships between VET schools, higher education institutions, employers, research institutes and providers of counseling and training programs

One **indicator** measures the output:

• LLL7.P.035 Number of partnerships concluded between VET schools, HEIs, employers, research institutes and providers of counseling and training programs

**PROGRAMS BY VARIOUS AGENCIES: “Choose your path”**

**Description:** On-going program in the VET field. (CNDIPT)

**Methodology:**
The program will provide the statistical details and the instruments will provide qualitative information on partnerships between VET Institutions and employers. They should describe actual ways in which the partnerships work among the stakeholders (education institutes and employers). The focus is on the usefulness and functioning of implemented tools.

Site visits to conduct interviews will be undertaken. The following questions (at a minimum) should form part of the questionnaire:

• Extent of the implication of employers with the various institutions (VET, HEI, research institutes, providers of counseling and training)

• Describe the implication (internships, curriculum, teaching, etc.)

**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services

**Output 7.2:** Support counselling activities for 65,000 individuals, members of marginalized communities receiving integrated services (both online and face-to-face, 8-hour programs including screening and counselling)

One **indicator** measures the output:

• LLL7.O.036 Number of persons counseled and trained through CPLCs who are members of marginalized communities receiving integrated services

Sources of information: “The CPLC System” program.
**PROGRAMS BY VARIOUS AGENCIES: “Choose your path”**

**Description:** On-going program in the VET field.

**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services  
**Output 7.3:** Provide financial incentives for counseling 150,000 persons from under-represented groups (youth in transition from school to labor market, early school leavers, job seekers)

One **indicator** measures the output:

- **LLL7.O.038 Number of beneficiaries of the “Provide financial incentives for counseling 150,000 persons from under-represented groups (youth in transition from school to labor market, early school leavers, job seekers)”**

Total amount of financial incentive will be generated by the MoNE budget data. Additional quantitative and qualitative data will come from ongoing programming.

**PROGRAMS BY VARIOUS AGENCIES: “INTESPO”**

**Full name:** INTESPO – Register young people in the records of the Public Unemployment Service

**Description:**  

**Partners:**  
- Ministry of Labor, Family, Social Protection and Elderly People  
- Ministry of National Education and Scientific Research  
- National Agency for Payments and Social Inspection

**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS**

An online survey will be the most efficient approach; direct contact will be prohibitively costly.

**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services  
**Output 7.4:** Provide small grants for 500 organizations and/or departments to provide high quality services that support counseling

One **indicator** measures the output:

- **LLL7.P.040 Number of counseling providers involved in specific activities (resulting from the “Provide small grants for 500 organizations and/or departments to provide high quality services that support counseling” activity)**

Sources of information: NAQ.
**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services  
**Output 7.5:** Provide financial incentives/subsidies to 180,000 VET students to participate in vocational training

One indicator measures the output:

- **LLL7.P.041** Number of persons supported through LLL participation (resulting from the “Provide financial incentives/subsidies to 180,000 VET students to participate in vocational training” activity)

Sources of information: NCVETD.

**Outcome 7:** Strengthening and providing financing for encouraging the LLL market, including through improving the counseling services  
**Output 7.6:** Develop a mechanism for anticipating the skills demanded on the labor market

Two indicators measure the output:

- **LLL7.P.042** Developing a mechanism for anticipating the skills demanded on the labor market
- **LLL8.P.062** Improved coordination/consolidation of the ministerial capacity/department for the coordination between MoNE and the Ministry of Labor

Sources of information: the information is derived from the ministries.

**Outcome 8:** Improving the quality and availability of information  
**Output 8.1:** Design and establish an information portal for firms and training providers in order to improve the availability and quality of information

Two indicators measure the output:

- **LLL8.P.044** Designing and establishing an information portal for firms and training providers in order to improve the availability and quality of information
- **LLL8.O.045** Number of users who access the information portal for firms and training providers

Sources of information: for the first indicator the information is derived from the existing/adopted legislation; the second indicator is reported directly by the portal administrator.

**Outcome 8:** Improving the quality and availability of information  
**Output 8.2:** Implement a campaign to disseminate information on the use of the information portal for firms and training providers

One indicator measures the output:

- **LLL8.P.046** Implementing a campaign to disseminate information on the use of the information portal for firms and training providers
information portal for firms and training provides

Sources of information: MoNE-RG.

**Outcome 8:** Improving the quality and availability of information

**Output 8.3:** Provide training for 200 staff of the Sectorial Committees and the NAQ staff, especially related to IT&C and statistics

One indicator measures the output:

- **LLL8.O.047** Number of Sectorial Committees and NAQ staff trained through “Provide training for 200 staff of the Sectorial Committees and the NAQ staff, especially related to IT&C and statistics”

Sources of information: NAQ. An effective questionnaire will be administered following the training of sectorial committees and NAQ staff.

**Outcome 9:** Assessing skills needs and developing a broader skill set

**Output 9.1:** Conduct skills analyses (covering employers, training providers, schools and individuals)

One indicator measures the output:

- **LLL9.O.049** Number of surveys, publications, reports with consolidated data on LLL programs and policies.

Sources of information: MoNE-RG.

**Outcome 10:** Establishing a quality assurance, monitoring and evaluation system for LLL

**Output 10.1:** Developing a single IT system for the NAQ to maintain compatibility between registries

Two indicators measure the output:

- **LLL10.P.051** Creating an online register with the feedback of the training services users
- **LLL10.P.052** Developing a single IT system for the NAQ to maintain consistency between registers / A functional information management system for monitoring LLL programs, that can generate reports for informing policies

Sources of information: NAQ.

**Outcome 10:** Establishing a quality assurance, monitoring and evaluation system for LLL

**Output 10.2:** Evaluate the performance of LLL projects and programs financed with public funds

One indicator measures the output:
- LLL10.P.054 Evaluating the performance of LLL projects and programs financed with public funds.

Sources of information: the information is provided directly by the MoNE-RG but will form part of the formative and summative evaluations of the strategies.

**Outcome 10:** Establishing a quality assurance, monitoring and evaluation system for LLL

**Output 10.3:** Create a quality assurance mechanism

One **indicator** measures the output:

- LLL10.P.050 Establishing a Quality Assurance System for LLL.

Sources of information: New Quality Assurance System.

**Outcome 10:** Establishing a quality assurance, monitoring and evaluation system for LLL

**Output 10.4:** Conducting periodic monitoring and evaluation activities

One **indicator** measures the output:

- LLL10.P.053 Conducting periodic monitoring and evaluation activities.

Sources of information: the information is provided directly by the MoNE-RG.

**Outcome 10:** Establishing a quality assurance, monitoring and evaluation system for LLL

**Output 10.5:** Conducting awareness campaigns in order to increase motivation for participation in LLL (for approximately 5,000,000 adults in total)

Two **indicators** measure the output:

- LLL10.P.055 Conducting awareness campaigns in order to increase motivation for participation in LLL (for approximately 5,000,000 adults in total)
- LLL10.O.056 Percentage of population informed on the LLL services and programs available in their geographic areas

Sources of information: including a short battery of items in a national survey, similar to the one included in the program labelled “SIPOCA11”.
PROGRAMS BY VARIOUS AGENCIES: SIPOCA 11

Description: SIPOCA 11 “Nations’ State” is a project of the General Secretariat of the Government and SNSPA. The project includes monthly waves of surveys, on nationally representative samples.

Updating frequency for the information flow: the March 2017 wave is the relevant one. It is worthy to repeat the measurement by adding the same battery of questions to other national surveys, once a year.

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS: Exposure to LLL information
A short package of items can be inserted in a survey, representative at national level, in order to estimate the information requested by indicator: LL10.O.056, “Percentage of population informed on the LLL services and programs available in their geographic areas”

Q0 In your opinion, how useful is it to take part in lifelong learning programs for...?
   Not at all/ Very little/ Little/ A lot/ Very much/ Extremely helpful
   a. a regular person in Romania
   b. a regular person in a developed European country
   c. a person like yourself.

Q1 After finishing your education, did you participate in lifelong learning programs?
   YES/NO
   (For those answering YES)
   Q1a What kind of programs?
   (Open/ list with main types)

Q2 Have you heard of the information campaign (name of the campaign)?

Q3 Where have you heard of it? YES/NO (for every source)
   From others/ TV/ Radio/ Newspapers or magazines/ Internet/ Facebook and other social media channels/ others

Q4 What is the main message of this campaign, in your opinion? (open)

Q5 Do you know of an institution providing lifelong learning programs? YES/NO
   (For those answering YES)
   Q5a What kind of lifelong learning programs do they offer?
   (Open/ list with main types)

Q7 Out of 100 different occupations available today in Romania, how many will still be here 20 years from now? (open)

Socio-demographic data:
Gender (M/F)/ Age (years)/ Level of formal education (max. Primary education/lower
secondary/10 grades/ vocational/ high-school/ post-secondary/ bachelor studies/ MA studies).

Your current employment status?
Unemployed/ stay-at-home mom/dad /Student/ Retired/ Independent worked/ Employed, without a labor contract/ Employed, with a labor contract/ Other. Which?
…………………………………

(For those that have a job now)
Q8a Employer’s field of activity
Q8b Position held during the last month of activity
Q8c Net income from this job, during the last month of activity

Living environment (urban/rural)/ County

**Outcome 11: Improving the National Qualifications Framework and strengthening stakeholders’ coordination**

**Output 11.1: Establish a mechanism for correlating qualifications acquired abroad or in Romania**

One **indicator** measures the output:

- LLL11.P.061 Developing a mechanism for correlating qualifications obtained abroad and in Romania

Sources of information: monitoring the existing legislation within the LLL Working Group.

**Outcome 11: Improving the National Qualifications Framework and strengthening stakeholders’ coordination**

**Output 11.2: Implement press campaigns on non-formal and informal education**

One **indicator** measures the output:

- LLL8.P.059 Number of press campaigns on non-formal and informal education

Sources of information: NQA, Ministry of labor. In order to assess the efficiency of the campaigns, one should use the instrument Exposure to LLL information (quantitative survey).

**Outcome 11: Improving the National Qualifications Framework and strengthening stakeholders’ coordination**

**Output 11.3: Correlate Romanian Classification of Occupations with new National Qualification Framework (about 2000-3000 standards need revision)**

Two **indicators** measure the output:

- LLL11.O.057 Number of occupations in Romania correlated with the new National Qualifications Framework
- LLL11.O.058 Number of standards reviewed

Sources of information: National Qualifications Registry.
D. **VET: Strategy for Vocational Education and Training**

**Note on presentation:** the VET Strategy result framework added an additional level of results in its design. The treatment of this distinction from the other 3 strategies does not change its substance. The interpretation of the levels is treated as follows:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Objective</td>
<td>Objective Outcome</td>
</tr>
<tr>
<td>Line of Action</td>
<td>Outcome</td>
</tr>
<tr>
<td>Action</td>
<td>Output</td>
</tr>
</tbody>
</table>

**Objective Outcome 1:** Improve relevance of the vocational training systems for the labor market

One indicator measures the outcome:

- **VET1.0.O.001** Employment rate of young persons aged 20-34, not participating in education and training, with ISCED 3 and 4 education levels

Sources of information: SIIIR, RMUR, INS, REVISAL.

**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market

**Output 1.1:** Operationalize National Qualifications Register

One indicator measures the output:

- **VET1.1.P.002** Operational RNC

Sources of information: NQA.

**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market

**Output 1.2:** Regularly review the methodology for developing tools used for describing occupations and qualifications, irrespective of the training route, in terms of initial and continuing vocational training learning outcomes

One indicator measures the output:

- **VET1.1.P.003** Methodology for developing tools used for describing occupations and qualifications

Sources of information: NQA.
**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market

**Output 1.3:** Develop and activate the ECVET European Credit System for Vocational Education and Training regulatory and implementation framework, for initial and continuing vocational training system

One indicator measures the output:

- VET1.1.P.004 Framework for the European Credit System for Vocational Education and Training

Sources of information: ERASMUS + NCDVET (ECVET).

**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market

**Output 1.4:** Develop/update curricula, in terms of its relevance for the labor market, primarily for the green economy and develop national priority sectors in continuing vocational training

One indicator measures the output:

- VET1.1.P.005 Number of curricula developed / revised in terms of their relevance for the labor market, in particular for green economy, and development of national priority sectors in continuous training

Sources of information: NQA.

**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market

**Output 1.5:** Develop/revise the fundamentals of the current vocational education and training curriculum: qualifications, vocational training standards, schooling plans, syllabuses, curriculum auxiliaries, in terms of their relevance for the labor market, primarily for the green economy and develop national priority sectors

Two indicators measure the output:

- VET1.1.P.006 Number of vocational training standards
- VET1.1.P.007 Number curriculum documents for vocational education and training

Sources of information: NQA, NCDVET.
**Outcome 1:** Updating descriptor tools for occupations and qualifications, curriculum and auxiliary materials for each qualification level established in the NQF, in view of improved articulation of subsystems, in order to facilitate vocational education and training mobility and increase relevance to labor market.

**Output 1.6:** Develop teaching materials for children with disabilities or deficiencies enrolled in vocational training programmes

Two indicators measure the output:

- VET1.1.P.008 Number of teaching materials for special needs students

Sources of information: ANPD.

**Outcome 2:** Developing mechanisms for anticipating competences required on the labor market, define job profiles for the purpose of developing/revising qualifications such as to bring them in line with the abilities and knowledge relevant for the labor market needs and adapt syllabuses to labor market needs and trends.

**Output 2.1:** Carry out regular studies and research for an early anticipation of the labor market needs for qualification and competence, and determine short and medium term trends

Two indicators measure the output:

- VET1.2.P.008 Number of studies and forecasts aimed at anticipating the skills demanded on the labor market
- VET1.2.P.009 Number of company surveys

Source of information: Project “Relevance”.

**PROGRAMS BY VARIOUS AGENCIES: “Relevance” Project (CNDIPT)**

**Full name:** “Increasing the relevance of IVET” (provisional name)

**Description:**
Ongoing program in the field of VET. One of its fundamental targets is “Developing mechanisms for anticipating the skills demanded on the labor market, defining professional profiles, with a view to developing/reviewing qualifications so as to reflect the skills and knowledge that are relevant for the labor market needs, and adapting the curricula to the labor market needs and trends.” The methodology recommends that the indicators in the strategy be included in the project monitoring indicators.

**Other data to be collected under the project:**
A list of tutors trained, as per specifications in the Tutors’ survey (see the list of additional quantitative instruments)
Recommended reporting frequency:

The monitoring should be continuous, (i.e., to have an Excel table where to update relevant information). This has the effect of allowing the production of a concise report on the above-mentioned indicators at any given moment. This kind of report will be generated every 3 months and sent to the MoNE Monitoring Team in addition to any qualitative information generated by the project.

Perceptions of users and program implementers should be documented, in order to understand potential bottlenecks during implementation.

Deliverables:

- Values for each indicator (at each reporting moment) to be included in the PMF.
- Implementation reports as required by funders or MoNE.

Outcome 2: Developing mechanisms for anticipating competences required on the labor market, define job profiles for the purpose of developing/revising qualifications such as to bring them in line with the abilities and knowledge relevant for the labor market needs and adapt syllabuses to labor market needs and trends

Output 2.2: Prepare regular impact studies on vocational education and training

One indicator measures the output:

- VET1.2.P.010 Number of impact studies on professional training

Source of information: Project “Relevance” and MoNE.

Outcome 2: Developing mechanisms for anticipating competences required on the labor market, define job profiles for the purpose of developing/revising qualifications such as to bring them in line with the abilities and knowledge relevant for the labor market needs and adapt syllabuses to labor market needs and trends

Output 2.3: Develop, regularly revise and implement documents for planning vocational education and training needs at national, regional and local levels, as well as the initial vocational training provision: Regional Education Action Plans, Local Education Action Plans, School Action Plans

Three indicators measure the output:

- VET1.2.P.011 Number of regional action plans for VET
- VET1.2.P.012 Number of local action plans for VET
- VET1.2.P.013 Number of local action plans in schools

Source of information: Project “Relevance” and MoNE.
**Outcome 2:** Developing mechanisms for anticipating competences required on the labor market, define job profiles for the purpose of developing/revising qualifications such as to bring them in line with the abilities and knowledge relevant for the labor market needs and adapt syllabuses to labor market needs and trends

**Output 2.4:** Develop and manage an integrated data and statistical indicators module, report-generating, required for strategic planning of initial vocational education and training offer, in compliance with the labor market needs - data and indicators needed for developing strategic planning documents: Regional Education Plans, Local Education Plans).

One indicator measures the output:

- **VET1.2.P.014 Integrated data module and statistical indicators on VET**

Source of information: MoNE and Project “Relevance”.

**Outcome 3:** Monitoring professional insertion of training programme for graduates

**Output 3.1:** Create a national mechanism for administrative monitoring the professional insertion of the VET system graduates.

