UNION OF ROMANIAN INLAND PORTS

ACTION PLAN TO ACHIEVE THE STRATEGIC OBJECTIVES IDENTIFIED IN THE STRATEGY FOR IMPLEMENTING A TRAINING SYSTEM BASED ON THE REVISED CATEGORIES OF TRADES AND SKILLS ON EMPLOYMENT IN THE PORT SECTOR

Bucharest, September 2015

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Contents

ACRONYMS AND ABBREVIATIONS USED IN THE PAPER

AJOFM – County Agency for Employment

ANC – National Qualifications Authority

COR – Classification of Occupations in Romania

CNRED – National Centre for Recognition and Equivalence of Diplomas

ISCO – International Standard for Classification of Occupations

ME – Ministry of Economy

MEN – Ministry of National Education

MMFPS – Ministry of Labor, Family, Social Protection and Elderly

MO – Official Gazette

NC – Qualifications Nomenclature

OIM – International Labor Organization

RO – Romania

SO – Occupational Standard

SPP – Professional Training Standard

UE – European Union

UPIR – Union of Romanian Inland Ports

1. Current situation of the training demand in the port sector

In ports and many other sectors of the economic activity, particularly in those industries that are exposed to global competition, companies now recognize the importance of investing in human capital as much as in physical capital. For the ILO (International Labor Organization), the objectives regarding competencies development must include:

- Promoting sustainable enterprises that apply on the job practices based on respect for the fundamental principles and rights, namely the international labor standards;

- Improving productivity which includes improving the lifestyle of workers, company sustainability, social cohesion and economic development;

- Developing the skills and employability of people, thus allowing them to have a better career, a higher income, and for companies to remain competitive and keep their employees;

- Developing an effective response to local, national and international challenges, such as technological change, globalization, climate change, environmental protection and demographic change.

In ports worldwide there is a significant demand for change in what concerns the development of new competencies. Work in the port sector has been transformed recently by: the increase of trades, containerization and other mechanized ways of handling goods, introduction of new information and communications technologies to track the movement of goods throughout the transport chain, vertical integration of transportation companies offering customers "door to door" services, increased port activity under the control of global operators.

Table 1 includes the changes in the port sector. Taken together, these changes have transformed the skills required to a port worker, into a demand for a system of education and training for port workers. These changes have led to a notable increase in the number of women employed in this

sector, driving vehicles, controlling merchandise, performing information technology, having jobs in the operational control departments in all ports around the world.

Table 1: Changes in the port sector

From:	To:
▪ Workers with general skills	▪ Specialized workers – with multiple skills
▪ Operations that require manual labor	▪ Technologized operations
▪ Individual handling of goods that are not shipped in containers	▪ Specialized operations
▪ Occasional employment	▪ Permanent employees
▪ Informal training on the job	▪ Formal training
▪ Male manpower	▪ Varied manpower

The vocational training programmes should be adapted to these changes in the port sector involving the use of specialized manpower according to the new technologies implemented in ports, which implies workforce with new competencies or with multiple competencies. There was a big change from the job analysis that was used to indicate the specific skills required for a job to identifying the competencies required for a particular function. Many of these competencies are common to a large number of port functions and are, indeed, necessary within the whole transportation logistic chain. The skills can be combined to create recognized qualifications for port workers as part of the National Qualifications Framework, but it should be noted that an approach to the sector concerned is more viable than an attempt to create a single system of education and training for everybody, applying to all industries.

The proposal for a system of skill-based training is not just a simple assurance of the fact that employees know how to respond to actual job requirements, but it aims to provide workers with the skills that companies require (need) today and in the near future. The competencies -based

training consists of training programmes specifically designed to allow students to demonstrate their skills / competencies to achieve something.

Table 2: Functional approach versus multidimensional approach

Functional/Behavioral approach	Multidimensional approach
▪ Passive employees (pointing to prove that they have the skills required)	▪ Active employees (involved in acquiring knowledge)
▪ Special skills required to perform specific tasks as specified by the employers	▪ Ability to manage complex work situations, relying on the multiple resources that the employee "brings" to on the job
▪ Emphasis on practical knowledge	▪ Combining practical and theoretical knowledge
▪ Imposed standards – represent a person's ability to achieve performance according to imposed standards	▪ Competencies (skills) – holistic concept, comprises the whole person and includes various dimensions, such as: occupational, personal, interpersonal
▪ One method is considered to be the best	
▪ Binary assessment (qualified – unqualified)	▪ Various ways of solving any given task
	▪ Gradual assessment (exceptional, very skilled, efficient, less efficient)
▪ Individual skills – „owned" individually	
	▪ Organizational skills – individual, group, managerial and technological system interaction
▪ Limited transferability (between jobs of the same industry)	
▪ The employer leads	▪ Higher transferability (between jobs of the same industry or related industries)
	▪ Consultation, negotiation and agreement concerning skills between
▪ Job/ organization oriented	

	the social partners
	▪ Career / industry oriented

A generic model for the competency-based training in the port sector is detailed in Figure 1. In the center of this model there is the training policy. Each company employing workers in the port should have such a vocational training / refresher courses. Such a policy can be regarded as a declaration of intent or commitment in terms of which a company can be held liable. With a high-level plan embracing the organization's objectives, the vocational training / refresher courses policy in the port sector provides a guide with answers to the questions "what" and "why" that may arise during the training process in a given context.

