



ENTRE

@ V E T S C H O O L S

Promoting Key Competences
(Entrepreneurship) Through
An Integrated Career
Orientation Programme And
Flexible Learning Pathways
For Vet Students

CDIMM MARAMURES FOUNDATION

ROMANIA

JULY 2019



Co-funded by the
Erasmus+ Programme
of the European Union

Contents

1. Introduction (max. 1 page)

2. Youth Entrepreneurship in Romania

- *State of the Art and Policy*

2.1 Educational system (max. 1 page)

- *Overview of the educational system structure concerning VET-Students?*
- *Is Entrepreneurship part of any curricula?*
- *More general: What are the implications for Entrepreneurship?*

2.2 Job orientation in VET-Schools (max. 1 page)

- *Are there programmes supporting Job orientation for VET-Students?*
- *Best practices **within** the formal educational system? (Brief Overview)*
- *Best practices **outside of** the formal education system? (Brief Overview)*

2.3 Entrepreneurship in VET-Schools

- *Are there programmes supporting Entrepreneurship for VET-Students?*
- *Best practices **within** the formal educational system? (Brief Overview)*
- *Best practices **outside of** the formal education system? (Brief Overview)*

2.4 Entrepreneurship and becoming an Entrepreneur (max. 1 page)

- *Identify trends and patterns about VET sector Entrepreneurship?*

2.5 National statistics (max. 1 page)

- *How many VET-Students become entrepreneurs? Are there particular saliences e.g. gender?*

3. Findings from the survey

3.1. Students (2 pages)

3.2. Entrepreneurs (2 pages)

3.3. Vocational professionals (2 pages)

4. Conclusion (1 page)



1. Introduction

The present document reflects the data concerning the entrepreneurial education delivered through the VET School System in Romania.

In the same time the document contents the primary research outputs in Romania.

The research was delivered in Maramures County and the subjects were:

- 25 students from VET high school & colleges
- 54 teachers/professionals from VET high school & colleges
- 20 entrepreneurs

In Romania we use the word "entrepreneur" regarding to a person with initiative which started a private activity, having the duty to organise, to administrate and to lead the business. He/she is participating with capital owned or attracted (Romanian DEX – Romanian Explanatory Dictionary).

The entrepreneurial education is subject of the secondary schools (high-schools, VET schools, technical schools, economic schools, colleges etc.), classes X (16-17 years old).

The Romanian Education Law stated:

"The educational ideal of the Romanian school consists in the free, integral and harmonious development of human individuality, in the formation of autonomous personality and in the assumption of a system of values that are necessary for personal fulfilment and development, **for the development of entrepreneurship**, active citizenship participation in society, social inclusion and employment".

"Career counselling and guidance services are carried out through educational establishments and institutions, universities, training institutions, employment services and youth services. The state provides free access to career counselling and guidance services to all pupils, students and jobseekers".

For the purposes of this law, career counselling and guidance include the following types of activities: a) Career Information; b) Career Education; c) Career Counselling; d) Counselling for employment; e) Placement in the workplace.

For the implementation of the provisions of paragraph as well as facilitating the correlation of the education system with the labour market, it is set up and will work, in all higher education institutions, counselling and career guidance centres for students from terminals, students and graduates, in which units of analysis and pre-vision management of labour market demands will work.

This part of the Romanian Education Law is "under implementation". A part of the teachers that will deliver these jobs are hired, the centres' facilities are under preparation and organisation.

During the transition period the professors responsible with each class management will deliver the career counselling and guidance activities.



2. Youth Entrepreneurship in Romania

- **State of the Art and Policy**

"The educational ideal of the Romanian school consists in the free, integral and harmonious development of human individuality, in the formation of autonomous personality and in the assumption of a system of values that are necessary for personal fulfilment and development, **for the development of entrepreneurship**, active citizenship participation in society, social inclusion and employment".

The National Strategy for VET Education in Romania analysed the entrepreneurial education as part of the national Education System. There were identified problems, solutions and actions aimed to improve the entrepreneurial education.

A part of them are presented below¹.

Problems:

18.1. Insufficient extension of learning methods that develop the entrepreneurial competences of the formations for example the exercise firm, as well as the insufficient identification of students with entrepreneurial spirit

Strategy:

Strategic objective 4: development of national and international innovation and cooperation in the field of vocational training, with strategic targets:

a) Increasing the total number of pupils involved in innovation programmes and entrepreneurship development at 50,000 in 2020, from 40,000 to 2014

16. Development of Competences on innovation, creativity and entrepreneurship in vocational training programmes...

Initial vocational training

f) Supporting the development of entrepreneurial skills of students in the VET by training 600 teachers to implement in the instructional – educational process of teaching and training methods to develop pupils' Entrepreneurial skills (e.g. by training students to set up exercise firms) and by promoting development, at local, regional and national level, by Business plan competitions.