One indicator measures the output:

- **VET1.3.P.015 Mechanism for monitoring the professional insertion of VET graduates.**

Source of information: Project “Relevance” and MoNE.

**Outcome 3:** Monitoring professional insertion of training programme for graduates

**Output 3.2:** Revise the methodology for monitoring the social and professional insertion of vocational education and training graduates, mainly from the perspective of competence gap.

One indicator measures the output:

- **VET1.3.P.016 Methodology for monitoring the socio-professional insertion of VET graduates.**

Source of information: Project “Relevance”.

**Outcome 3:** Monitoring professional insertion of training programme graduates

**Output 3.3:** Systematic monitoring of social and professional insertion of vocational education and training graduates using administrative means and national surveys

- **VET1.3.P.017 Number of studies for monitoring professional insertion**
- **VET1.3.P.018 Number of national surveys**
**Outcome 4:** Improving on-the-job learning in vocational training  
**Output 4.1:** Develop and implement regulations for the initial vocational training route in the national education system, including a significant on-the-job learning component, in partnership with employers.

One indicator measures the output:

- VET1.4.P.019 Set of regulations for the initial vocational training route in the national education system, including a significant on-the-job learning component, in partnership with employers

Source of information: Apprenticeship law, Ministry of Labour

**Outcome 4:** Improving on-the-job learning in vocational training  
**Output 4.2:** Develop and implement regulations required to increase flexibility of apprenticeship contracts duration

One indicator measures the output:

- VET1.4.P.020 Number of regulations required to increase flexibility of apprenticeship contracts duration


**Outcome 4:** Improving on-the-job learning in vocational training  
**Output 4.3:** Develop employers’ cooperation networks by vocational training area, aimed at supporting on-the-job learning, curriculum adaptation and planning the offer for the area at various levels: national/ regional/ local.

One indicator measures the output:

- VET1.4.P.021 Number of structures established at national, regional and local level to support on-the-job learning as part of professional training

Source of information: Project “Relevance”.

**Outcome 4:** Improving on-the-job learning in vocational training  
**Output 4.4:** Develop and implement a quality assurance mechanism for on-the-job learning in the education system.

One indicator measures the output:

- VET1.4.P.022 Quality assurance mechanism for on-the-job learning

Source of information: Project “Relevance”.
Outcome 4: Improving on-the-job learning in vocational training
Outcome 4.5: Prepare draft methodology and accreditation standards for employers to provide on-the-job training in the education system.

One indicator measures the output:

- VET1.4.P.023 Proposal on company accreditation methodology and standards, for providing on-the-job learning.

Source of information: Project “Relevance”.

Outcome 4: Improving on-the-job learning in vocational training
Outcome 4.6: Train the employers’ trainers, who provide on-the-job training to students from vocational education and training system.

Two indicators measure the output:

- VET1.4.O.024 Number of tutors in companies (providing on-the-job training) who receive training
- VET1.4.O.025 Number of companies (with trained tutors)

Source of information: Project “Relevance”, “Survey with tutors”.

FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:
Survey with tutors in companies who have been trained (web-survey)

The methodology recommends collecting additional data concerning the persons who have been trained as VET tutors by collecting data from a large sample. The purpose is to have a multitude of perspectives of the motives, quality, and efficiency of the training. The methodology recommends that the research be structured as a web-survey, so as to minimize the costs, though it can be structured for a more in-depth study during evaluations.

Methodology:

1. Sample: the invitation to take part in the survey is sent to all tutors. This would mean that there is a database containing information on the tutors trained, including their names, e-mail addresses, field of activity and company address. This database would be maintained under the “relevance” project.
2. The starting sample size: approximately 1300.
3. Typical web-survey steps are taken (including reminders, follow-ups.).
4. Additional specifications will be decided upon by experts who will implement this study (they depend on the available funds and on the details of the topics to be addressed).

Topics to be addressed by the questionnaire:
Data concerning the company (ensure compliance with appropriate legislation)
0. Company name / tax code
1. Address (at least the county and the locality)
2. Field of activity / CAEN (Classification of Activities in the National Economy) Code (4 figures)
3. Type of legal entity
4. Type of ownership
5. Year of establishment
6. Number of employees in the previous year
7. Turnover in the previous year
8. Number of tutors who attended training activities in the previous year
9. Number of students who attended on-the-job training activities in this institution in the previous year
10. Average duration of an on-the-job training stage (number of days + number of hours in a day)

Data concerning the tutor
1. Gender (M/F) / Age (years) / Level of formal education (max. Primary school / lower secondary school / 10 grades / VET school / high school / post-high school / bachelor studies / master studies / doctoral studies) / Residence (urban / rural) / County
2. Years of service at current job
3. Position held at current workplace
4. Main responsibility of current job
5. Total years of experience (years)
6. Positions held in previous employments (last 3)
7. High school graduated / Field of study
8. Faculty graduated / Bachelor studies
9. Faculty graduated / Master studies/
10. Faculty graduated / Doctoral studies

Data concerning the training course
1. Name of the training course attended as tutor
2. Name of the institution organizing this training course
3. Name of trainers
4. When did you attend the training course as tutor? Start (DD.MM. YYYY) End (DD.MM. YYYY)
5. How many sessions did this training course include?
6. How many sessions have you attended under this/training course?
7. What was the average duration of a session? (no. of hours)
8. Type of activities conducted under the training courses and their approximate share of the total time

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>No. of hours allocated</th>
<th>Approximate share of the total</th>
</tr>
</thead>
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<tr>
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<td></td>
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</tbody>
</table>

9. Skills acquired following the training course
10. What is your general assessment of your tutor skills…? (score 0-10)
   a. before attending this training course
b. immediately after attending this training course

c. at present

12. To what extent has this course helped you learn …?
Not at all /Very little/Little/ Much / Very much / Extremely

a. to interact with students during professional training courses

b. to come up with adequate activities training courses

c. to decide the order of activities during training courses

d. to conduct new activities during training courses

e. to conduct activities that are useful for trainees during courses

f. to assess trainees

Data concerning the experience as trainer

1. Number of internships that you have coordinated before attending this training course as tutor

2. Number of interns that you have coordinated before attending this training course as tutor

3. Number of internships that you have coordinated after attending this training course as tutor

4. Number of interns that you have coordinated after attending this training course as tutor

Deliverables:

- Tagged, cleaned, and verified database
- Brief descriptive report (text and graphs)

**Outcome 5**: Improving public and private funding mechanisms for vocational training

**Output 5.1**: Develop mechanisms for financing public-private and sector cooperation/partnership structures in vocational training (e.g. Sector Committees, Regional Consortia, and Local Committees for Development of Social Partnership).

Two **indicators** measure the output:

- VET1.5.P.026 Mechanism for financing public-private and sector cooperation/partnership structures in vocational training
- VET1.6.O.032 Number of Regional Consortia

Source of information: NCDVET & Project “Relevance”.

**Outcome 5**: Improving public and private funding mechanisms for vocational training

**Output 5.2**: Improve the financing system to provide the resources required for initial vocational training, including work experience, evaluation and certification of learning outcomes.

One **indicator** measures the output:

- VET1.5.P.027 Financing system to provide the resources required for initial vocational training.
Source of information: UFIP (MoNE) + NQA + NCDVET.

**Outcome 5:** Improving public and private funding mechanisms for vocational training  
**Output 5.3:** Develop and implement national strategic projects to support students by funding work experience programmes in vocational education and training.

One **indicator** measures the output:

- VET1.5.O.028 Number of students supported through funding for practical training.

Source of information: NCDVET.

**Outcome 6:** Enhance involvement of social partners in the development of the vocational training system  
**Output 6.1:** Revise the regulatory framework for Sector Committees and support their institutional building.

One **indicator** measures the output:


Source of information: NQA.

**Outcome 6:** Enhance involvement of social partners in the development of the vocational training system  
**Output 6.2:** Revise the general organization and operation framework of participative management bodies responsible for strategic planning of initial vocational training at regional level, namely Regional and County Consortia and Local Committees for Development of Social Partnership.

One **indicator** measures the output:


Source of information: NQA.

**Outcome 6:** Enhance involvement of social partners in the development of the vocational training system  
**Output 6.3:** Develop the participative management capacity, by providing method assistance and mechanisms for the coordination of the strategic cooperation bodies at national, regional and county level, with a focus on Regional Consortia and Local Committees for Development of Social Partnership, in view of discharging their respective responsibilities.

Two **indicators** measure the output:
- VET1.6.P.031 Methodology for the organization and operation of participative management structures with a role in the strategic planning of professional training
- VET1.6.O.033 Number of Local Committees for Social Partnership Development

Source of information: Project “Relevance”.

**Outcome 6:** Enhance involvement of social partners in the development of the vocational training system

**Output 6.4:** Develop and deliver continuous training programmes for Sector Committees experts.

One indicator measures the output:
- VET1.6.O.034 Number of Local Committees specialists trained

Source of information: Project “Relevance”.

**Objective Outcome 2:** Increase participation and facilitate access to vocational training programmes

One indicator measures this outcome
- VET2.0.O.035 Students’ rate of participation in technological high school and vocational education

Sources of information: SIIIR, INS.

**Outcome 7:** Develop marketing of vocational programmes and non-formal and informal learning

**Output 7.1:** Develop and implement a strategy to promote and raise awareness of the benefits of career development, participation in initial and continuing vocational training, and recognition of non-formal and informal learning.

One indicator measures the output:
- VET2.7.P.037 Marketing Strategy for increasing awareness on the benefits of career development

Source of information:
- NCDVET.
- Qualitative study “Information campaigns on guidance and counseling services for fit-for-work persons” (described below)
- Qualitative study “Counseled students” (described below)
**FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:**
Qualitative study – “Information campaign on guidance and counseling services addressed to fit-for-work individuals”

**Goal:** The “Information Campaigns” study aims at collecting additional data on the process of informing fit-for-work individuals about career guidance and counseling services available at national/regional/local level. The data will be collected annually.

**Methodology:** As part of the OPHC program dedicated to CPLCs in the LLL Strategy, the methodology recommends that the entity responsible for the project (CNDIPT) records basic data of fit-for-work individuals who have been informed on the guidance and counseling services provided by CPLCs. Subsequently, a list will be created with the identification details of the persons informed (name, e-mail address, telephone number), and will be made available to the MoNE M&E Expert Team who will conduct the interviews.

<table>
<thead>
<tr>
<th>Target group selection*</th>
<th>County capital</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-East development region</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>South – Muntenia development region</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>North-West development region</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

*the table describes the territorial distribution to be used as a basic guide to select respondents: 3 development regions, from which 2 county capitals, 2 urban localities and 2 rural localities will be selected. 6 interviews will take place in each location.

**Interview guide:**

1. Brief description of the respondent: age, level of education /professional training, professional experience, current employment situation, residence.
2. The sources / channels through which the respondent has been informed.
3. The institution responsible for the information campaign.
4. The message conveyed by the information campaign.
5. The value of the information. How has it helped the respondent? Did respondent get hired?
6. The awareness on recruitment, career guidance and counseling procedures: sources of information used / accessed on the available supply of jobs. Responsible institutions in this regard and institutions that the respondent refers to. Brief description of the approach.

**Deliverables:**

- transcribed interviews
- brief report
FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:
Qualitative Study - “Counseled Students”

Goal: The” Counseled Students” study aims at collecting additional data on impact on the career guidance services for 8th grade students receiving counseling and guidance services as part of the curriculum. The data will be collected annually.

Methodology: As part of the OPHC program dedicated to CPLCs in the LLL Strategy, the methodology recommends that the entity responsible for the project (CNDIPT) records basic data on persons receiving counseling and guidance services as part of the curriculum. Subsequently, a list will be created with the identification details of the persons informed (name, e-mail address, telephone number), and will be made available to the MoNE M&E Expert Team who will conduct the interviews.

<table>
<thead>
<tr>
<th>Target group selection*</th>
<th>County capital</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-East development region</td>
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<tr>
<td>South – Muntenia development region</td>
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<tr>
<td>North-West development region</td>
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</table>

*the table describes the territorial distribution to be used as a basic guide to select respondents: 3 development regions, from which 2 county capitals, 2 urban localities and 2 rural localities will be selected. 6 interviews will take place in each location.

** With a view to avoiding overlapping, locations that have already been selected under the information campaigns study will not be selected under this study.

Interview guide:

1. Brief description of the student: age, gender, top three future high school options (the profile and specialization should be given).
2. Frequency of attending counseling classes in the last year of lower secondary education. The frequency and number of colleagues of the student interviewed during the counseling classes in the last year of lower secondary education.
3. Duration and description of career guidance and counseling classes: topics discussed, student-teach interaction in class, participation / freedom of expressing one’s opinions, an assessment of the quality of information / counseling (elements of novelty).
4. The usefulness of the counseling class? How has the information received helped the student? Has the student chosen the high school, profile and specialization based on the counseling?
5. Description and assessment of the teaching staff delivering the counseling class.
Deliverables:

- transcribed interviews
- brief report

**Outcome 7:** Develop marketing of vocational programmes and non-formal and informal learning

**Output 7.2:** Develop and implement a framework for identifying and disseminating best practices in vocational training at national and regional level.

One **indicator** measures the output:

- VET2.7.P.038 Framework for identifying and disseminating best practices

Sources of information: NCDVET, monitoring legislation.

**Outcome 7:** Develop marketing of vocational programmes and non-formal and informal learning

**Output 7.3:** Campaigns to promote vocational training and recognition of non-formal and informal learning among students in vocational education and training and the 8th form.

One **indicator** measures the output:

- VET2.7.P.041 Number of information materials developed

Sources of information:

- Reported by the Implementation unit.
- Qualitative study “Information campaigns on guidance and counseling services for fit-for-work persons” as noted above under outcome 7 / output 1.

**Outcome 8:** Improve career and qualification guidance and counseling

**Output 8.1:** Develop a coherent career information, counseling and guidance system at national/regional/local level, covering both initial vocational training and continuing vocational training.

One **indicator** measures the output:

- VET2.7.P.042 National system for career information, counseling, and guidance

Sources of information:

- Reported by the Implementation unit.
- Qualitative study “Information campaigns on guidance and counselling services for fit-for-work persons”.
- CPLC network. Study on the Community Permanent Learning Centres.
FIELD QUALITATIVE/QUANTITATIVE INSTRUMENTS:
Study on the Community Permanent Learning Centers (CPLCs)
A series of interviews with the CPLC managers.

**Goal:** Acquire qualitative information that supports the monitoring and evaluation of CPLCs, in view of identifying methods for improvement and regulating the activities in the centers. The aim of this exercise is to inform the Implementation Unit about possible ways of increasing the efficiency of the support provided.

**Methodology:** The list of CPLCs will be provided by CNDIPT and IREA (Romanian Institute for Adult Learning) to the external consultant, who will select 10 centers, which have to be in 4 different regions, respectively 4 different counties, and have at least 5 employees. The MoNE M&E experts will visit the 10 centers and talk to the manager, using the interview guide. Personal, systematic observations will add to the documentation. In the end, a brief report will summarize the findings, insisting on possible difficulties noticed.

**Interview guide:**
1) Short history of the center.
2) Main operating difficulties.
3) Main advantages.
4) How is the center financed?
5) How many employees does it have?
6) How many trainees does it currently have? How about within 1 year?
7) What are the criteria for deciding on the training programs? Center autonomy in this respect.
8) Relation/cooperation with the local community, including different types of stakeholders (authorities, local entrepreneurs, parents, NGOs, schools, other centers)
9) Level and source of current equipment.
10) What type of activities that are performed in the center?
11) Presence in the MoNE and other providers’ programs.
12) Concerns related to targeting disadvantaged groups.
13) Existence of financial incentives tied to the enrollment rate.

**Minimum observation guide:**
1) Building status (inside/outside; furniture; walls; cleanliness...)
2) Classrooms/ (technical) equipment (computers, projectors, etc.)
3) Toilets
4) Interlocutors (calm/fearful; they know what they are talking about/give the impression they are not up-to-date ...)

Monitoring and Evaluation Methodology
**Outcome 8:** Improve career and qualification guidance and counseling  
**Output 8.2:** Develop coordination and cooperation between various national, regional and local stakeholders, including from County Educational Resource Centers / Bucharest Municipal Educational Resource Centers, providing career counseling and guidance in secondary and tertiary, non-university education.

One **indicator** measures the output:

- VET2.8.O.043 Network of centers for career information, counseling, and guidance in secondary and non-university education

Sources of information: CPLC network.

**PROGRAMS BY VARIOUS AGENCIES:** “The CPLC System”  
**Description:** Operational Program-Human Capital (OPHC) dedicated to CPLCs (to be launched).