Fig. 1: Professional training based on skills

This cycle begins with the "competency profiling" - that represents the skills required to perform a certain work task and it combines various skills to create a new recognized qualification that meets the needs and aspirations of the workforce, employers' requirements and customers'

requests. The "competency profiling" - the international designation- is a method of identifying the specific skills, knowledge, attitudes and behavior required for a task / activity. Once the competency profile has been established for all kind of port jobs, an analysis of the training demand must be performed to identify any deficiencies in the training programme. This analysis consists in identifying the competencies that currently exist, as well as in identifying the competencies we need to achieve the objectives set, to be able to distinguish between the two sets of competencies and to identify the competencies that need to be developed.

It is common for such analysis (gap analysis) to find deficiencies in the training / refresher policy concerning the competencies required to the workforce, both in terms of the employer and the training provider. Following this analysis, the companies providing training services may find that the training documentation is outdated or, worse, non-existent. Employees may need new competencies as a result of the technological changes, which require an update of the training programmes so the participants in these training programmes acquire new competencies and the knowledge required on the labor market.

The competency-based training model shown in the figure above is created on the principle of "active learning", which combines theoretical knowledge and practical training with the continuous assessment of learners' progress. An old adage says that "you need to steal the skill" and this happens best when one does / experiences / puts into practice what he/she learns in theory. Through the active learning methods it is recognized that the experience and ideas of employees are the most valuable resources of a company. Active learning is actually focused on the learner and is seen as a process of interaction between participants / learners and facilitators / trainers.

1.1. Training based on competencies in an environment that supports this

The performance is a criterion that is often associated with a "rating" that specifies - among other factors - the type of employment, equipment, materials or processes that will be used or

controlled (e.g.: loading / unloading of containers, the temperature for perishable goods etc.). The level of autonomy and responsibility for these tasks will also be specified, as well as the need for communication and teamwork. All these and other dimensions of the competency are detailed in

Figure 2.

Fig. 2: Dimensions of competencies

The competencies required for the performance of a single task are usually presented as a "unit of competency". The unit of competency describes: the scope, the tasks to be performed, the standard of performance, as well as the knowledge, competencies and skills required. The units of competency are aggregated in various ways to create recognized qualifications, which may be part or not of a national system of qualifications.

At the micro level (enterprise or sector port), the competency-based training can be seen entirely as a vocational-oriented system, with which the employee receives a detailed analysis of the job and identifies the technical competencies necessary to accomplish the tasks. However, an effective system of competency-based training involves much more than that.

The commitment between management and learners is a prerequisite to be able to develop successfully a training programme. Three distinct, but related, levels can be found in these training programmes, such as: the macro level (economy), the meso / middle one (industry) and the micro level (organization).

Table 3: Levels of the training programmes

MACRO level (economy)	MESO level(industry)	Micro level (company)
- The commitment of the government in training and development - A well established national education and continuous training system - A national system for qualifications - Vocational training companies recognized at national level - A system of certification and assessment of vocational competencies recognized at national level	- Specialized training institutions or organizations established by employers - Trainers with experience in the industry and with skills in adult training - Facilities for carrying out internships - The categories of recognized vocations and the minimum competencies required - Proper resources for carrying out the vocational training/ refresher programmes (qualified trainers, proper	- A human resources management where the vocational training plays a specific and clearly defined role - Planning the continuous training of employees in order to develop new competencies in line with the labor market requirements - Detailed analysis of the job - The opportunity of continuous vocational training on the job - Paid study leave for the

▪ A system of quality assurance within the system of continuous vocational training, a system of recognizing the qualifications as well as a system of assessment and certification of vocational competencies	learning material, time off for the employees in order to follow the vocational training/ refresher courses) ▪ A nationally recognized system of certification and assessment of vocational competencies for the port sector and related industries	periods of continuous vocational training ▪ Workplace facilities for conducting practical applications and specially equipped classrooms for theoretical training ▪ Equipment for the conduct of training programmes in optimal conditions (furniture, IT facilities, simulation equipment, video presentation equipment etc.) ▪ Counseling for identifying the training and assessing demand of the existing facilities for the development of continuous vocational training programmes and evaluation to support the training demands

It is essential for all ports where vocational training organizations are operating to hire competent trainers or, for ports that do not have such organizations to collaborate with training institutions

that can provide the required services. The basic principle of any system of continuous vocational training consists in the selection of trainers based on the skills necessary to train other adults, without neglecting the requirement of employers in ports, who outline the high level of technical competencies that employees should acquire following completion of a vocational training programme. All trainers must be trained at their turn by means of appropriate training to acquire the necessary competencies on training for adults but also for understanding the concepts of a training programme based on results. Trainers should know how to perform the assessment of participants' competencies throughout the training session. They must have knowledge of IT and excellent communication skills. However, trainers should not lack the desire and ability to teach.