Strategic targets 2020:

Increasing the total number of pupils involved in innovation and entrepreneurship development programmes from 40 000 to 2014 to 50 000 in 2020

Direction of Action

13. Improving the competences of persons with responsibilities in the provision of vocational training programmes from initial vocational training and continuous vocational training and in assessing the learning outcomes acquired in a formal, non-formal and informal context.

Specific actions: 13.1.5. The use of teaching-learning methods to develop in formations: entrepreneurial skills...

Recorded progresses:

(28.g) Support the development of entrepreneurial skills of students from the VET, through exercise companies and by promoting development at local, regional and national level, by Business plan competitions...

¹ Extract from The National Strategy for VET Education in Romania

Innovation and cooperation in the field of vocational training (a)

Innovation, creativity and entrepreneurship development: in the initial vocational training system, a number of activities aimed at developing pupils' creativity and entrepreneurship are developed, but they need to be in particular the development of partnerships between vocational training providers, higher education institutions, the business environment and the local community...

Extract from the strategic action plan to 2020

Action directions proposed in the strategy	Indicators proposed in the strategy	Target	Data sources	Term
16. Development of Components on innovation, creativity and entrepreneurship in vocational training programmes	63. Number of exercise firms	1.000 of exercise firms	Official data	Annual
	64. Number of regional fairs of the exercise firms	8 Regional fairs Organized	Official data	Annual
	65. Number of national/ international fairs of the exercise firms	1 National/ International Fair		

...

All these elements define the relevance of the entrepreneurial education as strategic target.

2.1 Educational system (max. 1 page)

- **Overview of the educational system structure concerning VET-Students?**

Professional and technical education system is the totality of training programmes organised in pre-university education.

Initial vocational training is carried out in pre-university education through:

- **Vocational education:** lower secondary education (the last two years OF ISCED Level 2 study, part of compulsory education)
- **High school education, technological the connection:** Higher Secondary education (ISCED 3)
- **Post-secondary education** (ISCED 4)

In the lower school cycle, the technological the connection, schools of arts and crafts, classes IX and X, are organized, at which students can obtain professional certification for a Level 1 qualification.

Graduates who have obtained professional certification for a Tier 1 qualification may follow the XI class, the year of completion, which allows obtaining professional certification for a Level 2 qualification.

The School of Arts and Crafts and the year of completion represents vocational education.

Graduates of the year of completion, who have obtained professional certification for a Level 2 qualification, can follow the high school cycle courses. From the point of view of the qualification levels adopted in Romania according to the European Council decision 85-368-EEC, vocational education provides qualification levels 1 and 2, corresponding to levels 2 and 3 EQF.

- **Is Entrepreneurship part of any curricula?**

The students been in secondary schools (high-schools, VET schools, technical schools, economic schools, colleges etc.), classes X (16-17 years old) are studying **Entrepreneurial Education**, 2 hour/week, as part of the National Curricula. This is a general rule.

The students in Economical high-schools or colleges are studying more disciplines as:

- First stage (classes IX to X) – economy, commerce, tourism
- Second stage (classes XI to XII) – economy, commerce, tourism, food technologies

- **More general: What are the implications for Entrepreneurship?**

The general VET education system is not business oriented, been focused on professional training for students. The entrepreneurship is seen more as an option not as a goal/target for students. The number of classes and hours for entrepreneurial education is far from the requested “general education”.

The first problem is coming from the teachers that have no entrepreneurial education or experience and in this case is difficult to form “an entrepreneurial culture” to the students.

2.2 Job orientation in VET-Schools (max. 1 page)

- *Are there programmes supporting Job orientation for VET-Students?*

Strategic directions and indicators			
Objective	Measure/action	Scope/Audience	Indicators
Advising young people to make informed decisions about their professional route in tertiary education	Increasing transparency and professionalism of information and ensuring guidance on opportunities and educational outcomes to support choices made and reduce abandonment	National and Local	Relevant indicators on the website of each institution; Studies on the satisfaction of the following guidance sessions; Enrolment rates; Retention rates in the system

Since 2014, the establishment and organisation of career counselling and guidance centres has been regulated at the level of all higher education institutions. In these centres, units of analysis and forecast management of labour market demands will operate. In the same vein, facilitating the correlation of the education system with the labour market, the possibility of establishing, at university level, the advisory structures consisting of representatives of the economic, academic, cultural and professional environment are created. External.

Facilitating transfers and the professional route of young people between different forms and levels of education, in particular from secondary to tertiary education and further to lifelong learning = 42.800 beneficiaries.

Advising young people to make informed decisions about their professional route in tertiary education = 30.000 beneficiaries.

The allocation of EU Cohesion Funds for Romania in the current programming period (2014 – 2020) amounts to € 22.99 billion, of which € 4.77 billion are allocated to the European Social Fund (ESF). The total allocation for the thematic objective (OT) "Investing in education, training and vocational training for skills and lifelong learning" is €1,257,101,071.

- *Best practices **within** the formal educational system? (Brief Overview)*

Not identified at the Maramures County level.