The methodology recommends the following information to be included among the program monitoring indicators, for each CPLC separately:

- Number of centers for career information, counseling, and guidance in secondary and non-university tertiary education
- Number of fit-for-work individuals who receive information concerning the counseling and guidance services
- Number of 8th grade students receiving counseling and guidance services as part of the curriculum
- Number of online career guidance tools
- Number of persons with career guidance and counseling tasks who receive training
- Number of CPD programs for persons with career guidance and counseling tasks
- Number of persons with tasks in the field of recognition and validation of informal and non-formal learning outcomes who receive training

**Recommended reporting frequency:**  
The monitoring should be continuous, (i.e., to have an Excel table where to update relevant information). This has the effect of allowing the production of a concise report on the above-mentioned indicators at any given moment. This kind of report will be generated every 3 months and sent to the MoNE Monitoring Team in addition to any qualitative information generated by the project.

Reports will describe topics such as content and usefulness of the training, usage of the trained skills (in searching for or improving employment). Perceptions of those supposed to implement such activities are also of interest, in order to understand potential bottlenecks during implementation.

**Deliverables:**
- Values for each indicator (at each reporting moment) to be included in the PMF.
- Implementation reports - explanatory text attached to it.
Outcome 8: Improve career and qualification guidance and counseling

Output 8.3: Information campaigns on guidance and counseling services available at national/regional/local level, addressed to fit-for-work individuals

One indicator measures the output:

- VET2.8.O.044 Number of fit-for-work individuals who receive information concerning the counseling and guidance services

Sources of information: CPLC network.

Outcome 8: Improve career and qualification guidance and counseling

Output 8.4: Develop and provide career guidance services to 8th form students

One indicator measures the output:

- VET2.8.O.045 Number of 8th grade students receiving counseling and guidance services as part of the curriculum

Sources of information: CPLC network and the Qualitative study entitled “Counseled Students”.

Outcome 8: Improve career and qualification guidance and counseling

Output 8.5: Develop on-line career guidance tools for 7th – 12th form students

One indicator measures the output:

- VET2.8.P.046 Number of online career guidance tools

Sources of information: CPLC network.

Outcome 8: Improve career and qualification guidance and counseling

Output 8.6: Develop and provide training programmes for professionals with responsibilities in providing information, career counseling and guidance, community support services, as well as for the staff of the counseling centers, school counselors and class masters

One indicator measures the output:

- VET2.8.O.047 Number of persons with career guidance and counseling tasks who receive training
- VET2.8.P.048 Number of CPD programs for persons with career guidance and counseling tasks

Sources of information: CPLC network.
Outcome 9: Consolidate and increase flexibility of mechanisms for recognizing and validating non-formal and informal learning
Output 9.1: Revise the methodology for recognizing non-formal and informal learning
One indicator measures the output:

- VET2.9.P.049 Methodology for the recognition of informal and non-formal learning outcomes

Sources of information: CPLC network.

Outcome 9: Consolidate and increase flexibility of mechanisms for recognizing and validating non-formal and informal learning
Output 9.2: Develop mechanisms for quality assurance in the recognition and validation of non-formal and informal learning
One indicator measures the output:

- VET2.9.P.050 Quality assurance mechanism for the system of recognition and validation of informal and non-formal learning outcomes

Sources of information: CPLC network.

Outcome 9: Consolidate and increase flexibility of mechanisms for recognizing and validating non-formal and informal learning
Output 9.3: Training staff responsible for recognizing and validating non-formal and informal learning
One indicator measures the output:

- VET2.9.O.051 Number of persons with tasks in the field of recognition and validation of informal and non-formal learning outcomes who receive training

Sources of information: CPLC network and the qualitative study entitled “Counseled Students”.

Outcome 10: Facilitate young persons’ access to vocational training programmes in the education system, with a focus on disadvantaged groups
Output 10.1: Develop school campuses and training centers in state-run vocational and technical schools for a wide range of vocational training areas and qualifications and for a significant number of students from remote areas
One indicator measures the output:

- VET2.10.O.052 Number of school campuses and training centers set up in VET schools for a number of students residing in remote areas

Sources of information: NCDVET+MDRAP.
Outcome 10: Facilitate young persons’ access to vocational training programmes in the education system, with a focus on disadvantaged groups

Output 10.2: Support accommodation and food for young persons from rural and disadvantaged areas, the Roma and disabled persons enrolled in vocational training in school campuses / vocational and technical schools

One indicator measures the output:

- VET2.10.O.053 Number of VET students (from rural and disadvantaged areas, including Roma) receiving financial support for accommodation and food

Sources of information: SIIIR.

Outcome 10: Facilitate young persons’ access to vocational training programmes in the education system, with a focus on disadvantaged groups

Output 10.3: Develop and implement a national programme to equip initial vocational training providers from the state-run system with vehicles for transporting students to employers for work experience, based on specific criteria

One indicator measures the output:

- VET2.10.O.054 Number of initial vocational training providers equipped with vehicles for transporting students

Sources of information: MDRAP.

Outcome 10: Facilitate young persons’ access to vocational training programmes in the education system, with a focus on disadvantaged groups

Output 10.4: Develop sheltered workshops and other alternative forms of training, in view of ensuring access of students with disabilities or difficulties to vocational training programmes that may ensure them better social and professional insertion, including provision of teaching and assistive materials

One indicator measures the output:

- VET2.10.O.055 Number of students with special educational needs supported in alternative workshops

Sources of information: IB HCOP / ANPD – “Sheltered workshops”, Ministry of Labour working group, also mentioned at VET1.1.P.008.
**Outcome 10:** Facilitate young persons’ access to vocational training programmes in the education system, with a focus on disadvantaged groups

**Output 10.5:** Provide financial support to students in vocational education and training from the “Bursa Profesională” Programme

One indicator measures the output:

- VET2.10.O.056 Number of VET students in the Bursa Profesională Programme

Sources of information: SIIIR.

**Objective Outcome 3: Improve quality of vocational training**

**Indicators**

- VET3.0.P.057 School drop-out rates in technological high school and vocational education
- VET3.0.P.058 Rate of high technological school graduates passing baccalaureate examinations

Sources of information: SIIIR.

**Outcome 11:** Develop a national quality assurance framework in vocational education and training system

**Output 11.1:** Develop a mechanism for systematically monitoring, evaluating and revising the quality of vocational training system

One indicator measures the output:

- VET3.11.P.060 Mechanism for systematically monitoring, evaluating and revising the quality of vocational training system

Sources of information: NCDVET, monitoring existing regulations.

**Outcome 11:** Develop a national quality assurance framework in vocational education and training system

**Output 11.2:** Update statistics data base on internal quality assurance at authorized training providers

One indicator measures the output:

- VET3.11.P.061 Statistics data base on internal quality assurance

Sources of information: Operation of SIIIR/ECAVET.
**Outcome 12:** Quality assurance in certification of learning outcomes  
**Output 12.1:** Develop and implement a mechanism for the certification of learning outcomes in initial and continuing vocational training relevant for the labor relevant, by the active and sustainable involvement of employers

One indicator measures the output:

- **VET3.12.P.062** Mechanism for the certification of learning outcomes in initial/continuous vocational training

Sources of information: NCDVET, monitoring existing regulations.

**Outcome 13:** Improve the competences of persons responsible for providing initial and continuing vocational training programmes and evaluating non-formal and informal learning  
**Output 13.1:** Develop and provide continuous training programmes for trainers and teachers

Two indicators measure the output:

- **VET3.13.O.063** Number of teaching staff, trainers, external evaluators in CPD programs  
- **VET3.13.P.064** Number of CPD programs for teaching staff and trainers

Sources of information: Project “Relevance” and “Survey with tutors”.

**Outcome 13:** Improve the competences of persons responsible for providing initial and continuing vocational training programmes and evaluating non-formal and informal learning  
**Output 13.2:** Establish and develop a national center for continuous training of teachers, trainers, external evaluators and tutors from employers providing initial vocational training, capable to ensure coherent and consistent development of the competences of individuals with responsibilities in the provision of vocational training

One indicator measures the output:

- **VET3.13.O.065** National CPD center for teaching staff, trainers, external evaluators and tutors

Sources of information: Project “Relevance”.

**Outcome 14:** Improve initial and continuing vocational training infrastructure  
**Output 14.1:** Develop standards for equipping initial / continuing vocational training providers, depending on the qualification-specific needs

One indicator measures the output:

- **VET3.14.P.067** Number of standards for equipping vocational initial / continuous
vocational training providers

Sources of information: NCDVET.

**Outcome 14:** Improve initial and continuing vocational training infrastructure
**Output 14.2:** Provide teaching materials and equipment to all levels of initial and continuing vocational training, in compliance with the applicable standards, such as to ensure the achievement of an inclusive vocational education and training system

One indicator measures the output:

- VET3.14.O.068 Number of vocational schools equipped

Sources of information: MDRAP.

**Outcome 15:** Promote excellence in vocational education and training
**Output 15.1:** Develop a mechanism for recognizing excellence in the provision of initial and continuing vocational training programmes

One indicator measures the output:

- VET3.15.P.069 Mechanism for recognizing excellence in the provision of vocational training programmes

Sources of information: NCDVET.

**Outcome 15:** Promote excellence in vocational education and training
**Output 15.2:** Develop and implement the methodology for organizing crafts competitions at county, national and international level

One indicator measures the output:

- VET3.15.P.070 Methodology for organizing crafts competitions at county, national and international level

Sources of information: MoNE’s LLL Department.

**Objective Outcome 4:** Develop innovation and national and international cooperation in vocational training

**Indicators**

- VET4.0.O.071 Total number of students participating in innovation and entrepreneurship development programmes
- VET4.0.O.072 Total number of VET students participating in international mobility programmes
SOURCES OF INFORMATION: “Entrepreneurship” Programme, ERASMUS+.

PROGRAMS BY VARIOUS AGENCIES: The “Entrepreneurship” Project Presentation:

The project is being developed and will be launched under the POCU. It provides a series of measures aimed at developing entrepreneurial skills in VET students.

Main entity responsible: CNDIPT

Recommended reporting frequency:
The methodology recommends for the monitoring system to be permanent (i.e., to have an Excel table where to update the relevant information). A brief report, with the above-mentioned indicators, can be generated at any given moment. The methodology recommends for this kind of report to be generated every 3 months and sent to the MoNE Monitoring Team. Further reports on actual implementation should be generated through usage of qualitative/quantitative tools. They will describe topics such as content and usefulness of the fairs, according to main stakeholders (VET providers, companies, students, teaching staff). Representations on programs to develop entrepreneurial skills are also important.

Deliverables:
- Values for each indicator (at each reporting moment) to be included in the PMF.
- Implementation reports.

Outcome 16: Develop components on innovation, creativity and entrepreneurship in vocational training programmes

Output 16.1: Disseminate learning methods that develop entrepreneurial skills of participants in the training programmes, through mock companies

One indicator measures the output:

- VET4.16.O.073 Number of practice enterprises (for developing entrepreneurial skills)

Sources of information: “Entrepreneurship” Programme.

Outcome 16: Develop components on innovation, creativity and entrepreneurship in vocational training programmes

Output 16.2: Financial support

Two indicators measure the output:

- VET4.16.O.074 Number of regional fairs for practice enterprises
- VET4.16.O.075 Number of national/ international fairs for practice enterprises

Sources of information: “Entrepreneurship” Programme.
**Outcome 17:** Develop international mobility in vocational training  
**Output 17.1:** Inform vocational training providers on accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund

One **indicator** measures the output:

- VET4.17.O.076 Number of initial vocational training providers informed on the accessing of European mobility funds

Sources of information: OI POCU.

**Outcome 17:** Develop international mobility in vocational training  
**Output 17.2:** Train vocational training providers’ staff to prepare application for accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund

One **indicator** measures the output:

- VET4.17.O.077 Number of representatives of initial vocational training providers trained in accessing European mobility funds

Sources of information: OI POCU.

**Outcome 18:** Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market  
**Output 18.1:** Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at international level

One **indicator** measures the output:

- VET4.17.P.078 International cooperation network for best practice exchange

Sources of information: NCDVET – Project “Learning by doing”.

**Outcome 18:** Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market  
**Output 18.2:** Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at macro-regional level

One **indicator** measures the output:

- VET4.17.P.079 Macro-regional cooperation network for best practice exchange

Sources of information: NCDVET – Project “Learning by doing”.

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Monitoring and Evaluation Methodology
Outcome 18: Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at the level of East European states and other European Union partner states.

Output 18.3: Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at the level of East European states and other European Union partner states.

One indicator measures the output:

- VET4.17.P.080 Cooperation network at the level of East European states and other EU partner states for best practice exchange.

Sources of information: NCDVET (Project "Learning by doing").
2.3 Monitoring the Strategies’ Indicators

A distinction was made above between monitoring for operational progress (activities) and evaluating for results. While the indicators of the strategies focus almost exclusively on results, they must still be monitored regularly to ensure availability of time-based data, giving the analysts the ability to determine trends and relate or attribute changes at that level with field activities.

All the indicators in the strategies have been placed within the Performance Measurement Frameworks for each of the strategies (Appendix 1). The tables follow the Results Chain model and show the baseline, final target, interim target and actual values for the reporting period. The tables show the source of data for each of the indicators and a last column shows the reporting frequency for each of the indicators. Since some indicators are reported annually while others are reported more frequently, it is typical that there is no change for the indicators that are less frequently reported and that change is likely to occur for those indicators that are more frequently reported. However, the complete tables must be included in all monitoring reports (described in section 2.4 below) whether change has or has not occurred.

The Performance Measurement Framework is attached in Appendix 1.

2.4 Monitoring Report Outline

Unlike the evaluation report which should be rich in analysis, the monitoring report will focus on facts and provide highlights of unusual or unexpected data.

The monitoring report should be prepared quarterly and submitted to the Strategies Working Groups one week after the end of each calendar quarter. The monitoring report should have the following sections as a minimum:

Table 3: Table of Contents for Monitoring Report

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Substantive Content</th>
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<tbody>
<tr>
<td>Cover Page</td>
<td>Showing reporting period</td>
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</tbody>
</table>
| Executive Summary      | • Highlighting major changes from the previous reporting periods  
|                        | • Highlighting unexpected or unusual data                                                                                                           
|                        | • Turning attention of the reader to the most important data in the report                                                                       |
| Methodology            | • A table showing regions of data collection  
|                        | • A table showing the institutions per strategy and date visited                                                                                 
|                        | • A table showing methods employed per strategy (these may not be the same for each reporting period or for each strategy)  
|                        | • A table showing non-institutional respondents category per strategy and date  
|                        | • A table showing key investigator for each of the strategies                                                                                   |
| Data for Reporting     | All tables may be accompanied by explanatory text.                                                                                                 |
| Period                 | ESL Section                                                                                                                                 |
|                        | • Discussion of method used (when, how, how many, how long,                                                                                      |
|                        |                                                                                                                                                |
where) – the discussion should include challenges encountered in gathering, accessibility of respondents, accessibility into the learning or program areas

- Profile of region/city/institution investigated
- Profile of program or activity investigated
- Discussion of results of investigation showing major changes or major bottlenecks (raw data tables attached as appendix)
- Comparative table/graph showing results of previous monitoring (if at same institution and same program show a trend, if at different schools but same program show comparison beyond the program including socio-economic factors, environmental conditions etc.)
- Recommendations (if any) for changes in the investigation methodology to reduce bottlenecks
- Recommendations (if any) emanating from the investigation of the program
- Plan for next reporting period showing where and what institutions to be visited, instruments to be employed, programs to be investigated, timelines
- Completed Performance Measurement Framework tables

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<th>Appendices</th>
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<tbody>
<tr>
<td>● Raw Data tables</td>
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<tr>
<td>● Sample Instruments Used</td>
</tr>
<tr>
<td>● Completed Instruments</td>
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### 2.5 Cost

It is estimated that the fieldwork and quarterly reporting cost per quarter related to the four strategies will be no greater than 40,000 Euros (approx. 10,000 per strategy) for a total of a maximum 160,000 Euros per year.

This reflects the cost of the 17 experts to be engaged by the Ministry along with the travel expenses and IT expenses related to online surveys and all associated costs. It does not include the cost of software or new equipment.
PART 3: EVALUATION METHODOLOGY

3.1 EVALUATING RESULTS

Discussions on the distinction between monitoring and evaluation precede this section, and have also been mentioned within the Unitary Framework (2016). In this section of the methodology, we will explore the mechanisms of evaluation more specifically, and their role within the Results Based Management approach to M&E.

Evaluation is the episodic assessment of the change in targeted results as measured by the indicators. This change must be attributed to the interventions of the strategies, and the analysis of inputs and activities to determine their contribution to results. Evaluation includes deep investigations of factors of changes; it explores what change took place; why the change took place; and what factors enabled or posed an obstacle to it. Therefore, the ultimate purpose of evaluation, in addition to gaining insight into overall factors of performance, is to enable consideration and assist in identifying the reasons and factors for progress towards achieving objectives or lack thereof.