1.2. Competencies/results based training

In order to define the unit of competency, the following steps are required:

- Defining the industry;
- Functional analysis to be able to identify the jobs and occupations (involving process analysis, proper analysis of the employment, analysis of the job and tasks, analysis of results);
- Combination of detailed competencies into a unit of competency to be able to create a matrix of competencies.

The definition should anticipate the standard areas of competency for the industries' sub-sectors and jobs. At this stage it is necessary to conclude an agreement between the industry stakeholders and the social partners. If national standards are developed (e.g.: occupational standards), the definition takes into account the industries where the jobs are similar and where standards are more general. When occupational standards are developed to meet the specific demands of the industry, the definition should include the following information:

- The size, diversity and area of the sector;

- The geographic area of port activities;

- The occupational field;

- The operational mode for various jobs (full time, part time, permanent (temporary) employment contract etc.)

- The training requirements for all qualifications (or for part of them);

- The applicability of standards available from other industries;

- The demand for competencies specific to the industry for all job offers;

- Demographic analysis (sex, age, language, education level);

- Disadvantaged groups for specific jobs (e.g.. People with disabilities);

- The main stakeholders (associates, trade unions, professional groups etc.);

- The future directions of development that include the demands for technological development and vocational qualification.

The purpose of the functional analysis is to create a list with the jobs having common functions / roles and the required competencies to be able to accomplish a certain work task. The functional analysis is usually performed by the main stakeholders with the help of an outside expert. This analysis implies:

- the analysis of the workplace limits based on initial definition and organization charts;

- the analysis of the processes flow within the job clarifies the connections between different jobs or occupations and identifies the similarities between occupations using the same general competencies of the occupational standard;

- the analysis of tasks / duties identifies the type of tasks to be executed for each job and identifies the person responsible for each job / task;

- the analysis of results identifies the measurable outcomes of a task and are used to achieve a performance evaluation system.

Based on the results obtained during the functional analysis, the units of competency are composed of:

- standard tasks to be included in a job;
- requirements necessary to perform each task, such as: knowledge, abilities, skills;
- the context in which each task shall be performed: equipment, materials, management of unforeseen situations, responsibilities resulting from the unit of competency;
- criteria for measuring performance for each unit of competency;
- the necessity of the general competencies required within a job or industry.

The description of a unit of competency includes the following information:

- Categories of competencies – gives information on the area where these competencies can be found (e.g. customer service, health and security, occupational safety etc.)
- Code of the unit of competency – abbreviation used for the easy and fast identification of various characteristics of the competencies part of the standard;
- Title of the unit of competency – describes a particular role in the job, a duty or position, forming the smallest group of competencies;
- Description of the unit of competency – provides an overview on the content of the occupational standard;
- Level of the unit of competency– reflects the complexity degree of the competencies from the standard;
- Value of credits – number of points corresponding to each of the modules;
- The performance criterion – specifies the expected results;
- Area and context – specifies the area and context where each performance criterion must be demonstrated;
- Fundamental knowledge– represents the information that the learners must acquire; may influence the manner in which a task is performed ;

sources - provides information on   the type and quality of

services required to demonstrate the competencies needed.

1. *Competencies profiling*

It is the first stage of the training programme. The purpose of this first stage is to compile a competencies matrix that connects all the competencies (skills and knowledge) for the various jobs of the organization. The summary of competencies involves several stages, namely: analysis of the processes flow within the job, analysis of job limits, system analysis, task analysis, analysis of results.

The analysis of the processes flow is performed based on collaboration with all parties involved, in order to elaborate this process from start to finish, recording both the ideal and the actual process. The analysis of processes flow for the container terminal is as simple as "freight container tracking", beginning with the storage on the ship to the stowage space in the yard, as highlighted in Figure 3.

Fig. 3: Analysis of the processes flow at the container terminal

Once the basic flow has been determined, the actual process can be established, defined as a process or as part of a process where added value is added to the products (e.g. physical check of

the   container, ship for unloading). The equipment used in each   limit process must be clearly specified, especially the inputs and outputs of the process. This allows compiling a list of competencies for each process.

The analysis on the limitation of a job is performed to identify all competencies that should be met by the same individual. Once completed, it is important for all stakeholders to approve this analysis, especially trade unions, in order to determine the content of the job that has a significant impact on remuneration, the future competencies that must be developed and the career opportunities.

Fig. 4: Identification of jobs by analysis of job limitations

The **systems analysis** is designed to identify other additional systems that are essential for carrying out the work process, such as communications systems or IT system. These systems will create additional competencies for the job (e.g. communication skills, IT skills).