- *Best practices **outside of** the formal education system? (Brief Overview)*

The large majority are experiences out of several European projects. We selected few samples below. ***A successful career through practice, counselling and professional guidance of young people (O carieră de succes prin practică, consiliere și orientare profesională a tinerilor)***

It is a platform for professional / Job orientation for students (<https://www.consiliere-practis.ro/>).

In this respect, the team of career counselling experts from the PRACTIS project offers a wide range of activities aimed to:

- Personal development and endowment of the pupil with the skills and knowledge necessary to achieve effective management of their own careers;
- Career information tailored to demand and student issues;
- Evaluation on the CCP platform that helps students develop a career guidance project and take a decision from a well-informed person;

Platform "Choose your way!" (Platforma "Alege-ți drumul!") Is the information portal of all pupils, teachers and representatives of companies interested in following a route in vocational education and training, as well as the development of an educational and practical education option that aims to better integrate future graduates into a constantly changing labour market (<http://www.alegetidrumul.ro/>).

ProForm Project-Professionalization of teaching staff through Training (Proiectul ProForm - PROFesionalizarea cadrelor didactice prin FORMare)

Best practices for advice using ICT and open educational resources: ProForm Project continues to develop the professional and transversal competences of teaching staff and school managers at the level of the counties involved in the project, increasing motivation and stability on their post, in order to ensure Improving the quality of education, equitable access to education, prevention and reduction of early school leaving phenomenon (<https://proform.snsr.ro/>).

2.3 Entrepreneurship in VET-Schools

- ***Are there programmes supporting Entrepreneurship for VET-Students***

There exist in Romania special programmes designated to young entrepreneurs: financial support for start an LTD – Beginner company (SRL-D in Romanian). It started in 2003. The target group is formed by persons under 30 years old that started the first company.

A similar programme is designated to the students from universities. It started in 2003, too.

These programmes offer free of charge company record into The National Trade Register.

Up to the year 2017 these programmes offered also grants for start-up, the intensity of support been 50%.

The Romanian Government replaced the programmes with the new one “Start-up nation 2017 – 2020”. It will offer grants with 100% intensity.



- ***Best practices within the formal educational system? (Brief Overview)***

Contest „Start in business!“ addressed students in classes X – XII/XIII of the high school education units in Maramureş County and was organized and hosted, as usual, by the technical College "George Baritiu", Baia Mare (associated partner Entre@vet). The contest is a permanent activity and it is opened to all students from Romania. The last edition was a “digital edition” the contest been organised on-line.

„Exercise Firm“: In vocational and technical education, the services profile, the "exercise firm" is a component of the National Curriculum (since 2007), being allocated three hours of technological laboratory/week. The "exercise Firm" is an interactive learning method for the development of entrepreneurship, a modern concept of interdisciplinary integration and application of knowledge, an approach to the teaching-learning process that provides conditions for the practical probing and deepening of the competences acquired by pupils in vocational training. The "exercise firm" teaches the student "to know what to do and know how to do." "Exercise Firm" is a model of a real enterprise, being a method of practical approach to the integration of content, a method designed for the training of personal skills and behaviours applicable in all economic areas, Starting from the basic and leading functions of the enterprise.

- ***Best practices outside of the formal education system? (Brief Overview)***

Maramureş Business Club Youth, NGO dedicated to young entrepreneurs: Maramureş Business Club Youth (MBCY) wants to provide prospects for the future, wants to listen to young people and encourage them in their development. It is also wanted to set up a nucleus of young people to generate impact ideas for them and the community through communication, interaction and creativity. Through our projects we will try to promote the area of Maramureş, but also to develop entrepreneurship among young people.

The CRITBIZ program has been set up to generate a change of perspectives in the world of Romanian entrepreneurship by discovering and educating talents and creating a community of expertise-based support and the willingness to make a difference. The CRITBIZ program is conducted by the Association for the promotion of business in Romania – APPAR in partnership with CCIBH – Chamber of Commerce and Industry Bihor and the PONT group in Cluj-Napoca.

“Start-up nation 2017 – 2020“: this is a national programme designed to all entrepreneurs at the start-up stage, including the youth (over 18 years old). The programme offers 40.000EUR as grant for investments and for operational costs. The requirement is to make minimum 2 new jobs and to keep the company in function minimum 3 years. The programme supports up to 10.000 companies/year in the period 2007 – 2020.