Evaluation is the analysis of the effectiveness of an activity leading to a judgment regarding the progress made in relation to the goals of a strategy – in short, it looks at the qualitative aspects of the strategy implementation not only the operational or statistical/quantitative factors. Evaluation involves the process of turning facts (monitoring data) into actionable findings and conclusions through a process of causal inferences, inductive analysis, case studies, patterns, tendencies, and trends. In short, an evaluation’s purpose is to assess the incremental effect of a program or activity on the broader outcomes. Importantly, evaluations can also provide information on the Social Return on Investment (SROI) which measures the social and economic impact and outcomes using monetary value. A monetary to monetary value does not serve the purpose of the education reform strategies, and as such we must adapt the SROI to meet our needs. Rather than monetary ratio to determine a monetary return for amounts invested, the focus should rest on the ratio of improvement for each amount invested. For example, for every Euro invested in the ESL strategy there is x.x% reduction in ESL.

In summary, unlike monitoring, the purpose of evaluation consists in making the determination on whether the best use of the available funds was made; to test the efficacy of the new techniques employed in achieving the objectives; to verify the real benefits and understand the participation of stakeholders, and so forth. Evaluations seek to understand why and how the interventions worked or did not work.

3.2 METHODOLOGICAL APPROACH TO EVALUATION

Unlike section 2, the methodology for evaluation is limited to approaches. The reason for this is that evaluations use some of the same instruments as monitoring but must be designed in view of critical investigation questions which are determined as a result of monitoring data. As such, it would be futile to attempt to design evaluation questions without the insights gained from monitoring data. Nonetheless, Part 3 contains sufficient guidelines to help guide the evaluators to produce an effective evaluation design.
3.2.1 Evaluation Approaches

The evaluation methodology suggests 2 types of evaluations: Formative and Summative evaluations.

**Formative evaluations** occur during the life of the project and intend to strengthen or improve the strategy implementation by providing insights into opportunities, success, and obstacles. This information allows the decision makers to make changes to the strategy itself as required. Formative evaluations define the quality of implementation, assess the design and organizational context, and examine resources, personnel, procedures, as well as inputs. They also inform the initiative’s implementation with the aim of maintaining, changing, or improving actions to ensure that the objectives and their targets will be met.

**Major questions and methodologies for Formative Evaluations:**

- **What precise questions must we pose to reveal insights into progress or lack thereof?** Formulating and conceptualizing methods might be used including brainstorming, focus groups of key interlocutors, stakeholder analysis, lateral and vertical matrices, and concept mapping.

- **Where is the problem that monitoring data identified and how big or serious is it?** The most common method used here is analysis of existing data and review of its sources, as well as the use of sample surveys, interviews of constituent populations, expert testimony, and focus groups.

- **What changes are required to address the problem?** Simulation techniques are effective here as are multivariate methods such as exploratory causal modeling, decision-making methods, and project planning and implementation methods such as flow charting, PERT/CPM, and alternative project scheduling.

- **How well is the overall execution of the projects/programs?** Monitoring data is most useful here to help in the analysis of implementation.

**Summative evaluations** typically take place at the end of an initiative or are conducted at the renewal stage of the initiative. Summative evaluations examine the effects or outcomes of strategies on the sector and society. They identify and describe the causes or attribution of results to the investment and activities or other factors outside the initiative. Summative evaluations also look deeply into the relative costs associated with the initiative and make judgements on the adequacy and accuracy of budgeting. They inform future initiatives so that mistakes can be avoided, efficiencies can be realized, and effectiveness improved on future investments.

**Major questions and methodologies for Summative Evaluations:**

- **What has been the effectiveness of the intervention?** Observational and correlational methods can be used to demonstrate that objectives have indeed been achieved. Analysis of implementation is also useful to determine whether results can reasonably be attributed to the intervention and not to external, unrelated factors.
What is the net highest level result?
Assessing cost effectiveness and cost/benefits along with qualitative methods that enable the Ministry to capture the full range of intended and unintended impacts is relevant here. Importantly, there is a need to draw lessons for future interventions so that their performance is improved.

3.3 IMPLEMENTATION ARRANGEMENT
The Institute of Education Sciences (IES) can be contracted for each of the evaluations. The IES possesses the necessary subject matter knowledge to formulate insightful and probing evaluation questions as well as the experience in undertaking deep investigations into the factors of success related to the strategies.

The IES will report through the Ministry to the Working Groups and will make presentations and recommendations to each of the groups as required.

3.4 SCHEDULE AND COST
The evaluation schedule takes into consideration the role of the World Bank in supporting the capacity of the Ministry to embed the M&E methodology into its operational processes. As such, the first formative evaluation will take place at the end of 2017 and again at the end of 2018. The next evaluation will be summative and will take place in 2020.

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<tbody>
<tr>
<td>Monitoring (quarterly)</td>
<td>Monitoring (quarterly)</td>
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<td>Monitoring (quarterly)</td>
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<tr>
<td>Formative Evaluation</td>
<td>Formative Evaluation</td>
<td>X</td>
<td>Summative Evaluation</td>
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</tbody>
</table>

Cost is to be negotiated between the parties. A rough estimate based on previous experience indicates 65,000 euro per strategy, per evaluation.

3.5 EVALUATION REPORT OUTLINE
Table 4: Table of Contents for Evaluation Report

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Substantive Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>Showing reporting period and type of evaluation</td>
</tr>
</tbody>
</table>
| Executive Summary | ● Summarizing major investigation questions per strategy  
                   | ● Highlighting major trends and findings  
                   | ● Highlighting unexpected or unusual outcomes  
                   | ● Turning attention of the reader to the most important data in the report |
| Methodology       | ● A presentation of evaluation design  
                   | ● A table showing regions of data collection  
                   | ● A table showing the institutions per strategy and date visited |
- A table showing methods employed per strategy (these may not be the same for each strategy)
- A table showing non-institutional respondents category per strategy and date
- A table showing key investigator for each of the strategies

*All tables may be accompanied by explanatory text*

<table>
<thead>
<tr>
<th>Data for Reporting Period</th>
<th>ESL Section</th>
<th>LLL Section</th>
<th>VET Section</th>
<th>TE Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Profile of region/city/institution investigated</td>
<td>Discussion of method used (when, how, how many, how long, where) – the discussion should include challenges encountered in gathering, accessibility of respondents, accessibility into the learning or program areas</td>
<td></td>
<td>Discussion of results of investigation showing major findings or major bottlenecks (raw data tables attached as appendix)</td>
</tr>
<tr>
<td></td>
<td>Profile of program or activity investigated</td>
<td></td>
<td></td>
<td>Analysis of findings, trends, and conclusions</td>
</tr>
<tr>
<td></td>
<td>Major investigation questions</td>
<td></td>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Discussion of method used (when, how, how many, how long, where)</td>
<td></td>
<td></td>
<td>Comparative table/graph showing national, regional and international benchmarks</td>
</tr>
<tr>
<td></td>
<td>– the discussion should include challenges encountered in gathering, accessibility of respondents, accessibility into the learning or program areas</td>
<td></td>
<td></td>
<td>Lessons learned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recommendations for activities and the strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recommendations for next evaluation showing where and what institutions to be visited, instruments to be employed, programs to be investigated, time lines)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Completed Performance Measurement Framework tables</td>
</tr>
<tr>
<td>Appendices</td>
<td>Raw Data tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample Instruments Used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed Instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 1: PERFORMANCE MEASUREMENT FRAMEWORK

### Correspondence of strategy vocabulary and Unitary M&E Methodology

<table>
<thead>
<tr>
<th>Strategies…</th>
<th>PMF names</th>
<th>Output</th>
<th>Outcome</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>Results</td>
<td>Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TE</td>
<td>Enable Conditions/ Pillars</td>
<td>Actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLL</td>
<td>Lines of action</td>
<td>Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET</td>
<td>Strategic Objectives/ Lines of action</td>
<td>Actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reduce Early School Leaving Strategy

<table>
<thead>
<tr>
<th>Label</th>
<th>Output/ Type of measure to which it corresponds</th>
<th>Indicators</th>
<th>Baseline</th>
<th>Final Target</th>
<th>Target 2018</th>
<th>Target Actual as of</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL4.O.001</td>
<td>Early School Leave rate</td>
<td></td>
<td>0,113</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL4.O.002</td>
<td>Early School Leave volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.300</td>
<td>Gross enrolment rate for 0-5 year olds</td>
<td></td>
<td>0,43</td>
<td>0,585</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.301</td>
<td>Gross enrolment rate for 3-5 year olds</td>
<td></td>
<td>0,838</td>
<td>0,93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.302</td>
<td>Gross enrolment rate for 0-2 year olds</td>
<td></td>
<td>0,027</td>
<td>0,233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.305</td>
<td>Gross enrolment rate for primary &amp; lower secondary</td>
<td></td>
<td>0,906</td>
<td>(\geq 96%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.306</td>
<td>Gross enrolment rate for primary</td>
<td></td>
<td>0,877</td>
<td>0,97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Description</td>
<td>Value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.307</td>
<td>Gross enrolment rate for lower secondary</td>
<td>0.912</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.308</td>
<td>Percentage of students with functional illiteracy</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.309</td>
<td>Percentage of students with low achievements in math</td>
<td>40.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.310</td>
<td>Percentage of students with low achievements in reading</td>
<td>37.30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.311</td>
<td>Results in national tests at the end of the 8th grade - total and broken down by subjects</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.313</td>
<td>Drop-out rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cu 50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.314</td>
<td>Decrease in drop-out rates - G5</td>
<td>0.026</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 1.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.315</td>
<td>Decrease in drop-out rates - G1</td>
<td>0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 1.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.316</td>
<td>Decrease in drop-out rates - G7</td>
<td>0.018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≤ 0.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL.O.317</td>
<td>Transition rates into high school or VET</td>
<td>0.967</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 98.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Outcome 1: Access to Early Childhood Education and Care (ECEC), by placing emphasis on vulnerable groups**

**Output 1.1: Strengthen and consolidate ECEC in order to enhance effectiveness**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL4.P.021</td>
<td>Implementing the ante-preschool curriculum</td>
<td>realized=1</td>
</tr>
<tr>
<td>ESL4.P.022</td>
<td>Number of ante-preschool teaching staff trained</td>
<td>14250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trainees</td>
</tr>
<tr>
<td>ESL4.P.022b</td>
<td>Number of teaching staff, inspectors and puericultors trained</td>
<td>12740</td>
</tr>
<tr>
<td>ESL4.P.022c</td>
<td>Number of ante-preschool inspectors trained</td>
<td>50</td>
</tr>
<tr>
<td>ESL4.P.025</td>
<td>Legal and operational framework for providing care and education services in nurseries</td>
<td>realized=1</td>
</tr>
<tr>
<td>ESL4.P.101</td>
<td>A comprehensive framework for ECEC is adopted</td>
<td>realized=1</td>
</tr>
<tr>
<td>ESL4.O.103</td>
<td>Output 1.2: Recognizing the important roles of families (with children aged 0-3 years) by engaging them directly in parental education and awareness programs and providing financial incentives to support them</td>
<td>Number of community and parental programs in kindergartens and nurseries</td>
</tr>
<tr>
<td>ESL4.O.104</td>
<td>Financial incentives in ante-preschool are correlated to the increase in enrolment</td>
<td>no target</td>
</tr>
<tr>
<td>ESL4.P.024</td>
<td>Nursery tickets for vulnerable groups</td>
<td>realized=1</td>
</tr>
<tr>
<td>ESL4.P.070</td>
<td>Number of beneficiaries of support schemes for parents from vulnerable groups or disadvantaged communities</td>
<td>143609 supported parents (20% of total)</td>
</tr>
<tr>
<td>ESL4.P.072</td>
<td>Output 1.3: Working together with local authorities, communities, parents, and other stakeholders in order to ensure appropriate support for school enrolment and retention</td>
<td>Number of nurseries supported through “Developing a mechanism to support ECEC through local partnerships between authorities, community, parents and NGOs. This mechanism should be a pre-condition for involvement in setting-up new nurseries/ECEC services”</td>
</tr>
<tr>
<td>ESL4.P.028</td>
<td>Output 1.4: Developing new approaches to ensure the provision of sufficient numbers of qualified teaching staff (educator-puericultors) particularly in rural disadvantaged areas (including financial incentives, mobility schemes)</td>
<td>Grants for puericultors who work in remote/disadvantaged areas (duration: one year; amount: 900 EUR/month)</td>
</tr>
<tr>
<td>ESL4.P.038</td>
<td>Output 2.1: Developing and implementing plans to provide adequate access to high quality education, especially for children in groups at risk</td>
<td>Number of beneficiaries of the training for (primary) teaching staff in rural areas</td>
</tr>
<tr>
<td>ESL4.P.076</td>
<td></td>
<td>Number of beneficiaries for “Providing additional financial support for children at risk and their families through conditional cash transfer, transportation costs, supplies etc. to remove obstacles to enrolment and retention in higher education”</td>
</tr>
<tr>
<td>ESL4.P.077</td>
<td></td>
<td>Number of beneficiaries for “Developing and delivering peer mentoring programs for parents and students”</td>
</tr>
<tr>
<td>ESL.O.312</td>
<td>Output 2.2: Establish a research group within MoNE to study educational reforms (including technological ones) and challenges specific to Romania</td>
<td>Number of projects financed by the MoNE’s research group that produce feasible results</td>
</tr>
<tr>
<td>ESL4.P.040b</td>
<td></td>
<td>Establishing a research group within MoNE for the study of educational reforms: costs</td>
</tr>
<tr>
<td>ESL4.P.050</td>
<td>Output 2.3: Establishing a system of continuous professional development for teaching staff through the MoNE</td>
<td>Number of short in-service and peer-mentoring internships for teachers in disadvantaged/remote communities.</td>
</tr>
<tr>
<td>ESL4.P.080</td>
<td>Number of beneficiaries for “Designing and delivering special continuous professional development program (one day per month) for teachers in general and particularly for those working with vulnerable groups or in vulnerable communities; these programs could include internships in remote communities”</td>
<td>123,640 teachers trained</td>
</tr>
<tr>
<td>ESL4.P.113</td>
<td>The professional development system is in place</td>
<td>realized=1</td>
</tr>
<tr>
<td>ESL4.P.082</td>
<td>Output 2.4: Supporting communities and schools to achieve representative population balance in classrooms</td>
<td>Number of activities and events reflecting Romania’s cultural diversity, with a view to countering prejudice and showcasing national identity</td>
</tr>
<tr>
<td>ESL4.P.116</td>
<td>Number of supported schools with classrooms reflecting population (ethnic) structure</td>
<td>4022</td>
</tr>
</tbody>
</table>

**Outcome 3: Early warning developed system and consolidating remedial and support programs for students at risk in compulsory education**

| ESL.O.318 | Output 3.1: Improve conditions and quality of SAS programs offered for students in groups at risk through the development and establishment of quality standards for such remedial programs (without impeding on innovative approaches) | Number of SAS programs grouped by: a) new concept b) extracurricular c) remedial d) school/community/NGO | Unspecified |
| ESL4.P.054 | Number of schools providing “School after School” programs | more schools than currently |
| ESL4.P.055b | Number of beneficiaries: including a scheme of non-reimbursable funds for promoting innovation at school level into the School after School program | 92,749 supported children |
| ESL4.P.085 | Output 3.2: Developing early warning and intervention systems to detect children at risk of repetition and dropout | Developing early warning/detection and intervention systems to identify children at risk of repetition or dropout | 25,000 EUR |
| ESL4.O.120 | Output 3.3: Completing and supporting existing, fragmented counseling initiatives for students within and outside of the education system (students who have left the system) | Number of out-of-school students who have returned to school | no target |
| ESL4.P.059 | Number of school counselors trained | 1000 trained persons |
| ESL4.P.059bb | Number of school counselors hired against the number of students | 1 la 1600 | 1 counselor to 800 of students |
| ESL4.P.119 | Number of children counseled through “Providing counseling services by specialists, which will help develop, among others, a comprehensive personalized education plan for children at ESL risk; the plan will include aspects such as guidance, integration in school environment, IVET routes etc.” | 250,512 counseled children |
| ESL4.P.121 | GRP (gross rating point) – Audience rating for media campaigns | no target |
## Outcome 4: Improve the attractiveness, quality, and relevance of IVET

| ESL.O.319 | Output 4.1: Increasing VET attractiveness and relevance by redesigning VET routes so as to increase flexibility and permeability, and to increase the quantity and quality of work-based learning opportunities with particular focus on the re-entry of school leavers | Gross enrolment rate in IVET | 0.516 | ≥ 58.6% |
| ESL.O.320 | Total number of students enrolled in IVET | 19,229 | 154,746 |
| ESL.O.321 | VET graduation rate | 0.94 | ≥ 98.5% |
| ESL.O.322 | VET graduates employment rate | 0.526 | ≥ 75.0% |
| ESL4.P.091 | Developing and implementing “tailor made” support measures for VET students at risk of drop-out, in particular students from poor families, of Roma ethnicity or with disabilities | realized=1 |
| ESL4.P.061b | Number of workshops beneficiaries of “Upgrading workshop facilities in VET schools, financed with 75,000 EUR (on average)” | 667 | workshops |
| ESL4.O.122 | Output 4.2: Reforming and enhancing the VET system through curriculum reform and teaching staff training and management consolidation through stronger and more creative engagement with the labor market | Number of people graduating though the VET pathway | no target |
| ESL4.P.062 | Students who benefit from “financial incentives for employers, aimed at encouraging employment and providing relevant positions for on-the-job training for VET students (six months of placement with a monthly payment of €250/student)” | 154,746 students |
| ESL4.P.093 | Number of trainers who benefit from “Providing training programs for school principals, teaching staff, trainers and tutors in companies, so as to achieve a better correlation with the labor market needs” |
| ESL4.P.125 | Number of teaching staff involved in teaching and mentorship who have received training | no target |
| ESL4.P.127 | Number of VET internships | no target |