The task analysis is then used to finalize the list of competencies and identify skills that form different competencies. This stage is time consuming because it involves the detailed analysis of each competency.
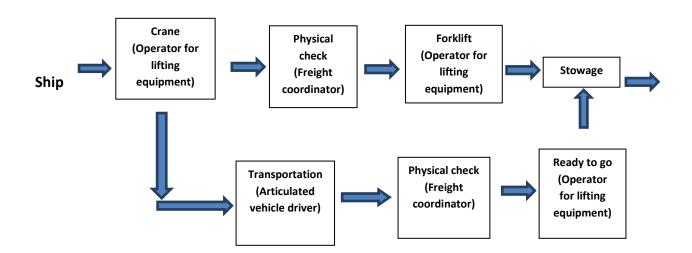
The analysis of results completes this frame by identifying the performance criteria for specific competencies. The results are based on operational requirements and must be measurable (for example, tones per hour).

2. Analysis of missing competencies

In certain cases, this analysis can be concerning for the workforce, especially for the people who have been employed for many years in a row on the same job or in countries where there is no culture concerning continuous vocational training. Telling to an experienced worker that he doesn't have the necessary skills to operate in a secure, efficient manner in compliance with the quality standards required, can be daunting.

3. Individual learning plans

The third stage of the continuous training cycle uses information from the analysis of competencies to develop a vocational training plan for each worker. Shortages related to a job must be filled / removed for the employee to be considered competent and perform tasks better. In many cases, the employee is already carrying out the tasks to the required standard, but has not yet followed an appropriate training program or a specific unit of the standard.

4. Training

The recommended physical and human resources for vocational training in the port sector are shown in Appendix 6. Not all ports have access to their own training facilities or to use other external facilities or ask for the services of an organization providing training. A Chinese proverb says: "Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand."

The vocational training programmes are based on the following principles:

- The results should be defined for each training programme;
- Active learning – the theory and the practical applications should be part of the programme;
- The standard procedures from ports should be part of the training programme;
- The continuous assessment of participants should be performed according to a schedule;
- The final assessment of participants must be carried based on criteria defined within the course's syllabus.

(1 week)	(2 weeks)	(1 week)	(2 weeks)	(8 weeks)	(12 weeks)
Introduction	Planning of development	Theory	Simulator training	Practical training	mentoring/apprenticeship

Fig. 5: Example of organization of a vocational training course for the operator of lifting equipment

5. Assessment and accreditation

Continuous assessment is a training practice providing feedback to trainers and learners. The good practices indicate that all assessment should be:

- Relevant
- Correct
- Achievable
- Firm/reliable

- Authentic
- Systematic
- Coherent
- Appropriate

- Integrated
- Valid/authorized
- Open/transparent
- Sufficient

2. STRATEGIC LINES AND STRATEGIC OBJECTIVES

From the above analyses, one of the **strategic directions** on which we could act is the **training and development of competencies of the workforce in the port sector.**

2.1. Strategic objective

The strategic objective of this line is **to design and implement a training system based on the revised categories of trades and competencies concerning workforce in the port sector.**

2.2. Operational objectives and performance criteria

For the strategic objective stated above, the operational objectives are:

OO1: Review of the occupational standards for operational jobs in the fluvial port sector

- **Performance criterion:** number of occupational standards reviewed and approved by ANC in the COR
- **Estimated time**: 18 months

OO2: Establishing and opening a vocational training center for the jobs specific to operational activities in the fluvial port sector

- **Performance criteria:** number of opened centers, number of feasibility studies, number of recruited and qualified trainers, number of held and accredited courses, number of monthly mass-media appearances, number of students per course, turnover
- **Estimated time**: 45-48 months

The main activities for the implementation of this strategy are:

1. Identification of the operational occupational standards from the port sector that need to be developed/reviewed;

2. Development/Review of the occupational standards identified at the previous step;

3. Validation and recognition of the new occupational standards by ANC;

4. Identification of the funding sources for the setup and equipping of the center;

5. Carrying out a feasibility study;

6. Identification and purchase of an appropriate location for the future training center;

7. Registration of the center as legal person;

8. Purchasing the required equipment for the training center;

9. Identification and selection of the members of the administrative team;

10. Recruiting and selection of the team of trainers;

11. Preparation and validation of the team of trainers ;

12. Developing the syllabi for the training programmes, the course learning materials, course agenda and auxiliary materials (exercises, presentations, case studies etc.);

13. Authorizing the center as provider of vocational training by the ANC and of the training programmes it offers;

14. Advertising the training center and its services ;

15. Official opening of the center and authorized training programmes.

A Gantt chart of these activities is given in Appendix 1. Each activity is detailed below, including the performance criteria and estimated due time:

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[1] This section used information from Government Ordinance no. 129/2000 on adult vocational training (r 2014), Order of the Minister of Labour, Social Solidarity and Family and the Minister of Education and Research no. 353/5202/2003 for approval of the methodology for authorizing the providers of adult vocational training - MO nr.774 / 2003 and the ANC website - http://www.anc.edu.ro

To achieve the operational objective **OO1: Review of the occupational standards for operational jobs in the fluvial port sector** the following activities must be undertaken:

3.1. Identification of the operational occupational standards from the port sector that need to be developed/reviewed

- **Performance criterion:** number of occupational standards identified
- **Estimated time**: 4-6 months

As it can be seen in section 3.2. of the *Implementation strategy of a training system for workforce in the port sector*, there are occupational standards that can be cumulated, jobs that are no longer viable or need an update of competencies (for example, new jobs as the one for *port agent*).