2.4 Entrepreneurship and becoming an Entrepreneur (max. 1 page)

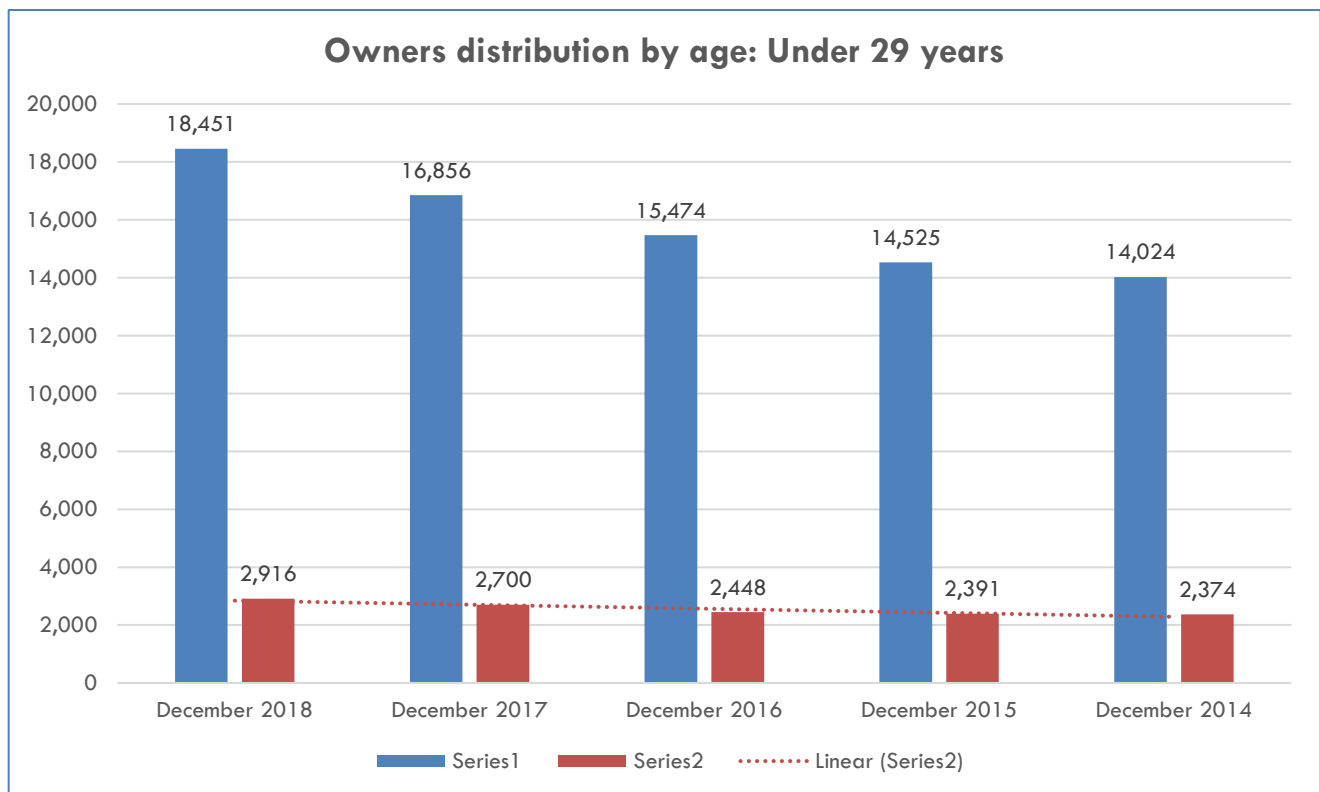
- ***Identify trends and patterns about VET sector Entrepreneurship?***

The evolution of the companies started by young entrepreneurs in Maramures County last 5 years is presented in the next table.

Owners distribution by age: Under 29 years

Month	No. of active companies	No.	%
December 2018	18,451	2,916	10.94
December 2017	16,856	2,700	10.84
December 2016	15,474	2,448	10.46
December 2015	14,525	2,391	10.44
December 2014	14,024	2,374	10.55

Source: The National Trade Register, managed by The Romanian Ministry of Justice.



The general no of recorded companies is decreasing but the good news is that after the year 2017 the % of active companies started by young entrepreneurs is increasing, at the Maramures County level.

2.5 National statistics (max. 1 page)

- *How many VET-Students become entrepreneurs? Are there particular saliences e.g. gender?*

There exist in Romania special programmes designated to young entrepreneurs: financial support for start an LTD – Beginner company (SRL-D in Romanian). It started in 2003. The target group is formed by persons under 30 years old that started the first company.

The statistics at 31st of December 2018 in Maramures County:

Total no of SRL-D companies recorded =	2,288
Total no of SRL-D companies recorded in 2018 =	16

A similar programme is designated to the students from universities. It started in 2003, too.

The statistics at 31st of December 2018 in Maramures County:

Total no of companies recorded by students =	950
--	-----

The National Office of the Trade Register mentioned that at 31st December 2018, in Maramureş County:

Total no of juridical entities (companies) =	18,451
Total no of juridical entities started by youngs (<30) =	2,916
Total no of family business =	13,047
Total no of family business started by youngs (<30) =	1,786



3. Findings from the survey

3.1. Students (2 pages)

General figures about the selected students – 25 students participated to the survey.

Age group:

15 – 17	18 – 19	19+
24	1	
Male	Female	Other
22	3	

Gender:

Which vocational subject[s] are you currently studying?