**Outcome 5: An adequate supply of Second Chance (SC) educational programs**

| ESL.O.323 | Output 5.1: Mechanism to achieve a wider coverage of the SC programs at the level of each county school inspectorate and Bucharest municipality and to improve their quality through improved programming, better materials, and better teacher training (including VET SC programs) | Total number of enrolments in the Second Chance program | 8589 | 10736 |
| ESL.O.324 | | Total number of enrolments in the Second Chance program - URBAN | 2577 | 3221 |
| ESL.O.325 | | Total number of enrolments in the Second Chance program – RURAL | 6012 | 7515 |
### Outcome 6: MoNE’s capacity to strategic planning and implementing education strategies

<table>
<thead>
<tr>
<th>ESL.O.326</th>
<th>Implementing support measures for the Second Chance graduates, aimed at helping them integrate on the labor market or continue education</th>
<th>realized=1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL4.P.054c</td>
<td>Expanding the SC (Second Chance) programs to all counties</td>
<td>42 counties</td>
</tr>
</tbody>
</table>

<p>| Outcome 1: Assuring Adequate and Efficient Funding |
| --- | --- | --- |
| <strong>Indicators</strong> | | |
| TER.O.C1.1 | Output 1.1: Increase the amount of funding allocated to tertiary education progressively over the next several years | Gross Domestic Product (GDP) share spent on higher education | 1,30% |</p>
<table>
<thead>
<tr>
<th>TER.O.C1.2</th>
<th>Output 1.2: Allocate supplemental funding (pilot program of 10%) via performance funding to steer the system towards policy objectives and desired outcomes</th>
<th>Share of performance-based allocations, out of the total public allocation</th>
<th>not specified</th>
</tr>
</thead>
</table>

### Outcome 2: Promoting Effective Governance

#### Indicators

| TER.O.C2.1 | Output 2.1: Increase the role and representation of key stakeholders, especially external stakeholders, in governance | Number of external shareholders involved in the HEIs governance formal processes/structures. | not specified |
| TER.O.C2.2 | Output 2.2: Recalibrate level of institutional autonomy (e.g., doctoral degrees, academic appointments, etc.) with accountability for performance against well-defined expectations | Conduct a benchmark analysis of Romania’s consistency with the European trends | realized (0/1) |
| TER.O.C2.3a | Output 2.3: Conduct a data-driven classification exercise that respects the diverse missions of institutions | Develop and publish a classification system (and substantiate it in respect to all parameters relevant for the activity of the institution - education, research, relevance of qualifications for the socio-economic environment, social role and that of driver of regional development, as well as internationalization of the activities of that institution) | realized (0/1) |
### Outcome 3: Utilizing Data Monitoring and Evaluation for Evidence-based Policymaking

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TER.O.C2.4</td>
<td>Publish the university classification conducted based on the classification methodology developed, relevant data and substantiation of the classification, in respect to all parameters relevant for the activity of the institution.</td>
</tr>
<tr>
<td>TER.O.C3.1</td>
<td>Output 3.1: Develop a tracer study to monitor graduate performance</td>
</tr>
<tr>
<td>TER.O.C3.10</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.11</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.12</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.2</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.3</td>
<td>Output 3.2: Conduct a data-driven classification exercise that respects the diverse missions of institutions</td>
</tr>
<tr>
<td>TER.O.C3.4</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.5</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.7</td>
<td></td>
</tr>
<tr>
<td>TER.O.C3.8</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome 4: Committing the Sector to Improved Attainment in all Areas**

<p>| TER.O.P1.10 | Output 4.1: Complement merit-based fee waivers with a program of need-based grants and a student loan program | Strategic Indicators |
| TER.O.P1.10a | | Enrollment rate of SE graduates into TE |
| TER.O.P1.1 | | Enrollment rate for non-traditional students (adults) |
| | | Indicators |
| TER.O.P1.1 | | Complement merit-based fee waivers with a program of need-based grants and a student loan program | realized (0/1) |</p>
<table>
<thead>
<tr>
<th>TER.O.P1.2</th>
<th>Amount of scholarships</th>
<th>not specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 4.2: Increase the transparency of information and provide guidance on educational opportunities and outcomes to inform study choices and reduce drop-out</td>
<td><strong>Strategic Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>TER.O.P1.8</td>
<td>Number of enrolled students</td>
<td>not specified</td>
</tr>
<tr>
<td></td>
<td>Participation rate for young people from disadvantaged environments (rural area, Roma ethnics, with disabilities, from low-income families, orphans or from child care centers, Romanian ethnics living abroad)</td>
<td></td>
</tr>
<tr>
<td>TER.O.P1.9</td>
<td>Graduation rate of enrolled students</td>
<td>not specified</td>
</tr>
<tr>
<td></td>
<td>Number of Higher Education Institutions with rehabilitated, modernized and equipped educational infrastructure</td>
<td>not specified</td>
</tr>
<tr>
<td>TER.O.P1.3</td>
<td>Number of HEIs that conducted satisfaction surveys following the guidance sessions</td>
<td>not specified</td>
</tr>
<tr>
<td>TER.O.P1.4</td>
<td>Number of HEIs publishing on the website indicators that reflect the provision of guidance on educational opportunities and outcomes to inform study choices and reduce drop-out</td>
<td>not specified</td>
</tr>
<tr>
<td>TER.O.P1.6</td>
<td>Output 4.3: Encourage outreach to students from underrepresented groups and to nontraditional learners, including adults</td>
<td>Number of HEIs publishing on the website indicators that reflect institutional transparency</td>
</tr>
<tr>
<td>TER.O.P1.10a</td>
<td>Enrollment rate for every target group</td>
<td>not specified</td>
</tr>
<tr>
<td>TER.O.P1.9a</td>
<td>Graduation rate for every target group</td>
<td>not specified</td>
</tr>
<tr>
<td>TER.O.P1.7</td>
<td>Number of HE institutions implementing measures aimed at attracting young people from under-represented and non-traditional groups (rural environment, Roma ethnics, with disabilities, from low-income families, orphans or from child care centers, Romanian ethnics living abroad), including adults = target groups</td>
<td>not specified</td>
</tr>
<tr>
<td>Output 4.4: Counseling young people to make informed decisions about their tertiary education pursuits</td>
<td>Strategic Indicators</td>
<td></td>
</tr>
<tr>
<td>TER.O.P1.11</td>
<td>Student retention rates</td>
<td>not specified</td>
</tr>
</tbody>
</table>

**Outcome 5: Promoting the Establishment of High Quality, Adaptive Academic Programs**

| Output 5.1: Revise curriculum and develop assessment for transversal skills and entrepreneurship | Indicators |
| TER.O.P2.9 | Review curriculum and (1) develop assessment methods for crosscutting and (2) entrepreneurial skills. | realized (0-3) (for each item 0/1) |
| TER.O.P2.1 | Update the national system for external quality assurance by substantiating the programs on the labor market needs assessment, for university and non-university tertiary education (developing skills forecasting mechanisms); | realized (0/1) |
| TER.O.P2.7 | Number of HEIs conducting curriculum design and revision processes for cross-cutting competencies and skills | not specified |
| TER.O.P2.3 | Number of HEIs that designed a new academic curriculum based on professional skills required on the labor market | not specified |
| TER.O.P2.4 | Number of qualifications correlated with the labor market and the European Framework of Qualifications | not specified |
| TER.O.P2.5 | Number of new programs for undergraduate / postgraduate studies, pertaining to such qualifications (correlated with the labor market and the European Framework of Qualifications) | not specified |
| TER.O.P2.11 | Output 5.2: Provide teacher training opportunities for PhD students; support professional development throughout the careers of academic staff | Percentage of teaching staff receiving training every year. | not specified |
| TER.O.P2.2  | Output 5.3: Introduce applied or career-oriented degrees by conducting design studies and implementing pilots (dual training for technical tertiary education) | Review the possibility of extending dual training for technical tertiary education; | realized (0/1) |
| TER.O.P2.6  | Number of newly introduced study programs for non-university tertiary education | not specified |
| TER.O.P2.8  | Output 5.4: Enhance the ICT offerings to complement existing offerings | Number of HEIs where there is a pilot program for ICT development. | not specified |

### Outcome 6: Promoting Strategic Engagement with Industry

| TER.O.P3.1  | Output 6.1: Develop a national programme that promotes dynamic and continued dialogue between the education and business sectors | **Indicators** |  |
| TER.O.P3.2  | Set-up and appoint a committee comprised of stakeholder representatives, that monitors the implementation of this strategy | realized (0/1) |
| TER.O.P3.3  | Monitoring the progress and reaching the objectives, by using the performance indicators | realized (0/1) |
| TER.O.P3.3  | The monitoring committee is comprised of representatives of students (1), teachers (2), managers (3), employers (4), Ministry of Education (5) and other authorities and institutions (6). | realized (0-6) (for each item 0/1) |
| TER.O.P3.4 | The monitoring committee sets programs/action plans (1), sequenced deadlines (2) and responsibilities (3), indicators (4) and targets (5) as to ensure the continuation of the strategic orientations undertaken through this framework. | realized (0-5) (for each item 0/1) |
| TER.O.P3.5 | Disseminating the information and annual reports on the progress of the strategic framework implementation, in the entire tertiary education and among stakeholders. | realized (0/1) |
| TER.O.P3.7 | Identify programs/action plans and associated activities. | realized (0/1) |
| TER.O.P3.10 | Output 6.2: Involve employers in the design and delivery of programmes, supporting staff exchanges and including practical experience in courses. Number of HEIs that reviewed and implemented the regulations on internship programs. | not specified |
| TER.O.P3.11 | Number of on-the-job learning programs implemented under a partnership between the HEIs and the business environment. | not specified |
| TER.O.P3.6 | Identify training needs (1) and the resources needed (2) for the implementation of the strategic framework. | realized (0-2) (for each item 0/1) |
| TER.O.P3.8 | Number of employers whose employees teach in the HEIs. | not specified |

**Output 6.3: Establish an Industry Liaison function at each institution**

**Strategic Indicators**

| TER.O.P3.13 | Employment rate of recent graduates. | not specified |

**Indicators**
| TER.O.P3.9 | Number of HEIs conducting employee satisfaction surveys. | not specified |
| TER.O.P3.12 | Share of HEIs that have connection points (office/department) with the companies | not specified |

### Lifelong Learning Strategy

#### Strategic Indicators

| LLL1.O.064 | Adult participation (25-64 years) in education and training | 1.30% | 10.00% |
| LLL4.O.024 | Number of persons who attend LLL programs in a year |
| LLL4.O.025 | Number of companies hiring adults who have attended LLL and have obtained a qualification certificate (6 months from graduation) |

### Outcome 1: Recognizing prior learning, including competences acquired abroad

#### Strategic Indicators

| LLL1.O.006 | Number of participants in LLL programs with certified competences | 49000 | 151200 |
| LLL1.P.009 | Providing training for 36,540 persons in order to help develop their entrepreneurial competences | 36540 |
## LLL1.O.001 Output 1.1: Support approximately 210 evaluation centers and provide technical assistance to NAQ for expanding the mechanism of recognition, validation and certification of prior learning (3 stages: design, testing and implementing)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Number of accredited/authorized evaluation centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

## LLL1.O.005 Number of evaluation centers that are accredited/authorized to recognize qualifications obtained abroad

|          | 29 |

## LLL1.O.008 Number of persons with qualifications acquired abroad and attested in Romania

|          | 0 | 72750 |

## LLL1.P.004 A functional mechanism for the recognition, validation and certification of prior learning

|          | 1 |

---

### Outcome 2: Involving VET schools and higher education institutions in LLL

## LLL2.P.010 Output 2.1: Support the participation of 7,800 teachers in training on adult education

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Number of teaching staff in VET schools and in universities trained for LLL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

## LLL2.P.011 Output 2.2: Train 596 university management staff (rectors, deans, etc.), so as to improve the management of CPD programs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Number of members of the VET schools and universities management teams who are trained for LLL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LLL2.O.012</td>
<td>Output 2.3: Accredit CPD programs in schools or universities, in partnership with CPD providers – private companies or NGOs</td>
</tr>
<tr>
<td>LLL2.O.015</td>
<td></td>
</tr>
<tr>
<td>LLL2.O.015b</td>
<td></td>
</tr>
<tr>
<td>LLL2.P.013</td>
<td></td>
</tr>
<tr>
<td>LLL2.P.014</td>
<td></td>
</tr>
<tr>
<td>LLL2.P.016</td>
<td>Output 2.4: Provide training and certification of competences for 75,000 adults</td>
</tr>
</tbody>
</table>

**Outcome 3: Supporting participation in European mobility programs**

**Indicators**
### Outcome 4: Financing to diversify the supply

<table>
<thead>
<tr>
<th>Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 4.1:</strong> Create 36 CPLCs in a pilot phase (provide grants for covering costs for staffing, operational costs, campaigns for promoting services, local partners, training for the staff and for the beneficiaries in the local community); Output 4.2: Create 219 CPLCs in the national phase, following the pilot phase</td>
<td>Number of Community Permanent Learning Centers (CPLC)</td>
</tr>
<tr>
<td><strong>Output 4.3:</strong> Set up a CPLC management body/department</td>
<td>National coverage of CPLCs</td>
</tr>
<tr>
<td><strong>Set up a CPLC management body/department</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Output 4.4: Train 127,500 local community members for developing skills in CPLCs. (500 persons * 255 CPLCs).

| Number of persons receiving courses through CPLC | 127500 (500 persons * 255 CPLCs) |

### Number of programs provided

### Outcome 5: Financing to increase LLL demand

#### Indicators

| LLL5.O.026 | Output 5.1: Support the participation of 45,000 adult early school leavers with a low level of qualification, so as to help them acquire basic or cross-cutting skills | Supporting the participation of 45,000 adult early school leavers with a low level of qualification, so as to help them acquire basic or cross-cutting skills | 45000 |
| LLL5.O.028 | Output 5.2: Support participation for signing 125,000 apprenticeship contracts for employees with low levels of qualifications | Number of persons who benefit from subsidized apprenticeship contracts | 0 | 125000 |
| LLL5.O.027 | Output 5.3: Provide financial incentives/subsidies for 100,000 low-skilled employees to help them acquire cross-cutting skills | Number of low-skilled employees and other employees who receive training for acquiring cross-cutting skills, with the support of financial incentives | 100000 |

### Outcome 6: Supporting unemployed and inactive persons, including through financial incentives and counseling

#### Strategic Indicators


<table>
<thead>
<tr>
<th>LLL6.O.033</th>
<th>Number of unemployed persons who receive counseling and get hired (total number from 2014 to 2020)</th>
<th>0</th>
<th>125000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL6.O.034</td>
<td>Number of unemployed persons who receive counseling</td>
<td>36000</td>
<td>250000</td>
</tr>
</tbody>
</table>

**Indicators**

<table>
<thead>
<tr>
<th>LLL6.P.032</th>
<th>Output 6.1: Provide financial incentives/subsidies for integrated counseling services for 250,000 unemployed and inactive persons (for screening and professional counseling)</th>
<th>Providing financial incentives/subsidies to employers for recruiting unemployed and inactive persons in apprenticeship programs, internships and work placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL6.P.031</td>
<td>Output 6.2: Provide financial incentives/subsidies to employers to recruit 125,000 new employees</td>
<td>Providing financial incentives/subsidies to employers for recruiting new employees who have graduated training programs in the past 6 months</td>
</tr>
</tbody>
</table>