In the focus group from Romania, participants suggested the review of some occupational standards based on the possibility of merging some jobs that have similar competencies. For example the bound sailor (a function that no longer exists in COR) works on land. One of its main responsibilities is tying the ship to the quay. But he cannot do this consistently because that would mean to remain permanently ashore and lose all other sailor competencies. As a result, the ship can be tied to quay by a sailor who is part of the ship crew. Thus, this competency (tying the ship) should be common to both sailor and a person designated ashore but providing other activities in port.

Another example refers to the job of *stacker* that should be linked with the job of *mobile machinist* due to the similar competencies behind these two jobs. For this reason, in many cases, in the individual employment contract for the job of *stacker* there is written *mobile machinist* (that is the more comprehensive of the two).

Practice shows us that the *berth operator* fulfills, among others, the tasks of the *loading/unloading supervisor* (the latter being needed to have the CFR authorization). Therefore, the occupational standard for *berth operator* could assimilate the one for *loading/unloading supervisor*.

A special case is represented by the *maneuver chief* which appears in the COR where specific maneuvers are performed by the port operator. In practice, almost all operators do not have a job like this because they resort to a specialized company to do these maneuvers.

In Ukraine, the *stevedore* can be a *floating crane operator* or a *floating crane driver*.

The identification of occupational standards from the port sector can be done through secondary research (study of the existing standards - both in the three partner countries in the project and at the European level) and through primary research (questionnaires and interviews with the port operators, representatives of port administrations, local trade unions and AJOFM's).

Secondary research, or the so-called desk research, is relatively cheap and can be conducted quite easily and quickly. Secondary research involves the recording of statistics, reports, studies and data from organizations such as government agencies, professional associations, chambers of commerce and industry etc.

Primary research refers to information / data that have not previously been collected. It is an original research that takes time, but can be more focused than secondary research. There are several ways to use primary research, but for this case the best methods are:

- interviews;
- focus-groups;
- Questionnaires.

- **Interviews**

Interviews are one of the most used techniques in marketing research or sociological research. According to the way they are conducted, we meet the following:

- Face-to-face;
- By telephone;
- Through Internet.

Face-to-face interviews

Face-to-face interviews are held between the person conducting the market analysis and the person having data on the market. Data are collected based on a detailed study. Some studies / researches are very rigid or "structured" and use closed questions. The data can be compared easily. Other face-to-face interviews go deeper and are more dependent on the open form questions. The research will test and develop the points of interest.

Table 4: Advantages and disadvantages of face-to-face interviews

Advantages	Disadvantages
▪ Allow for a better research of the investigated theme (allow more details and information) ▪ The opportunity to observe body language can emphasize and tone the answers ▪ The people questioned are better monitored	▪ can be more expensive ▪ take more time to be conducted and held ▪ some of the people questioned can give ambiguous answers

Telephone interviews

It is ideal to gather data / information when respondents are geographically dispersed. In this case, telephone interviews are a much cheaper alternative than traditional face-to-face interviews.

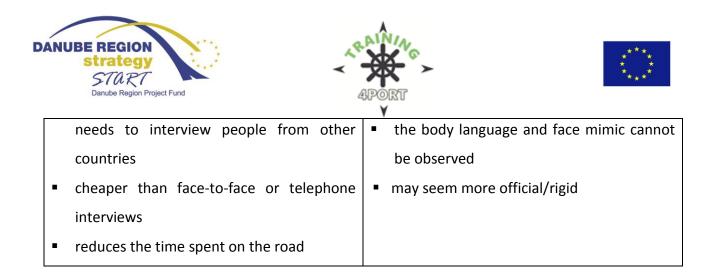**Table 5: Advantages and disadvantages of telephone interviews**

Advantages	Disadvantages
▪ there may be interviewed persons located / spread out over a much wider geographical area ▪ may be organized and conducted relatively easily ▪ allows for selection of data / examples from a wider area ▪ the sampling can be higher ▪ cheaper than face-to-face interviews ▪ reduces the time spent on the road	▪ the person called may not answer of hang-up if there's something it doesn't feel comfortable with ▪ the interviews tend to be shorter than face-to-face interviews ▪ the body language and face mimic cannot be observed ▪ may seem more official/rigid

Internet interviews

They are a modern alternative to telephone interviews. The main advantage is that you can see the other person (through Skype or similar programmes).