<i>Agriculture and Forestry</i>	2
<i>Business Administration and Marketing</i>	1
<i>Health and Welfare</i>	
<i>Humanities and Arts</i>	
<i>Informatics/ICT</i>	6
<i>Services Industries</i>	1
<i>Social Sciences</i>	
<i>Technology</i>	17
<i>Other (please specify) ...</i>	2

What educational level are you currently studying at?

<i>Secondary</i>	15
<i>Post-Secondary</i>	
<i>College</i>	10
<i>University</i>	
<i>Masters</i>	
<i>PHD</i>	
<i>Other (please specify) ...</i>	

Entrepreneurship in your Education

Have you covered the concept of entrepreneurship or entrepreneurial skills during your vocational education?

Yes	No
8	17

Would you like your vocational education to incorporate more aspects of entrepreneurship or entrepreneurial activities?

Yes	No
19	6

If yes, in what context and how was the concept was presented to you?

<i>Compulsory lessons</i>	5
<i>Extra-curriculum activity</i>	3
<i>EU programme</i>	1
<i>Summer school</i>	
<i>Work-based training/Internship</i>	1
<i>Other (please specify)</i>	

If yes, how would you like this to be achieved?

<i>Compulsory lessons</i>	2
<i>Extra-curriculum activity</i>	4
<i>EU programme</i>	6
<i>Summer school</i>	3
<i>Work-based training/Internship</i>	8
<i>Other (please specify)</i>	1

Do you have any aspirations to become an entrepreneur in your chosen area of vocational study?

If yes, what actions to plan on undertaking to achieve this goal?

<i>Follow an Apprenticeship program</i>	
<i>Create a new start-up company</i>	6
<i>Begin a collaboration with others</i>	6
<i>Start a Social Enterprise</i>	
<i>Other (please specify)</i>	1

Yes	No
10	15

Would you be interested in being mentored by an Entrepreneur?

Yes	No
16	9

Define what entrepreneurship means to you in one sentence

Entrepreneurship is looking for business.	To open a business.
A position that allowed us to be more active.	The education to develop a business.
Putting ideas into practice and learning how to self-support for development.	I don't know.



Entrepreneurial Competencies

Ideas and Opportunities	Rank (1 – 5)
Spotting opportunities - Use your imagination to identify/create opportunities	2.65
Creativity - Develop creative and purposeful ideas	2.48
Vision - Work towards your vision of the future or an identified goal	2.87
Valuing ideas - Make the most of ideas and opportunities	2.30
Ethical and sustainable thinking - Assess the consequences/impact of your actions	2.78

Resources	Rank (1 – 5)
Mobilising resources - Gather and manage the required resources	1.70
Mobilising others - Inspire, enthuse and get others to share your vision	2.91
Financial and economic literacy - Develop your financial and economic knowledge	2.18
Self-awareness and self-efficacy - Believe in yourself and keep developing	2.17
Motivation and perseverance - Stay focused and overcome difficulties	2.13

Into Action	Rank (1 – 5)
Learning through experience – Take lessons from your successes and failures	2.17
Working with others - Team-up, collaborate and network	1.96
Planning and management - Prioritise, organise and follow-up	2.74
Taking the initiative - Be pro-active and make things happen	2.43
Coping with ambiguity, uncertainty and risk - Make decisions and stand by them	2.74



3.2. Entrepreneurs (2 pages)

General figures about the selected Entrepreneurs – 20 Entrepreneurs participated to the survey.

Age group:	18 – 24	25 – 34	35 – 44	45 – 54	55+
		1	4	8	7
Gender:			Male	Female	Other
			12	8	

Which vocational subject[s] are most relevant to your entrepreneurial activity?

Agriculture and Forestry	
Business Administration and Marketing	10
Health and Welfare	
Humanities and Arts	2
Informatics/ICT	5
Services Industries	3
Social Sciences	
Technology	4
Other (please specify) services in the economic field CNC operators; accounting; educational services; furniture production; intellectual property services; financial-insurance; marketing and advertising.	7

Did you study any vocational subject[s] during your education?

Agriculture and Forestry	
Business Administration and Marketing	6
Health and Welfare	
Humanities and Arts	1
Informatics/ICT	3
Services Industries	2
Social Sciences	
Technology	2
Other (please specify) services in the economic field commerce and accounting; electrician in mining; intellectual property services; marketing and advertising.	4

Yes	No
13	7

Did you learn about the concept of entrepreneurship or entrepreneurial skills during your education?

If yes, in what context and how was the concept was presented to you?

Compulsory lessons	5
Extra-curriculum activity	7
EU programme	7
Summer school	3
Work-based training/Internship	6
Other (please specify): management course IROMA, OSIM	1

Yes	No
13	7

Would you have liked your education to incorporate more aspects of entrepreneurship or entrepreneurial activities?