**Outcome 7: Strengthening and providing financing for encouraging the LLL market, including through improving the counselling services**

| LLL7.P.035 | Output 7.1: Creating and supporting 130 partnerships between VET schools, higher education institutions, employers, research institutes and providers of counseling and training programs | Number of partnerships concluded between VET schools, HEIs, employers, research institutes and providers of counseling and training programs | 130 |
| LLL7.O.036 | Output 7.2: Support counseling activities for 65,000 individuals, members of marginalized communities receiving integrated services (both online and face-to-face, 8 hour programs including screening and counseling) | Number of persons counseled and trained through CPLCs who are members of marginalized communities receiving integrated services | 65000 |
| LLL7.O.038 | Output 7.4: Provide financial incentives for counseling 150,000 persons from under-represented groups (youth in transition from school to labor market, early school leavers, job seekers) | Number of beneficiaries of the “Provide financial incentives for counseling 150,000 persons from under-represented groups (youth in transition from school to labor market, early school leavers, job seekers)” measure | 0 150000 |
| LLL7.P.040 | Output 7.5: Provide small grants for 500 organizations and/or departments to provide high quality services that support counseling | Number of counseling providers involved in specific activities (resulting from the “Provide small grants for 500 organizations and/or departments to provide high quality services that support counseling” activity) | 500 |
| LLL7.P.041 | Output 7.6: Provide financial incentives/subsidies to 180,000 VET students to participate in vocational training | Number of persons supported through LLL participation (resulting from the “Provide financial incentives/subsidies to 180,000 VET students to participate in vocational training” activity) | 180000 |
| LLL7.P.042 | Output 7.7: Develop a mechanism for anticipating the skills demanded on the labor market | Developing a mechanism for anticipating the skills demanded on the labor market | 1 |
Improved coordination / consolidation of the ministerial capacity / department for the coordination between MoNE and the Ministry of Labor

### Outcome 8: Improving the quality and availability of information

<table>
<thead>
<tr>
<th>LLL8.O.045</th>
<th>Output 8.1: Design and establish an information portal for firms and training providers in order to improve the availability and quality of information</th>
<th>Number of users who access the information portal for firms and training providers</th>
<th>10000 registered users</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL8.P.044</td>
<td>Designing and establishing an information portal for firms and training providers in order to improve the availability and quality of information</td>
<td>Implementing a campaign to disseminate information on the use of the information portal for firms and training providers</td>
<td>1</td>
</tr>
<tr>
<td>LLL8.P.046</td>
<td>Output 8.2: Implement a campaign to disseminate information on the use of the information portal for firms and training providers</td>
<td>Number of Sectorial Committees and NAQ staff trained through “Provide training for 200 staff of the Sectorial Committees and the NAQ staff, especially related to IT&amp;C and statistics”</td>
<td>0 200</td>
</tr>
<tr>
<td>LLL8.O.047</td>
<td>Output 8.3: Provide training for 200 staff of the Sectorial Committees and the NAQ staff, especially related to IT&amp;C and statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Outcome 9: Assessing skills needs and developing a broader skill set
<table>
<thead>
<tr>
<th>LLL9.O.049</th>
<th>Output 9.1: Conduct skills analyses (covering employers, training providers, schools and individuals)</th>
<th>Number of surveys, publications, reports with consolidated data on LLL programs and policies.</th>
<th>2/year</th>
</tr>
</thead>
</table>

**Outcome 10: Establishing a quality assurance, monitoring and evaluation system for LLL**

**Indicators**

<table>
<thead>
<tr>
<th>LLL10.P.051</th>
<th>Output 10.1: Developing a single IT system for the NAQ to maintain compatibility between registries</th>
<th>Creating an online register with the feedback of the training services users</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL10.P.052</td>
<td>Developing a single IT system for the NAQ to maintain consistency between registers (annex 3)/ A functional information management system for monitoring LLL programs, that can generate reports for informing policies (table 4)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LLL10.P.054</td>
<td>Output 10.2: Evaluate the performance of LLL projects and programs financed with public funds</td>
<td>Evaluating the performance of LLL projects and programs financed with public funds</td>
<td>?</td>
</tr>
<tr>
<td>LLL10.P.050</td>
<td>Output 10.3: Create a quality assurance mechanism</td>
<td>Establishing a Quality Assurance System for LLL</td>
<td>1</td>
</tr>
<tr>
<td>LLL10.P.053</td>
<td>Output 10.4: Conducting periodic monitoring and evaluation activities</td>
<td>Conducting periodic monitoring and evaluation activities</td>
<td>?</td>
</tr>
<tr>
<td>Code</td>
<td>Output Description</td>
<td>Indicator Description</td>
<td>Indicator Value</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>LLL10.O.056</td>
<td>Conducting awareness campaigns in order to increase motivation for participation in LLL (for approximately 5,000,000 adults in total)</td>
<td>Percentage of population informed on the LLL services and programs available in their geographic areas</td>
<td>0.4</td>
</tr>
<tr>
<td>LLL10.P.055</td>
<td>Conducting awareness campaigns in order to increase motivation for participation in LLL (for approximately 5,000,000 adults in total)</td>
<td>5000000</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome 11: Improving the National Qualifications Framework and strengthening stakeholders’ coordination**

<table>
<thead>
<tr>
<th>Code</th>
<th>Output Description</th>
<th>Indicator Description</th>
<th>Indicator Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL11.P.061</td>
<td>Establish a mechanism for correlating qualifications acquired abroad or in Romania</td>
<td>Developing a mechanism for correlating qualifications obtained abroad and in Romania</td>
<td>1</td>
</tr>
<tr>
<td>LLL8.P.059</td>
<td>Implement press campaigns on non-formal and informal education</td>
<td>Number of press campaigns on non-formal and informal education</td>
<td>?</td>
</tr>
<tr>
<td>LLL11.O.057</td>
<td>Correlate Romanian Classification of Occupations with new National Qualification Framework (about 2000-3000 standards need revision)</td>
<td>Number of occupations in Romania correlated with the new National Qualifications Framework</td>
<td>2500</td>
</tr>
<tr>
<td>LLL11.O.058</td>
<td>Number of standards reviewed</td>
<td>2000</td>
<td></td>
</tr>
</tbody>
</table>
### Strategic objective 1: Improve relevance of the vocational training systems for the labor market

#### Strategic indicator:

<table>
<thead>
<tr>
<th>Indicator Code</th>
<th>Description</th>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET1.0.O.001</td>
<td>Employment rate of young persons aged 20-34, not participating in education and training, with ISCED 3 and 4 education levels</td>
<td></td>
<td>57.20% 63%</td>
</tr>
</tbody>
</table>

#### Outcome 1: Updating the tools used to describe the occupations and qualifications, the curricula and the curricular auxiliaries, by qualification levels set in the NQF for a better articulation between subsystems, to facilitate mobility in VET and to increase relevance for the labor market

#### Indicators

<table>
<thead>
<tr>
<th>Indicator Code</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET1.1.P.002</td>
<td>Output 1.1: Operationalize National Qualifications Register</td>
<td>Operational NQR</td>
</tr>
<tr>
<td>VET1.1.P.003</td>
<td>Output 1.2: Regularly review the methodology for developing tools used for describing occupations and qualifications, irrespective of the training route, in terms of initial and continuing vocational training learning outcomes</td>
<td>Methodology for developing tools used for describing occupations and qualifications</td>
</tr>
<tr>
<td>VET1.1.P.004</td>
<td>Output 1.3: Develop and activate the ECVET European Credit System for Vocational Education and Training regulatory and implementation framework, for initial and continuing vocational training system</td>
<td>Framework for the European Credit System for Vocational Education and Training</td>
</tr>
<tr>
<td>VET1.1.P.005</td>
<td>Output 1.4: Develop/update curricula, in terms of its relevance for the labor market, primarily for the green economy and develop national priority sectors in continuing vocational training</td>
<td>Number of curricula developed / revised in terms of their relevance for the labor market, in particular for green economy, and development of national priority sectors in continuous training</td>
</tr>
<tr>
<td>VET1.1.P.006</td>
<td>Output 1.5: Develop/revise the fundamentals of the current vocational education and training curriculum: qualifications, vocational training standards, schooling plans, syllabuses, curriculum auxiliaries, in terms of their relevance for the labor market, primarily for the green economy and develop national priority sectors</td>
<td>Number of vocational training standards</td>
</tr>
<tr>
<td>VET1.1.P.007</td>
<td></td>
<td>Number curriculum documents for vocational education and training</td>
</tr>
<tr>
<td>VET1.1.P.008</td>
<td>Output 1.6: Develop teaching materials for children with disabilities or deficiencies enrolled in vocational training programmes</td>
<td>Number of teaching materials for special needs students</td>
</tr>
</tbody>
</table>
## Outcome 2: Developing mechanisms to anticipate competences, defining vocational profiles, in view of developing/reviewing qualifications and tailoring the educational programs in line with labor market needs and trends

<table>
<thead>
<tr>
<th>VET1.2.P.008</th>
<th>Output 2.1: Carry out regular studies and research for an early anticipation of the labor market needs for qualification and competence, and determine short and medium term trends</th>
<th>Number of studies and forecasts aimed at anticipating the skills demanded on the labor market</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET1.2.P.009</td>
<td>Output 2.2: Prepare regular impact studies on vocational education and training</td>
<td>Number of company surveys</td>
<td>2</td>
</tr>
<tr>
<td>VET1.2.P.010</td>
<td>Output 2.3: Develop, regularly revise and implement documents for planning vocational education and training needs at national, regional and local levels, as well as the initial vocational training provision: Regional Education Action Plans, Local Education Action Plans, School Action Plans</td>
<td>Number of regional action plans for VET</td>
<td>8</td>
</tr>
<tr>
<td>VET1.2.P.011</td>
<td></td>
<td>Number of local action plans for VET</td>
<td>42</td>
</tr>
<tr>
<td>VET1.2.P.012</td>
<td></td>
<td>Number of local action plans in schools</td>
<td>900</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Integrated data module and statistical indicators on VET</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>VET1.2.P.014</td>
<td>Output 2.4: Develop and manage an integrated data and statistical indicators module, report-generating, required for strategic planning of initial vocational education and training offer, in compliance with the labor market needs - data and indicators needed for developing strategic planning documents: Regional Education Action Plans, Local Education Action Plans.</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Outcome 3: Monitoring professional insertion of training programme graduates**

**Indicators**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Integrated data module and statistical indicators on VET</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VET1.3.P.015</td>
<td>Output 3.1: Create a national mechanism for administrative monitoring the professional insertion of the VET system graduates</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VET1.3.P.016</td>
<td>Output 3.2: Revise the methodology for monitoring the social and professional insertion of vocational education and training graduates, mainly from the perspective of competence gap</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VET1.3.P.017</td>
<td>Output 3.3: Systematic monitoring of social and professional insertion of vocational education and training graduates using administrative means and national surveys</td>
<td>Number of studies for monitoring professional insertion</td>
<td>4</td>
</tr>
<tr>
<td>VET1.3.P.018</td>
<td></td>
<td>Number of national surveys</td>
<td>3</td>
</tr>
</tbody>
</table>

**Outcome 4: Improving on-the-job learning in vocational training**

**Indicators**

| VET1.4.P.019 | Output 4.1: Develop and implement regulations for the initial vocational training route in the national education system, including a significant on-the-job learning component, in partnership with employers | Set of regulations for the initial vocational training route in the national education system, including a significant on-the-job learning component, in partnership with employers | 1 |
| VET1.4.P.020 | Output 4.2: Develop and implement regulations required to increase flexibility of apprenticeship contracts duration | Number of regulations required to increase flexibility of apprenticeship contracts duration | 2 |
| VET1.4.P.021 | Output 4.3: Develop employers’ cooperation networks by vocational training area, aimed at supporting on-the-job learning, curriculum adaptation and planning the offer for the area at various levels: national/ regional/ local. | Number of structures established at national, regional and local level to support on-the-job learning as part of professional training | 15 |
| VET1.4.P.022 | Output 4.4: Develop and implement a quality assurance mechanism for on-the-job learning in the education system | Quality assurance mechanism for on-the-job learning | 1 |
| VET1.4.P.023 | Output 4.5: Prepare draft methodology and accreditation standards for employers to provide on-the-job training in the education system | Proposal on company accreditation methodology and standards, for providing on-the-job learning | 1 |
| VET1.4.O.024 | Output 4.6: Train the employers’ trainers, who provide on-the-job training to students from vocational education and training system | Number of tutors in companies (providing on-the-job training) who receive training | 1300 |
| VET1.4.O.025 | | Number of companies (with trained tutors) | 325 |

**Outcome 5: Improving public and private funding mechanisms for vocational training**

**Indicators**

| VET1.5.P.026 | Output 5.1: Develop mechanisms for financing public-private and sector cooperation/partnership structures in vocational training (e.g. Sector Committees, Regional Consortia, Local Committees for Development of Social Partnership) | Mechanism for financing public-private and sector cooperation/partnership structures in vocational training | 1 |
| VET1.6.O.032 | | Number of Regional Consortia | 8 |
| VET1.5.P.027 | Output 5.2: Improve the financing system to provide the resources required for initial vocational training, including work experience, evaluation and certification of learning outcomes | Financing system to provide the resources required for initial vocational training | 1 |
| VET1.5.O.028 | Output 5.3: Develop and implement national strategic projects to support students by funding work experience programmes in vocational education and training | Number of students supported through funding for practical training | 30000 |

**Outcome 6: Increasing the social partners` involvement in developing the vocational training system**

**Indicators**

| VET1.6.P.029 | Output 6.1: Revise the regulatory framework for Sector Committees and support their institutional building | Regulatory framework for Sector Committees | 1 |
| VET1.6.P.030 | Output 6.2: Revise the general organization and operation framework of participative management bodies responsible for strategic planning of initial vocational training at regional level, namely Regional and County Consortia and Local Committees for Development of Social Partnership | General framework for the organization and operation of Regional Consortia, Local Committees for Social Partnership Development | 1 |
| VET1.6.O.033 | Output 6.3: Develop the participative management capacity, by providing method assistance and mechanisms for the coordination of the strategic cooperation bodies at national, regional and county level, with a focus on Regional Consortia and Local Committees for Development of Social Partnership, in view of discharging their respective responsibilities | Number of Local Committees for Social Partnership Development | 42 |
| VET1.6.P.031 | Methodology for the organization and operation of participative management structures with a role in the strategic planning of professional training | 1 |
| VET1.6.O.034 | Output 6.4: Develop and deliver continuous training programmes for Sector Committees experts | Number of Local Committees specialists trained | 100 |

**Strategic objective 2: Increase participation and facilitate access to vocational training programmes**

**Strategic indicator:**

| VET2.0.O.035 | Students’ rate of participation in technological high school and vocational education | 0.498 | 0.6 |
## Outcome 7: Developing marketing of vocational programmes and nonformal and informal learning

<table>
<thead>
<tr>
<th>Output</th>
<th>Description</th>
<th>Indicator</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET2.7.P.037</td>
<td>Output 7.1: Develop and implement a strategy to promote and raise awareness of the benefits of career development, participation in initial a continuing vocational training, and recognition of nonformal and informal learning</td>
<td>Marketing Strategy for increasing awareness on the benefits of career development</td>
<td>1</td>
</tr>
<tr>
<td>VET2.7.P.038</td>
<td>Output 7.2: Develop and implement a framework for identifying and disseminating best practices in vocational training at national and regional level</td>
<td>Framework for identifying and disseminating best practices</td>
<td>1</td>
</tr>
<tr>
<td>VET2.7.P.041</td>
<td>Output 7.3: Campaigns to promote vocational training and recognition of nonformal and informal learning among students in vocational education and training and grade 8</td>
<td>Number of information materials developed</td>
<td>?</td>
</tr>
</tbody>
</table>
## Outcome 8: Improving professional guidance and career counseling

<table>
<thead>
<tr>
<th>Output</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET2.8.P.042</td>
<td>Output 8.1: Develop a coherent career information, counseling and guidance system at national/regional/local level, covering both initial vocational training and continuing vocational training</td>
</tr>
<tr>
<td></td>
<td>National system for career information, counseling, and guidance</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VET2.8.O.043</td>
<td>Output 8.2: Develop coordination and cooperation between various national, regional and local stakeholders, including from County Educational Resource Centers / Bucharest Municipal Educational Resource Centers, providing career counseling and guidance in secondary and tertiary, non-university education</td>
</tr>
<tr>
<td></td>
<td>Network of centers for career information, counseling, and guidance in secondary and non-university education</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VET2.8.O.044</td>
<td>Output 8.3: Information campaigns on guidance and counseling services available at national/regional/local level, addressed to fit-for-work individuals</td>
</tr>
<tr>
<td></td>
<td>Number of fit-for-work individuals who receive information concerning the counseling and guidance services</td>
</tr>
<tr>
<td></td>
<td>50000</td>
</tr>
<tr>
<td>VET2.8.O.045</td>
<td>Output 8.4: Develop and provide career guidance services to grade 8 students</td>
</tr>
<tr>
<td></td>
<td>Number of 8th grade students receiving counseling and guidance services as part of the curriculum</td>
</tr>
<tr>
<td></td>
<td>500000</td>
</tr>
<tr>
<td>Output 8.5: Develop online career guidance tools for grade 8 and grade 12 students</td>
<td>Number of online career guidance tools</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Output 8.6: Develop and provide training programs for professionals with responsibilities in providing information, career counseling and guidance, community support services, as well as for the staff of the counseling centers, school counselors and class masters</td>
<td>Number of persons with career guidance and counseling tasks who receive training</td>
</tr>
<tr>
<td>Outcome 9: Strengthening and increasing flexibility of mechanisms for recognizing and validating non-formal and informal learning</td>
<td></td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>Output 9.1: Revise the methodology for recognizing non-formal and informal learning</td>
<td>Methodology for the recognition of informal and non-formal learning outcomes</td>
</tr>
<tr>
<td>VET2.9.P.049</td>
<td></td>
</tr>
<tr>
<td>Output 9.2: Develop mechanisms for quality assurance in the recognition and validation of non-formal and informal learning</td>
<td>Quality assurance mechanism for the system of recognition and validation of informal and non-formal learning outcomes</td>
</tr>
<tr>
<td>VET2.9.P.050</td>
<td></td>
</tr>
<tr>
<td>Output 9.3: Training staff responsible for recognizing and validating non-formal and informal learning</td>
<td>Number of persons with tasks in the field of recognition and validation of informal and non-formal learning outcomes who receive training</td>
</tr>
<tr>
<td>VET2.9.O.051</td>
<td></td>
</tr>
</tbody>
</table>
## Outcome 10: Facilitating youngsters’ access to vocational training programmes, focusing on disadvantaged groups