Table 6: Advantages and disadvantages of internet interviews (Skype like apps)

Advantages	Disadvantages
▪ there may be interviewed persons located / spread out over a much wider geographical area ▪ may be organized and conducted relatively easily ▪ allows for selection of data / examples from a wider area ▪ the sampling can be higher ▪ represents a cheaper alternative when one	▪ poor connection (technical problems) which may lead to poor, intermittent communication, the video connection may be lost and the interview disrupted ▪ the person called may not answer of hang-up if there's something it doesn't feel comfortable with ▪ the interviews tend to be shorter than face-to-face interviews

needs to interview people from other countries ▪ cheaper than face-to-face or telephone interviews ▪ reduces the time spent on the road	▪ the body language and face mimic cannot be observed ▪ may seem more official/rigid

Focus groups

Focus groups are constituted by gathering a selected number of respondents in the same room. Research specialists in the field work with this target group to gather in-depth qualitative data and information. These groups should be of approx. 10 to 18 participants. They encourage discussion and presentation of each respondent's opinions, and research will thus test specific areas of interest to the organization that commissioned the research.

Table 7: Advantages and disadvantages of organizing focus-groups

Advantages	Disadvantages
▪ the researchers employed for this surveys can handle the group much better to gather the appropriate data/information ▪ by stimulating dialogue, one can collect opinions much closer to reality ▪ the participants and researchers are able to interact ▪ specific area of interest can be covered more thoroughly	▪ experienced researchers are required for this assessment; ▪ complexity in organization ▪ may be very expensive compared to other methods ▪ some of the participants may choose not to participate the day the focus-group meets

Questionnaires

In many countries the studies based on questionnaires sent via mail (traditional or electronic) are the most appropriate method to gather data / information. These questionnaires are sent to a large number of respondents. The mail questionnaires cannot generate a response rate higher than 5-10%. Usually, to improve the response rate, a second reminder letter is sent to the respondents with a request to fill in and submit the questionnaires by the set deadline.

Table 8: Advantages and disadvantages of questionnaires

Advantages	Disadvantages
- can be sent to a large number of respondents - data can be processed more easily than in interviews / focus groups - data can be statistically processed - databases can be organized to automatically collect and process the data introduced by respondents - with e-mails the organizing costs are minimal	- the survey is not very thorough - some questions may be confusing - low response rate - with traditional mail, the organizing costs (typing and sending the questionnaires) can be quite high

3.2. Elaboration/Review of the occupational standards identified at the previous step

- **performance criterion:** reviewed number of occupational standards
- **Estimated time**: 6-9 months

The management team of the center should coordinate the team of trainers (see operational objective OO2) to analyze the selected standards and review them. It is understood that the trainers used should be experts in the field.

Occupational standards (OS) are documents that specify what a person should know and be able to do to be considered competent at the job. Such documents are called standards because they define a generally accepted qualitative benchmark that takes into account all the mandatory requirements specific to the job. Also, the term "occupational" shows that these documents describe the roles and functions of an occupational field. Therefore, an occupational standard is the document that describes the professional activities specific to jobs from an occupational field and the quality benchmarks related to their successful performance in compliance with the labor market demands.

The format of an occupational standard can be seen in Appendix 2.

According to the decision no. 349 of 08/10/2014 of ANC, the request for review of an OS can be done by trade associations, employers' organizations or trade unions, companies, training providers or any other person concerned, with respect to the methodology of development of the OS. The SO developed according to the model of 2014 may be reviewed after minimum 2 years from the date it was approved by the ANC. Changes made through review must maintain the consistency of the standard in its whole. The review of the OS can be done prior to the two years mentioned above, but only with the approval of the Sectoral Committee in the field. If the Sectoral Committee in the field is not established, the OS can be reviewed with the approval of the trade associations, namely of the line ministry or regulatory authorities.

Qualification is the standard document that describes the learning results in compliance with the labor market demands, as specified in the occupational standard. The qualification is a unique set of competencies that allows the employment of an individual. The format of a vocational qualification is shown in Appendix 3.

The development and review process for occupational standards and relevant professional qualification.

standards are developed by specialists who practice these jobs or their direct coordinators. The development process for the occupational standard and the relevant qualifications has two steps:

Step I: Development of the occupational standard

Step II: Development of qualification

The development of the occupational standard includes the following activities:

1
- Activity 1
- Identification of the units of competency

2
- Activity 2
- Setting the unit of competency types

3
- Activity 3
- Identification of the competency elements

4
- Activity 4
- Review of the occupational standard structure

5
- Activity 5
- Development of the unit of competency content

6
- Activity 6
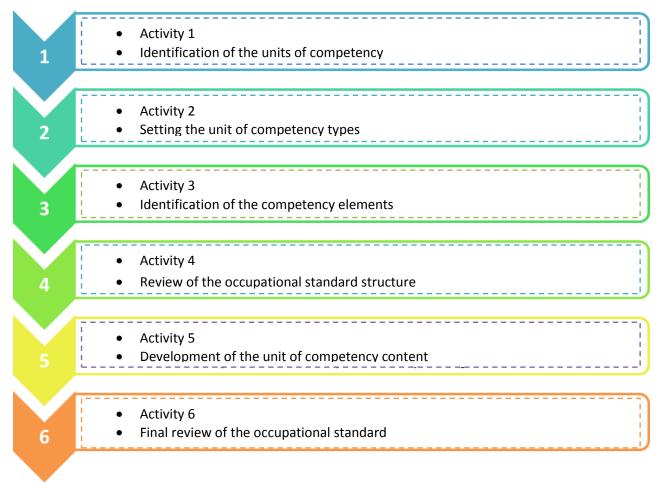- Final review of the occupational standard