Compulsory lessons	10
Extra-curriculum activity	7
EU programme	7
Summer school	6
Work-based training/Internship	3
Other (please specify):	

Yes	No
15	5

How would you describe the impact of your education on the development of your entrepreneurial skills?

1. My education supported the development of my entrepreneurial skills
2. My education had no effect on the development of my entrepreneurial skills
3. My education did not support the development of my entrepreneurial skills
4. I am unsure how my education effected the development of my entrepreneurial skills

13
3
3
1

Do you think that your education encouraged your aspirations to become an entrepreneur?

Yes	No
11	9

Helped me organize and start the business. I wanted to be my own boss. Opened my thinking horizons. Because I learned how to run a business and what could be the weaknesses of a manager. The followed faculty was in the field of international management and business, the courses followed all the necessary parts of a business. During the communist period school education did not include entrepreneurial aspects. As an engineer I was interest to end up on a leading function, I chose to run my own company. Education is too theoretical and lacking in practical appearance.

There is no emphasis on the practical aspects of education, nor on what entrepreneurship and training to become an entrepreneur means. I have basic technical-engineer training. Then there was no problem of entrepreneurial empowerment. Yes, it helped me, but in practice all the time you hit on new problems. The basic economic preparation was determinant. I can't say that education helped me in the entrepreneurial part. The knowledge I have gradually accumulated in the company I work in. Education was a basis in the development of my entrepreneur skills. Not encouraged but not discouraged. The education I received until now did not include entrepreneurship. As a film producer are placed in the situation of financing or coordinating the financing of a third party, I must resolve the problems or conflicts that arise.

Would you be interested in mentoring a young person who has aspirations to become an Entrepreneur?	Yes	No
	14	6

Define what entrepreneurship means to you in one sentence

Is the combination of knowledge with experience for fulfilling a dream. Face challenges and find solutions to problems. Entrepreneurship means to me to have following qualities: internal control, planning capacity, initiative, innovation, risk taking, trust. Making dreams come true through my own strengths. Maximum responsibility and working power. Taking risks for potential future gain.

Fight with national legislation. Freedom! Agony and ecstasy! Alternative to the employee life of the state or employee of a multinational company. Being an entrepreneur means knowing what you want to do, learn how to do, actually make and correct what you did wrong. The ability to understand the economic environment, to adapt to the harsh changes of laws, perseverance, optimism, working power. A lot of problems and the solution must find it alone, uncertainty and instability. Harnessing existing or attracted resources to produce profit in terms of compliance with legislation and ethical and moral principles. The ability to develop yourself as a firm and the ability to lead a team of people towards the objectives proposed. About an entrepreneur is said to be a one man show who makes accounting, sales and sometimes production. Vision in choosing priorities and achieving them by overcoming any obstacle. The initiative to put in practice an original idea for the purpose of obtaining a marketable and useful product.

Entrepreneurial Competencies

Ideas and Opportunities	Rank (1 – 5)
Spotting opportunities - Use your imagination to identify/create opportunities	2.65
Creativity - Develop creative and purposeful ideas	2.8
Vision - Work towards your vision of the future or an identified goal	2.4
Valuing ideas - Make the most of ideas and opportunities	2.85
Ethical and sustainable thinking - Assess the consequences/impact of your actions	3.05

Resources	Rank (1 – 5)
Mobilising resources - Gather and manage the required resources	2.2
Mobilising others - Inspire, enthuse and get others to share your vision	2.7
Financial and economic literacy - Develop your financial and economic knowledge	3.35
Self-awareness and self-efficacy - Believe in yourself and keep developing	2.75
Motivation and perseverance - Stay focused and overcome difficulties	2.4

Into Action	Rank (1 – 5)
Learning through experience – Take lessons from your successes and failures	2.4
Working with others - Team-up, collaborate and network	2.7
Planning and management - Prioritise, organise and follow-up	1.9
Taking the initiative - Be pro-active and make things happen	2.8
Coping with ambiguity, uncertainty and risk - Make decisions and stand by them	3.15

3.3. Vocational professionals (2 pages)

General figures about the selected Professionals – 54 Professionals participated to the survey.

Age group:	18 – 24	25 – 34	35 – 44	45 – 54	55+
		4	22	21	7
Gender:	Male	Female	Other		
	13	41			

Which vocational subject[s] are you deal with?

<i>Agriculture and Forestry</i>	4
<i>Business Administration and Marketing</i>	1
<i>Health and Welfare</i>	2
<i>Humanities and Arts</i>	10
<i>Informatics/ICT</i>	2
<i>Services Industries</i>	
<i>Social Sciences</i>	2
<i>Technology</i>	8
<i>Other (please specify): 1 Sports; 27 Education;</i>	28

What educational level do you deal with?