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET2.10.O.052</td>
<td>Output 10.1: Develop school campuses and training centers in state-run vocational and technical schools for a wide range of vocational training areas and qualifications and for a significant number of students from remote areas</td>
<td>126</td>
</tr>
<tr>
<td>VET2.10.O.053</td>
<td>Output 10.2: Support accommodation and food for young persons from rural and disadvantaged areas, the Roma and disabled persons enrolled in vocational training in school campuses / vocational and technical schools</td>
<td>42000</td>
</tr>
<tr>
<td>VET2.10.O.054</td>
<td>Output 10.3: Develop and implement a national program to equip initial vocational training providers form the state-run system with vehicles for transporting students to employers for work experience, based on specific criteria</td>
<td>126</td>
</tr>
</tbody>
</table>
### Monitoring and Evaluation Methodology

| Output 10.4 | Develop sheltered workshops and other alternative forms of training, in view of ensuring access of students with disabilities or difficulties to vocational training programs that may ensure them better social and professional insertion, including provision of teaching and assistive materials | Number of students with special educational needs supported in alternative workshops | 2500 |
| VET2.10.O.055 |  |  |

| Output 10.5 | Provide financial support to students in vocational education and training from the Bursa Profesională Programme. | Number of VET students in the Bursa Profesională Programme | 61000 |
| VET2.10.O.056 |  |  |

### Strategic Objective 3: Improve quality of vocational training

#### Strategic Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Value 1</th>
<th>Value 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET3.0.P.057</td>
<td>School drop-out rates in technological high school and vocational education</td>
<td>0.042</td>
<td>0.02</td>
</tr>
<tr>
<td>VET3.0.P.058</td>
<td>Rate of high technological school graduates passing baccalaureate examinations 7</td>
<td>0.45</td>
<td>0.6</td>
</tr>
</tbody>
</table>

### Outcome 11: Developing a national quality assurance framework for VET, at system level

#### Indicators
| VET3.11.P.060 | Output 11.1: Develop a mechanism for systematically monitoring, evaluating and revising the quality of vocational training system | Mechanism for systematically monitoring, evaluating and revising the quality of vocational training system | 1 |
| VET3.11.P.061 | Output 11.2: Update statistics database on internal quality assurance at authorized training providers | Statistics data base on internal quality assurance | 1 |

**Outcome 12: Quality assurance in learning outcomes certification**

**Indicators**

| VET3.12.P.062 | Output 12.1: Develop and implement a mechanism for the certification of learning outcomes in initial and continuing vocational training relevant for the labor relevant, by the active and sustainable involvement of employers | Mechanism for the certification of learning outcomes in initial/continuous vocational training | 1 |
## Outcome 13: Improving the competences of persons involved delivering IVET (Initial VET) and CVET (Continuous VET) programs and evaluating non-formal and informal learning

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 13.1: Develop and provide continuous training programs for trainers and teachers</strong></td>
</tr>
<tr>
<td>Number of teaching staff, trainers, external evaluators in CPD programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 13.2: Establish and develop a national center for continuous training of teachers, trainers, external evaluators and tutors from employers providing initial vocational training, capable to ensure coherent and consistent development of the competences of individuals with responsibilities in the provision of vocational training</strong></td>
</tr>
<tr>
<td>National CPD center for teaching staff, trainers, external evaluators and tutors</td>
</tr>
</tbody>
</table>

## Outcome 14: Improving the IVET and CVET infrastructure

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
</table>
### VET3.14.P.067
Output 14.1: Develop standards for equipping initial / continuing vocational training providers, depending on the qualification-specific needs
Number of standards for equipping vocational initial / continuous vocational training providers

<table>
<thead>
<tr>
<th></th>
<th>Number of standards for equipping vocational initial / continuous vocational training providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET3.14.P.067</td>
<td>200</td>
</tr>
</tbody>
</table>

### VET3.14.O.068
Output 14.2: Provide teaching materials and equipment to all levels of initial and continuing vocational training, in compliance with the applicable standards, such as to ensure the achievement of an inclusive vocational education and training system
Number of vocational schools equipped

<table>
<thead>
<tr>
<th></th>
<th>Number of vocational schools equipped</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET3.14.O.068</td>
<td>700</td>
</tr>
</tbody>
</table>

---

### Outcome 15: Promoting excellence in VET

#### Indicators

<table>
<thead>
<tr>
<th></th>
<th>Mechanism for recognizing excellence in the provision of vocational training programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET3.15.P.069</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Methodology for organizing crafts competitions at county, national and international level</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET3.15.P.070</td>
<td>1</td>
</tr>
</tbody>
</table>

---

**Strategic objective 4: Develop innovation and national and international cooperation in vocational training**
### Strategic indicators

<table>
<thead>
<tr>
<th>Indicator Code</th>
<th>Description</th>
<th>Thresholds</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET4.0.O.071</td>
<td>Total number of students participating in innovation and entrepreneurship development programs</td>
<td>40000</td>
</tr>
<tr>
<td>VET4.0.O.072</td>
<td>Total number of VET students participating in international mobility programs</td>
<td>2800</td>
</tr>
</tbody>
</table>

### Outcome 16: Developing innovation, creativity and entrepreneurship in vocational training programs

#### Indicators

<table>
<thead>
<tr>
<th>Indicator Code</th>
<th>Description</th>
<th>Thresholds</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET4.16.O.073</td>
<td>Output 16.1: Disseminate learning methods that develop entrepreneurial skills of participants in the training programs, through mock companies</td>
<td>1000</td>
</tr>
<tr>
<td>VET4.16.O.074</td>
<td>Output 16.2: Financial support Number of regional fairs for practice enterprises</td>
<td>8</td>
</tr>
<tr>
<td>VET4.16.O.075</td>
<td>Number of national/ international fairs for practice enterprises</td>
<td>1</td>
</tr>
</tbody>
</table>

### Outcome 17: Developing international mobility in vocational training

#### Indicators
### Output 17.1: Inform vocational training providers on accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund

Number of initial vocational training providers informed on the accessing of European mobility funds

<table>
<thead>
<tr>
<th>VET4.17.O.076</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 17.1: Inform vocational training providers on accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund</td>
<td>Number of initial vocational training providers informed on the accessing of European mobility funds</td>
</tr>
</tbody>
</table>

### Output 17.2: Train vocational training providers’ staff to prepare application for accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund

Number of representatives of initial vocational training providers trained in accessing European mobility funds

<table>
<thead>
<tr>
<th>VET4.17.O.077</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 17.2: Train vocational training providers’ staff to prepare application for accessing European funds intended for financing international mobility in vocational training: ERASMUS+, European Social Fund</td>
<td>Number of representatives of initial vocational training providers trained in accessing European mobility funds</td>
</tr>
</tbody>
</table>

### Outcome 18: Extending mutual learning and best practice exchange, in view of ensuring the premises for participation on an inclusive European labor market

**Indicators**

<table>
<thead>
<tr>
<th>VET4.17.P.078</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 18.1: Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at international level</td>
<td>International cooperation network for best practice exchange</td>
</tr>
<tr>
<td>VET4.17.P.079</td>
<td>Output 18.2: Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at macro-regional level</td>
</tr>
<tr>
<td>VET4.17.P.080</td>
<td>Output 18.3: Extend mutual learning and best practice exchange, with a view to ensuring the premises for participation on an inclusive European labor market at the level of East European states and other European Union partner states</td>
</tr>
</tbody>
</table>
MONITORING

EDUCATION UNIT DATASHEET
-Model-

Education Unit: _________________________________
SIIIR Code (if applicable): _______________________
Phone / Fax: _________________________________
E-mail: ______________________________________
County: _______________________________________
Locality: ______________________________________
Education level/levels: _________________________
Total no of students: ___________________________
Total no of teachers ___________________________

Date: _________________________________
SCHOOL ANALYSIS GRID

I. SCHOOL SIZE

1. No of teaching spaces

2. Total surface

II. TEACHING STAFF

IIA. TEACHING STAFF: RESIDENTS   COMMUTERS

IIB. Teaching staff’s qualification

<table>
<thead>
<tr>
<th>No</th>
<th>Teaching staff</th>
<th>QUALIFIED</th>
<th>UNQUALIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Entry level</td>
<td>DEF, 2nd degree</td>
</tr>
<tr>
<td>1</td>
<td>TENURE TEACHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SUBSTITUTE TEACHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL TENURE TEACHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL SUBSTITUTE TEACHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IIC. Number of teaching staff involved in the program/project

III. STUDENTS

IIIA. Students - school population

TOTAL NUMBER OF STUDENTS IN THE PREVIOUS SCHOOL YEAR

1. PRIMARY CYCLE

<table>
<thead>
<tr>
<th>GRade 1</th>
<th>PASSED</th>
<th>REPEATERS</th>
<th>SCHOOL DROP-OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 2</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
<tr>
<td>GRADE 3</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
<tr>
<td>GRADE 4</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
</tbody>
</table>

5 Translator’s Note: DEF = Permanent Teacher Certification
<table>
<thead>
<tr>
<th>2. LOWER SECONDARY</th>
<th>GRADE 5</th>
<th>PASSED</th>
<th>REPEATERS</th>
<th>SCHOOL DROP-OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRADE 6</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
<tr>
<td></td>
<td>GRADE 7</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
<tr>
<td></td>
<td>GRADE 8</td>
<td>PASSED</td>
<td>REPEATERS</td>
<td>SCHOOL DROP-OUT</td>
</tr>
</tbody>
</table>

Number of students that passed the national evaluation

Number of students enrolled in upper-secondary (high school, vocational schools) in the current school year

### IIB. Students- parents’ income estimates

<table>
<thead>
<tr>
<th>No</th>
<th>Household income</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Income above the average salary</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Income around the average salary</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Income below the average income</td>
<td></td>
</tr>
</tbody>
</table>

*Obs: the data will be collected from the principals*

### IIC. Students - family relations

<table>
<thead>
<tr>
<th>No</th>
<th>Family relations</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organized families</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Disorganized families</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Children’s homes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Parents working abroad</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

*Obs: the data will be collected from the principals*
IV. PARENTS - COOPERATION

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>They answer to requests received from the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They support the student in doing his/her homework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obs: the data will be collected from the principals

V. LOCAL PARTNERS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No of local community representatives involved in the school life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of on-going partnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of activities conducted with the local partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value of funds received from partnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of community assistance programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obs: the data will be collected from the principals

VI. EXTERNAL FACTORS

1. Distance between the locality center and the school
2. Distance between the closest hospital and the school
3. Access road quality □ poor □ satisfactory □ good □ very good
4. Building exterior □ poor □ satisfactory □ good □ very good
5. State of the school yard □ poor □ satisfactory □ good □ very good

VII. IMPRESSIONS ABOUT THE INTERIOR

1. Hallways □ poor □ satisfactory □ good □ very good
2. Information Boards □ poor □ satisfactory □ good □ very good
3. Classrooms □ poor □ satisfactory □ good □ very good
4. Classroom furniture/equipment □ poor □ satisfactory □ good □ very good
5. Teachers’ rooms □ poor □ satisfactory □ good □ very good

VIII. PREMISES - FACILITIES

1. No of classrooms
2. No of labs
3. School library annually No of books
4. No of workshops
5. Gym □ yes □ no
6. Gym equipment □ poor □ satisfactory □ good □ very good
7. Workshop equipment □ poor □ satisfactory □ good □ very good
9. No of computers used by students

10. Computer usage time/student-day = (no computers x no usage hours per day) / no students

11. Internet access for students □ yes □ no

12. Internet access for teachers □ yes □ no

13. Photocopiers available for teachers □ yes □ no

14. Phone/fax □ yes □ no

15. Teaching materials □ poor □ satisfactory □ good □ very good

16. Quality of teaching materials □ poor □ satisfactory □ good □ very good

17. Toilets □ inside □ outside

18. Toilets quality □ poor □ satisfactory □ good □ very good

19. Running water □ yes □ no

20. Heating type □ stoves on solid fuels □ stoves on gas □ own heating station □ regional heating station

21. Average temperature of the heated school areas

22. School lighting □ poor □ satisfactory □ good □ very good

23. School furniture quality □ poor □ satisfactory □ good □ very good

24. Value of the books and learning materials procured

25. Value of the rehabilitation/refurbishment/equipment works

**IX. FINANCIAL RESOURCES**

**IXA School budget**

- local budget

- other resources

**IXB Financial resources obtained under REP**

Use of funds received:

____________________________________________________________________________

____________________________________________________________________________

**X. FINAL IMPRESSIONS**

1. Teachers` acknowledgment of the Program/project implemented

   □ poor □ satisfactory □ very good □ excellent

2. Teachers` interest in implementing the program/project

   □ poor □ satisfactory □ very good □ excellent

3. Teachers` openness, honesty

   □ poor □ satisfactory □ very good □ excellent

4. Visible impact of project implementation
□ poor □ satisfactory □ very good □ excellent

XI. ADDITIONAL DESCRIPTIONS (based on the analyst’s observations)

A. Brief description of the classroom environment

Other comments, observations:

B. School-specific elements (characteristics, specificities):

(As presented by a teacher with many years in the school/ holding a management position)

C. Brief “history” of the school building, refurbishment works, current state of the building

D. Description of difficult moment, conflicts, crisis in project implementation

Analyst
INTERVIEW GUIDE

for

EDUCATIONAL UNIT PRINCIPALS/DIRECTORS

Model

Education Unit: ________________________________
SIIR Code (if applicable): _______________________
Phone / Fax: ________________________________
E-mail: ________________________________
County: ________________________________
Locality: ________________________________
Education level/levels: ________________________________
Total no of students: ________________________________
Total no of teachers: ________________________________
Date: ________________
Introduction:

Your participation in this interview is extremely important in view of estimating the impact that the PROJECT has on your school and community.

Our discussion offers a good opportunity to reflect on the current status and to identify possibilities to increase the quality of education for children in the rural areas.

1. Which are the strengths of your school?
2. List 3 problems you are currently facing.
3. Do you think that your school’s participation in the PROJECT is beneficial? Explain.
4. In which PROJECT-targeted activities has your school gotten involved already?
5. Which visible effects can be noticed?
6. What is the teachers’ attitude and involvement in the programs provided by THE PROJECT for further development and increasing professional qualifications?
7. Have you noticed any changes in the way in which lessons are designed and delivered by the teachers that were part of the PROJECT activities? What are these changes?
8. Which books and learning materials have you bought during the past year? Are they enough? What subjects are still not covered?
9. What funds have you received under the PROJECT? How were they used?
10. Which are the most efficient ways of raising awareness about PROJECT among teachers, parents, students and the local community?
11. Which are the information possibilities available for your students, if they want to learn more about the school network?
12. What is the students’ and their parents’ attitude related to passing to a higher education level? What motivates them? What are the difficulties claimed?
13. Your school and the local community offer which leisure opportunities to students?
14. Can your teachers and students use the computers? Under which circumstances?
15. What methods to raise students’ interest in learning are used in your school?
16. Which are the school “festive days”?
17. Please refer to the collaboration between your school and the local community, covering:
   a. School visibility inside the community.
   b. PROJECT evaluation and implementation.
   c. Categories of direct and indirect beneficiaries of project outcomes.
   d. Number of teachers involved in the project activities.
   e. Economic operators, organizations, parents involved (the community contribution consisted of what, IF ANY?)
   f. Difficulties (evaluation, implementation)
   g. Perspectives - project sustainability
   h. Suggestions: - procedure for monitoring and evaluating documents
18. Other opinions on the PROJECT implementation:

THANK YOU FOR YOUR PARTICIPATION!
MONITORING

INTERVIEW GUIDE

for
Directorates / or School Inspectorates
-Model-

County…………………………………………………………

Date…………………………………………………………
Introduction:

Your participation in this interview is extremely important in view of estimating the impact that the Strategy has on the education units and communities in your county/area.