Fig.6: Development process of the occupational standard and qualifications

Step I: Development of the occupational standard

Depending on context, **the review** of an occupational standard can be made partially or entirely. The review is made in compliance with the development methodology for the occupational

standard and relevant vocational qualifications. The development process of the occupational standard is based on the information collected, analyzed and recorded during the development process of the occupational analysis. The occupational standard is developed only after the verification and validation of the occupational analysis by the experts in the field assigned by the Sectoral Committee (in compliance with the provisions of the Methodology for verification and validation of occupational standards and qualifications – M3).

Activity 1: Identification of the units of competency

The occupational standard is a set of competency units that cover all significant activities within an occupational area, defined to successfully meet the labor market demands.

The unit of competency defines an important activity that leads to a tangible result (product or service) that can be evaluated. The unit of competency is based on one or more major functions identified through an occupational analysis as requiring knowledge, skills, and attitudes for compliance. Within an occupational standard, each unit of competency should include the following specific items (see Appendix 2):

- **title:** names an activity with a result that can be evaluated
- **elements of competency:** sub-activities that compose the activity presented in the title, with a coherent set of measurable results
- **achievement criteria**: description of significant milestones for the successful performance of the activities included in the elements of competency and for the quality of the desired result. These milestones refer to:
  - *skills:* the individual demonstrates that he/she is able
  - *default knowledge*: the individual applies a series of knowledge needed to perform the abilities
  - *attitudes*: the individual demonstrates a certain type of behavior
- **variables:** details the type of devices, equipment, documentation, methods, procedures etc that show up in the achievement criteria.
- **contexts**: describe situations, locations and the environment of the achievement criteria

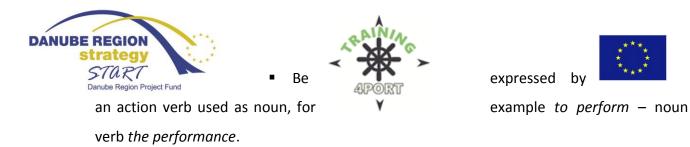- **knowledge:** lists all types of knowledge necessary to successfully carry out the activity described in the unit of competency
- **level of responsibility**: a unit of competency may be situated on one of the eight levels (EQF). This level is determined by the level of autonomy and responsibility that a qualified individual must possess related to the activities performed on the job (Appendix 6).

The units of competency are established starting from the major functions identified during the occupational analysis. Usually, a well-defined major function is the basis for competency units. If by analyzing the major functions it is found that several major functions have similar characteristics (skills, knowledge and attitudes) one unit of competency may be defined. Also, if following analysis it is found that there is one large major function, containing groups of specific activities that can be combined distinctly from logical point of view, having different characteristics, then two separate units of competency can be defined, starting from the function major in question.

The relationship between major functions and competency units may or may not be one-on-one. After establishing this relationship, **the titles of the competency units** are determined, and these have to:
- cover all activities of the unit concerned, giving a clear idea of what this entails. It is recommended that the title of the unity of competence to be expressed as concisely as possible.
- be self-contained, respectively, not contain the general title of the standard, or references to another unit of competency.
- not contain references to responsibility levels (for example: elementary, basic, average, advanced etc.), methods of evaluation or other details regarding the process of vocational training.
- not include parenthesis or punctuation marks, unless these are required to make things clear.

▪ Be expressed by an action verb used as noun, for example *to perform* – noun verb *the performance*.

The title of a unit of competency shall be written in the descriptive supplement of the certificates, therefore it must be clear, concise and relevant.

The structure of the occupational standard is considered to be completed, from the identification of the unit of competency point of view, when all major functions have been analyzed and structured.

Activity 2: Setting the types of units of competency

The following types of units of competency are defined within an occupational standard:

1) Key units of competency

The key units of competency defined in the EQF are transferable towards all sectors of activity, on the same autonomy and responsibility level, to support integration on the labor market, social inclusion and continuous learning. These key units of competency are:

- Communication in the official language;
- Communication in foreign languages;
- Fundamental competencies in mathematics, sciences, technology;
- IT competencies;

- Learning competencies;
- Social and civic competencies;
- Entrepreneurial competencies;
- Cultural expression competency.

2) General units of competency

The units of general competency represent a group of transferable elements of competency, associated with related occupational fields, belonging to the same area *(e.g. enforcement of sanitary norm in catering units, enforcement of health and safety norms specific to each field etc.)*. Sectoral experts must agree on the necessary units of general competency required by related

occupations, taking into account the level of responsibility associated. This process must take place in every sector, during the development of occupational standards to prevent overlapping of the required units of general competency.

Sectoral experts must analyze the data from the occupational analyses and identify the eventual over lapses or joint elements, in order to establish the units of general competency on domain/sub-domain. For example, the individuals carrying out an activity in a certain sector should follow the same rules of environmental protection, occupational health and safety etc.