<i>Secondary</i>	41
<i>Post-Secondary</i>	3
<i>College</i>	10
<i>University</i>	1
<i>Masters</i>	1
<i>PHD</i>	
<i>Other (please specify) ...</i>	

Have you introduced the concept of entrepreneurship or entrepreneurial skills to your vocational students?	Yes	No	Would you like to incorporate more aspects of entrepreneurship or entrepreneurial activities into your work, curriculum or teaching practices?	Yes	No
	43	11		46	8
If yes, in what context and how have you presented the concept?			If yes, how would you like to do this?		
<i>Compulsory lessons</i>	9		<i>Compulsory lessons</i>	10	
<i>Extra-curriculum activity</i>	31		<i>Extra-curriculum activity</i>	27	
<i>EU programme</i>	2		<i>EU programme</i>	21	
<i>Summer school</i>	1		<i>Summer school</i>	6	
<i>Work-based training/Internship</i>	17		<i>Work-based training/Internship</i>	9	
<i>Other: class management</i>	3		<i>Other (please specify) ...</i>		

Do you consider yourself as entrepreneurial and/or do you have practical experience as an Entrepreneur?	Yes	No
	16	38

If yes, in what way and what practical experience do you have?

I operated a family business. I coordinated activities into the private environment. Business administration. Expert training - practice in entrepreneurship. Training in economics. Trainer for young entrepreneurs and farmers, entrepreneurship. Exercise company. Teacher for economics and technology. Trainer for entrepreneurship. Managing a family business. I own a small business. Organising practical projects (based on physico-chemical phenomena) and expressing not usual natural phenomena at national level starting from local level.

15 years' experience into 2-3 exercise companies. I am working as (business) mediator. I worked 10 years as economist. Manager of the "Green Sand" Club for students. Commerce. Investing my own money. 20 years' experience in business management. Working as certified translator / interpreter.

Have you received any training or professional development relating to the concept of entrepreneurship or entrepreneurial skills?	Yes	No
	26	27

If yes, then what format did the training take and was it certified?

Entrepreneurial competences - EU POCU project; certified. Energetical efficiency in entrepreneurship. Introduction to entrepreneurship. Tourism certified manager. Training on entrepreneurship; certified.

Energetical efficiency in entrepreneurship. Professional training. Project management. Entrepreneurial competences. POSDRU training; certified. Diploma in job reconversion. Turismo & commerce certified manager. Post-university trainings. Manager of individual business. Professional training for teachers - certified. Trainings organised by Kultur Kontakt Austria. Training for trainers for youth, mediator, trainer. Graduated in Banking & Finances (university). Masters in management. Training in green entrepreneurship. Training in entrepreneurship (Start-up nation). Training in entrepreneurship. Training for trainers.

Do you think your learners would benefit from being mentored by an Entrepreneur?

Yes	No
54	0

Define what entrepreneurship means to you in one sentence:

Taking risks and resources administration aimed to achieve predefined objectives. Making some economic activities aimed to obtain profit. Using the own competences and skills for success projects implementation. The art of leadership. Turning into reality an original vision that have to bring profit. Identification and following a business opportunity. Courage to develop new projects. Initiative, enthusiasm and inspiration. Having an idea and put it into reality. Activity delivered by an entrepreneur aimed to produce goods and services. Activity aimed to produce goods and services. Set-up the own business. Ideas, opportunities, resources, creativity, analytical thinking for valorisation the own ideas. Identification, organising and leading a business. Ideas, courage, management, opportunity. Be pro-active and make things happening. An innovation and change resource that lead to profit maximization into a company. To see opportunities where others see problems. Persons that created/developed from nothing industrial empires using their own creative and motivating ideas. Activity aimed to produce added value. A responsible person that assume the success and the fail, as well. Free spirit developed with the team. Ideas that are valorised. To have initiative, to insist and to answer with maximum efficiency. Implementing a profitable activity respecting the legal requirements. A complex activity that offer us the possibility to add value to our resources. Identifying opportunities and quick reacting. To make the maximum possible with few resources. To be your own master. Is producing the success person, good professional, stable financially.

Ideas and Opportunities	Rank (1 – 5)
Spotting opportunities - Use your imagination to identify/create opportunities	2.37
Creativity - Develop creative and purposeful ideas	2.19
Vision - Work towards your vision of the future or an identified goal	2.48
Valuing ideas - Make the most of ideas and opportunities	2.24
Ethical and sustainable thinking - Assess the consequences/impact of your actions	2.56
Resources	Rank (1 – 5)
Mobilising resources - Gather and manage the required resources	2.09
Mobilising others - Inspire, enthuse and get others to share your vision	2.65
Financial and economic literacy - Develop your financial and economic knowledge	2.59
Self-awareness and self-efficacy - Believe in yourself and keep developing	2.17
Motivation and perseverance - Stay focused and overcome difficulties	2.56
Into Action	Rank (1 – 5)
Learning through experience – Take lessons from your successes and failures	2.22
Working with others - Team-up, collaborate and network	2.30
Planning and management - Prioritise, organise and follow-up	2.43
Taking the initiative - Be pro-active and make things happen	2.33
Coping with ambiguity, uncertainty and risk - Make decisions and stand by them	2.69

4. Conclusion (1 page)

The present document reflects the data concerning the entrepreneurial education delivered through the VET School System in Romania.