Our discussion offers a good opportunity to reflect on the current status and to identify possibilities to increase the access, quality and relevance of education for students.


2. Opinions on the implementation process: progress of activities for each measure, if applicable.

3. Monitoring progress for implemented measures:
   - Number of projects, programs, objectives, intermediate targets reached
   - Category of education units, number of participants
   - activities carried out;
   - difficulties encountered;
   - likelihood of continuing the scheduled activities, with own resources;
   - material resources and time management;

4. Measuring impact on:
   - the education indicators
   - others

5. Other opinions on the strategic course of actions, adjustments and changes needed.

THANK YOU FOR YOUR PARTICIPATION!
Ministry of National Education

MONITORING

CLASSROOM OBSERVATION
-model-

School: __________________________

Date: __________________________
Observation sheet

<table>
<thead>
<tr>
<th>Identification data:</th>
<th>Subject:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Teacher:</td>
<td>Lesson:</td>
<td>Observer:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Total no students</td>
<td>Observation duration:</td>
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**Classroom “mirror” (initial)**

Reorganization

<table>
<thead>
<tr>
<th>Legend:</th>
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<tbody>
<tr>
<td>➡️ = student’s intervention, at the teacher’s request (provoked intervention)</td>
</tr>
<tr>
<td>✿ = student’s intervention, own initiative (unprovoked intervention)</td>
</tr>
<tr>
<td>✿       = teacher’s request targeting a certain student (put next to the student) or a teacher’s general request, for the entire class (put next to the teacher)</td>
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</tbody>
</table>

Attach 1, 2, 3, 4 to each arrow, depending on the cognitive level of the intervention, according to table 1

E.g. ➡️ - recognize/replicate unprovoked student intervention
Table 1 Cognitive demand level

<table>
<thead>
<tr>
<th>Code</th>
<th>Symbol</th>
<th>Replicate and recognize</th>
<th>Explain and interpret</th>
<th>Apply</th>
<th>Higher capacities</th>
<th>Total types of interventions</th>
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<td>A</td>
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D. Types of interaction/communication:

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<th>Interaction time</th>
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<tr>
<td>Exposition</td>
</tr>
<tr>
<td>Frontal - interaction</td>
</tr>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Individual</td>
</tr>
</tbody>
</table>

E. Summary of the students’ participation level:
   a. Total no of unprovoked student interventions: ____
   b. Total no of provoked student interventions: ______

F. OBSERVATIONS:

1. Use of teaching materials:

2. Continuing evaluation

3. Tailoring the curricula to the local needs

4. Differentiating the learning tasks/activities

5. Other observations
G. Annexes of the observation sheet:

1. **Students’ academic record for the previous semester** - in order to make a comparison between the cognitive level of demands and interventions, and student performance

2. **Design of the lesson observed** - to see if the teaching-learning activity is carefully designed, to identify continuing evaluation methods, students differentiated approach and use of learning materials.

Use instructions

- The arrows associated to the three types, with the attached numbers, shall be put next to every student after a new intervention/communication during the lesson.

- Mention on the initial mirror if the students are seated individually, in pairs or more than 2 in a desk (e.g. below)

  2 students per desk         3 students per desk                      1 student per desk

- Crosshatch the area representing the students, based on attendance and classroom distribution. For simultaneous classrooms use two different methods of hatching.

- Record the cognitive requests, by types and correlation with the type of interaction/communication. For every type of cognitive request, it is possible to analyze the types of interventions received from students and the teacher’s interventions.

- Table 1 will list the number of interventions for every level of cognitive request (1,2,3,4)

- The next table (D) will have a final estimation of the minutes spent on every of the 4 types of interactions/communication (D₁, D₂, D₃, D₄)

- The “Observations” box will include notes on how the students and the teacher have used the teaching materials during the class, references to the use of continuing evaluation, differential approach for students, as well as any other information the observer finds relevant.

- The “Reorganization” dial will be used to mark the new classroom set-up, if reorganizations occur during the class.

- The interpretation principles below list the interpretation categories that will be cross-cuttingly observed in all …… schools in the sample.

- Pages 1 and 2 of the grid shall be used simultaneously when filling out (it’s best to use an A3 sheet to print).
Principles of interpretation:

The following will be considered when interpreting the results:

• The distribution of time, dedicated to learning activities, in relation to the students’ activation degree
• The type of learning tasks/level of cognitive stress appropriate to the lesson
• The involvement level of students and the type of involvement (provoked, unprovoked)
• The ratio of the frequency and type of requests, on the one hand, and the students’ academic results/performance

The operationalizing of concepts in tables No. 1 and D:

Table No.1:
1. Reproduction and recognition = task/intervention of the teacher or intervention of the student aimed at simple skills of defining, reproducing of information, identification of terms, relations, processes.

2. Explanation and interpretation = task/intervention of the teacher or intervention of the student that involves the ability to perceive and explain phenomena, processes, laws, to understand the meaning and the significance of facts or events, to analyze situations.

3. Application = the ability to transfer the information and the cognitive schemes from the mental level to the real life, the ability to apply algorithms, rules, laws, principles, relations in the practical or experimental activity; the ability to use the knowledge acquired through learning.

4. Top abilities = critical thinking, problem solving, decision making

Table D:
1. Exposition = intervention of the teacher that does not involve the students

2. Frontal - interaction = the teacher interacts with the students through questions and answers; the tasks/questions are directed at the class in general or at a particular student; the teacher controls the interaction/communication process

3. Group = the interaction/communication that happens between students within working groups while the interaction teacher - students focuses on facilitating, support and counseling

4. Individual = interaction/communication individualizing. The teacher addresses a "particular student," according to his needs/reactions. The interaction is personalized.
Monitoring and Evaluation Methodology

MINISTRY OF NATIONAL EDUCATION

MONITORING

Questionnaire for STUDENTS
-model-

Education unit: ___________________________

Data: ____________________________________
Survey for students

This survey includes a series of questions on the school and the activity you carry out in it. The answers are anonymous, so you don’t have to give us your name. There is no right or wrong answer; this is a survey by which we want to learn your opinion. Consequently, answer honestly.

**BE AWARE!**
The questions may have multiple answers; you have to choose the one that best reflects what you think.

Answer all questions and don’t skip any of them. If it’s not clear how you have to answer a question, raise your hand and ask for your teacher’s help. Don’t look at your classmates and don’t copy from them. We don’t grade your answers; all we want is learn your honest opinion.

***

1. Are you happy with the conditions in your school (premises, furniture, water, light, cleanliness)? *(Circle the number that matches your opinion).*


2. What are your plans for the future?

   …………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………

3. Do you think that what you are learning now in school will help you in the future (Circle the number that matches your opinion).


4. I have the possibility to get information on the higher levels I can go to after graduating, through: *(Circle the number that matches your opinion).*

   1. Homeroom class
   2. School and professional counseling
   3. Discussions with the parents
   4. Discussions with the teachers
   5. School notice boards
   6. Internet
   7. Education fairs
   8. Meetings with the school graduates
   9. Visits
   10. Others

5. The knowledge passed on during the classes includes: *(Circle the number that matches your opinion).*

   1. Too little situations in which one can actually apply the knowledge
   2. Enough situations in which one can actually apply the knowledge
   3. Many situations in which one can actually apply the knowledge
   4. The knowledge can be actually applied almost always
6. What drives you to learn? (Circle the number that matches your opinion).
   1. Teachers` praises
   2. Teachers` comments
   3. Grades
   4. Fear of punishments
   5. Desire to get a prize at the end of the school year
   6. Desire to continue my education
   7. Desire to get a specialization
   8. Other (What?) ______________________________________________________
      ___________________________________________________________________

7. How many of your teachers ask you to parrot the information you receive? (Circle the number that matches your opinion).
   1   2   3   4   5   6   Many     Very few

8. In the classroom activities, are you encouraged to ask your colleagues questions or to give your opinion on a topic? (Circle the number that matches your opinion).

9. Do you know by which rules the teachers grade you? (Circle the number that matches your opinion).

10. How often have the teachers or the form master talked to you and your classmates about how to behave in the society and how to help and respect the others? (Circle the number that matches your opinion).
    1   2   3   4   5   6   Very often     Very rarely

11. How often have the teachers asked you to get involved in activities for the benefit of your classroom, school or locality (make it prettier, services, produce teaching materials, etc.)?
    1   2   3   4   5   6   Very often     Very rarely
12. The school offers me self-affirmation and leisure possibilities (Circle the number that matches your opinion).

1. Never  2. rarely  3. Frequently

13. During the lessons, do teachers use other materials to explain what they are teaching (workbooks, special notebooks, charts, lab devices)? (Circle the number that matches your opinion).


14. Do you have, at home, workbooks or special notebooks that help you better understand the lessons you have to learn? (Circle the number that matches your opinion).

1. Yes, for all subjects.
2. For most subjects.
3. For a couple of subjects.
4. No, I don't have any.

15. If you want to say something else, please do so below:

________________________________________________________________________________

________________________________________________________________________________

16. How old are you? (Write your age above the line)  __________

17. You are … (circle the number appropriate for your gender)
1. Boy  2. Girl

18. What’s your parents’ occupation? (Write the parents occupation above the line)

MOTHER ________________________________________________________________

FATHER ________________________________________________________________

THANK YOU FOR YOUR PARTICIPATION!
Ministry of National Education

MONITORING

FOCUS GROUP
for
TEACHERS
-model-

Education unit: ________________________________

County/Locality _______________________________

Date: ________________________________
FOCUS GROUP for teachers

Announcement

You are invited to a debate about *Early school leaving/lifelong learning/vocation education/tertiary education in Romania*.

Today’s debate will be a semi-structured one, meaning that I will introduce a certain issue from a preset list, and you will try to state your opinion on it, to give information and suggest solutions.

However, some conditions should be met:
- I will ask you to take turns when you refer to an issue, so that everyone has the change to state their opinion. Only after can we move on to the next issue.
- Please try to give accurate, clear and brief answers, without getting into too many details. If the issues you raised should be presented more in-depth, I will ask you to do so.

Do you have any questions? (Answer only to clarification questions related to how the interview shall be conducted)

*Duration: 60-90 minutes*
*Participants: 6-8 teachers*

Interview

Today __________ time __________ we open the discussion on *Early school leaving/lifelong learning/vocation education/tertiary education in Romania*, a group discussion with _____ teachers from school _________________________________. To start with, please state your name, from left to right.

For sure you have been involved in the program/project aimed at increasing teaching quality and student performance. We will now talk about how these activities were carried out.

1. Participation in programs aimed at increasing professional qualification:
   - program names,
   - organization, timetable,
   - contents;
   - traveling conditions.

2. Changes noticed: in the school teachers’ way of working, in the relations between school and the community.

3. Providing teaching materials and furniture for the school. Library endowments. Activity and endowments for the mobile and fixed resource centers.

4. Preparing learning materials. Involving students in producing the teaching materials and in community activities.
5. Participation in community development projects.

6. Participation in the program.
   o Quality of the module content;
   o Quality of the activities carried out;
   o Evaluation system used;
   o Applicability in your school.

7. Your relationship with the students’ families. Parents’ involvement in the activities carried out under the PROJECT.

8. Motivating students to move on to a higher educational level.

9. Different styles for the didactic activity. Using the learn-by-cooperation methods when teaching specialty subjects

10. Using computers and other devices when teaching specialty subjects

11. Suggestions related to the implementation of the program for rural education development, in your school and county.

12. Possibilities for personal and professional development, generated by you being part of the PROJECT activities. Psycho-social environment in the school.

THANK YOU FOR YOUR PARTICIPATION!!
MONITORING

SURVEY
for
THE TEACHING STAFF IMPLEMENTING ACTIVITIES
- Model-

Education Unit: ________________________________

Date: ________________________________
As a participant in the implementation of the measures under the education strategy you can state your opinion on the quality of the implementation.

Please mention:

A. Identify the measure in the strategy under which activities were implemented:
________________________________________________________________
________________________________________________________________
________________________________________________________________

B. Period when the activities took place:
________________________________________________________________

C. Training materials available:
________________________________________________________________
________________________________________________________________
________________________________________________________________

D. State your opinion on the quality of the education related activities covered, by circling the number that best reflects your opinion on the criteria presented below:

**EDUCATIONAL ACTIVITIES EVALUATION**

1. **Goal quality**

1.1. Legitimacy, relevance of goals

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1.2. Goal definition: specificity, concreteness, clarity

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1.3. Goal feasibility

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1.4. Goal organization

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1.5. Goal completeness

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2. Content quality

2.1. Scientific value (accuracy, materiality, topicality)

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<tr>
<td>2.2. Functional value, relevance for the goals set</td>
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<td>2.3. Cultural value - educational (promote authentic, democratic values, avoid any discrimination, any ideological contamination)</td>
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<td>2.4. Information density</td>
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<td>2.5. Coherence</td>
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<td>2.6. Inter-disciplinary perspective</td>
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<td>2.7. Motivational value</td>
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<td>2.8. Reflect specific contents</td>
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3. Language quality: accessibility, clarity
4. **Quality of learning tasks/activities (learning management)**

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4.1. The questions, exercises, problems are relevant for the goals envisaged

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4.2. The learning situations promote an innovative, active learning, targeting processes and higher cognitive capacities

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4.3. The learning tasks are differentiated in terms of difficulty and type of performance

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4.4. Graphic supports facilitate learning and support the learning processes

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5. **Quality of the evaluation activity**

5.1. Evaluation/self-evaluation exercises, with a functional value, are integrated

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5.2. The evaluation/self-evaluation exercises meet the evaluation quality technical conditions (validity, faithfulness, objectivity)
5.3. Diversity/complementarity of the evaluation methods used

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6. Design quality

6.1. Differentiate and prioritize the information, through visual means

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6.2. Organize the information (structuring it)

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6.3. Design coherence

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THANK YOU FOR YOUR PARTICIPATION!
Monitoring and Evaluation Methodology

Ministry of National Education

MONITORING

FOCUS GROUP
for
PARENTS
-model-

School: ________________________________
Date: ________________________________
FOCUS GROUP for parents

You’ve probably seen on TV shows in which a reporter asks a question and the guests each answer to that question. We will do the same. I will ask you a question and you will each state your opinion.

Each parent will have in front a card with his name and surname.

Duration: 60 minutes  
Participants: 6-8 parents

1. Are you aware of the school being part of the program/project? In what sense? What is it about?

2. Have you noticed any changes in the school: endowments, school or extra-school activities? Are you happy with the conditions in which your kids learn?

3. How many times have you come to school this year? Why? How does the school encourage you to get involved in your children’s education?

4. How do your kids feel about the school they attend? What are their future plans (related to school and profession)? What kind of help would they need?

5. Other opinions...

THANK YOU FOR YOUR PARTICIPATION!
MONITORING

INTERVIEW GUIDE
for
LOCAL COMMUNITY REPRESENTATIVES
-model-

Education Unit: ____________________________
County/Locality: __________________________
Date: __________________________
Introduction:

Thank you for accepting to participate in this discussion on the education reform in which your school is also enrolled. The aim of this discussion is to identify with your help the strengths and improvement measures so that the program can better answer to the needs of the local community.

1. Is there in your community a local organization/association/ for education? If yes, please describe your participation in this structure.

2. a. Have you recently noticed any school-related changes?
   b. What kind of changes?
   c. Why do you think that these changes occurred?

3. In your opinion, which are the main benefits for the community arising from the school participating in the project?

4. a. Have you participated in some of the activities initiated by the school under this project?
   b. If yes, what kind of actions?

5. Which are the main difficulties faced by the school in your community?

6. Do you actively take part in the school decision-making process? Are you represented in the School Board (you or your institution) or in other decision-making entities at school level?

7. Have there been recently any school projects under which students performed several community activities? If yes, could you give some examples?

Instructions:

- The interview can be conducted individually or in group.
- Methodologically, we propose for a semi-structured interview that follows the questions in the interview guide, which could be re-launched as to ensure there is enough information for every item.
- The interview duration shall be as follows: 20-25 min for individual interviews and 30-45 min for group interviews (2-3 participants)
- We recommend to interview at least 3 local community representatives, one of which should be the representative of the local public authority (if possible mayor or deputy mayor).
- The interpretation of data gathered during the interviews shall focus on:
  - Awareness among the local community about the program
  - Community participation in the school life: a. participation in the decision-making process
  - School/students’ participation in the life of the community
  - Advantages for the community arising from the school being part of the program.

THANK YOU FOR YOUR PARTICIPATION!
Competența face diferență! / Competence makes a difference!

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