In the same time the document contents the primary research outputs in Romania.

The research was delivered in Maramures County and the subjects were:

- 25 students from VET high school & colleges
- 54 teachers/professionals from VET high school & colleges
- 20 entrepreneurs

Also, we checked the resources from The Ministry of Education, The ministry of Labour, The Maramures County Inspectorate for Education,

The National Strategy for VET Education in Romania analysed the entrepreneurial education as part of the national Education System. There were identified problems, solutions and actions aimed to improve the entrepreneurial education.

Initial vocational training is carried out in pre-university education through:

- **Vocational education:** lower secondary education (the last two years OF ISCED Level 2 study, part of compulsory education)
- **High school education, technological the connection:** Higher Secondary education (ISCED 3)
- **Post-secondary education** (ISCED 4)

The students been in secondary schools (high-schools, VET schools, technical schools, economic schools, colleges etc.), classes X (16-17 years old) are studying **Entrepreneurial Education**, 2 hour/week, as part of the National Curricula.

The first problem is coming from the teachers that have no entrepreneurial education or experience and in this case is difficult to form “an entrepreneurial culture” to the students.

Since 2014, the establishment and organisation of career counselling and guidance centres has been regulated at the level of all higher education institutions.

There exist in Romania special programmes designated to young entrepreneurs: financial support for start an LTD – Beginner company (SRL-D in Romanian). It started in 2003. The target group is formed by persons under 30 years old that started the first company.

The number of the companies started by young entrepreneurs is increasing in Maramures County, the percent of these companies in the total number of active companies is increasing, too.

Students

10 students (out of 25) stated that they have the intention to start a business and 16 out of 25 have the intention to be mentored.

Entrepreneurial Competencies

Students considered that:

- Valuing ideas is the main opportunity (rank 2.30)
- Mobilising resources is the most important resource (rank 1.70)
- Working with others is most important in action (rank 1.96)

Entrepreneurs

13 entrepreneurs out of 20 declared that they learned about entrepreneurship during the education.

11 entrepreneurs out of 20 declared that education encouraged their aspirations to become an entrepreneur.

14 entrepreneurs out of 20 declared that they are interested in mentoring a young person who has aspirations to become an Entrepreneur.

Entrepreneurial Competencies

Entrepreneurs considered that:

- Vision is the most important opportunity (rank 2.4)
- Mobilising resources is the most important resource (rank 2.20)
- Planning and management are the most important into action (rank 1.90)

Vocational professionals

43 teachers out of 54 declare that they introduced the concept of entrepreneurship or entrepreneurial skills to vocational students.

46 teachers out of 54 declare that they like to incorporate more aspects of entrepreneurship or entrepreneurial activities into work, curriculum or teaching practices.

16 teachers out of 54 declare that they consider them self as entrepreneurial and/or do you have practical experience as an Entrepreneur.

26 teachers out of 54 declare that they received a form of training or professional development relating to the concept of entrepreneurship or entrepreneurial skills.

54 teachers out of 54 declare that the learners would benefit from being mentored by an Entrepreneur.

Entrepreneurial Competencies

Teachers considered that:

- Creativity is the most important element (rank 2.19)
- Mobilising resources is the most important resource (rank 2.09)
- Learning through experience is most important in action (rank 2.22)



Resources/Research Appendix

Entrepreneur Links, Articles and Websites:

Ministry of National Education (Romania) <https://www.edu.ro/>

Strategy of education and training in Romania 2016-2020 <https://edu.ro/strategia-educatiei-si-formarii-profesionale-din-romania>

O carieră de succes prin practică <https://www.consiliere-practis.ro/obiective-si-activitati>

Platforma "Alege-ți drumul!" <http://www.alegetidrumul.ro/>

Proiectul ProForm - PROfesionalizarea cadrelor didactice prin FORMare <https://proform.snsr.ro/>

Comunitatea dascălilor din România <https://www.didactic.ro/material/listDiscipline/level/invatamant-primar/discipline/consiliere-si-orientare/page/2>

National Trade Register Office <https://www.onrc.ro/index.php/en/>

Specific Local, Regional and National Info/Statistics:

National Trade Register Office Statistics:

- Incorporations of natural and legal persons <https://www.onrc.ro/index.php/en/statistics>

- Incorporations of private limited companies – debutant (SRL-D) <https://www.onrc.ro/index.php/en/statistics?id=240&lg=en>

- Incorporations of companies (based on governmental decree no. 166/2003) – facilities offered to students <https://www.onrc.ro/index.php/en/statistics?id=241&lg=en>

- Active legal persons classified over the authorized persons' age <https://www.onrc.ro/index.php/en/statistics?id=245&lg=en>

- The National Institute of Statistics ROMANIA TEMPO-Online <http://statistici.insse.ro:8077/tempo-online/#/pages/tables/insse-table>