NOTE: Before developing the general competency units from a standard, it is checked if they are already registered in the database. If they exist in the database, the Sectoral committee is recommended to adapt them to the specific occupational areas to allow greater transferability between related occupations within the same area.

3) Specific units of competency

The specific unit of competency is a set of competency elements associated with important activities of an occupational area. To establish specific units, the major functions that define the relevant activities are selected and analyzed only for the analyzed occupational area.

Activity 3: Identification of the competency elements

Each unit of competency comprises a number of elements of competency that represent a coherent set of activities with measurable results, necessary for the performance of the activity. The elements of competency are described based on information concerning specific activities contained in the occupational analysis, so that:

- It is relevant for the unit of competency it belongs to;
- It expresses activities that involve the implementation of skills and knowledge;
- It is described so as to allow assessment;
- It is defined by an active verb (ex: fix, clean, register, cut);
- It refers to clearly defined contexts;

concise statements;

- They are logically correlated.

The elements of competency are described by using active verbs (for ex. polishes, sorts, plans, organizes etc.) that define the activities carried out in the mentioned contexts. The selected verbs must correspond to the level of responsibility. For example, *applies, executes* are more suitable for level 1, while *verifies, analyzes* and *assesses* are more suitable for the upper levels.

There can become elements of competency only those specific activities of occupational analysis, requiring for their achievement important knowledge, skills and attitudes. The elements of competency are expressed in short and concise statements and do not contain details on qualitative milestones related to activities described or their results. There is no number of elements of competency required to describe a unit of competency. However, a large number of elements of competency or only one element is not recommended because it means that the unit was not properly defined. It is essential to systemize the competency elements in a logical sequence and correlate them with the title of the unit, thus avoiding their repetition or overlap with other units of competency.

Activity 4: Review of the occupational standard structure

After identifying the major functions, establishing the units of competency and describing the elements of competency, the review of the occupational standard is next to ensure the consistency between units and elements of competency. Review of the structure will facilitate the successful completion of the remaining activities in the development process, the detection and correction of any inconsistency or overlapping being thus possible.

Activity 5: Developing the content of an unit of competency

This activity includes:

- Stating of the performance criteria

contexts in which the activities
competency are performed

described by the unit of

- Mentioning the range of variables

- Mentioning the required knowledge

- Setting the level of responsibility and autonomy

NOTE: The contexts, range of variables, necessary knowledge and level of autonomy and responsibility apply to the unit of competency as a whole.

Stating the performance criteria

Performance criteria represent the quality milestones associated to the outcome (product or service) and the accomplishment manner of the activity described by the element of competency. Performance criteria can be of two types:

- Performance criteria related to the outcome of the activity described by the element of competency;

- Performance criteria related to the manner of achieving of the activity described by the element of competency.

When developing the performance criteria, the following must be taken into account:

- Performance criteria must not be described by other activities;

- Performance criteria should reflect the quality of the outcome of the activity described by the element;

- Performance criteria should include appropriate quality standards to all contexts where the activity could continue;

- The development of the performance criteria should allow for the unit of competency to be assessed by using a large range of assessment methods;

- Performance criteria should not refer directly to labor, time or product standards, which usually vary from a company to another.

Performance criteria are defined for the outcome of the activity and for the manner of achievement of the activity:

- **Performance criteria related to the activity's outcome** described by the element of competency include information on the quality milestone, necessary knowledge implied, performance context and types of variable elements that should be taken into account to achieve the wanted result in various work;

- **Performance criteria related to the activity's achievement manner** described by the competency element refer to the attitude of the individual performing the activity described.

Performance criteria should contain enough detail to allow anyone to understand the level of quality required to the conduct of the activity described by the unit of competency. Performance criteria are used by all those involved in the assessment of competency unit (assessors, internal and external auditors) to decide whether the evidence presented by a candidate is sufficient. Performance criteria are the basis of the evaluation methods that will be used to collect evidence of competency.

Explanation of contexts where the activity described by the unit of competency is performed

By explanation of contexts, one understands the description of specific situations where the activities described in a unit of competency (varied conditions, circumstances etc.) are performed. The context may include:

- Different locations for carrying out the activities;
- Risky situations (if applied);
- Environmental conditions (exterior or interior);
- Information related to autonomy in performing actives;
- Information on the unpredictability of activities;
- Any other essential information that has major influence on the successful achievement of the activities described in the unit of competency.

The variables range

The range of variables can include: types of equipment, types of material , stages of the technological process, types of damage, types of non-compliances, different parameters, technical requirements, types of collaborators etc. and it is customized according to the specific sector where the occupational reference area was selected..

Knowledge specification

It is important to pay great attention to the specification of knowledge appropriate to the performance of activity described in the unit of competency, as it is possible that not all knowledge have been identified in occupational analysis. The knowledge must be specified at a general level, only **the knowledge essential for the performance of the activity described by a unit** being specified. The knowledge on which a person can access a higher level of education and training should not be referred to perform the activity described by a unit of an occupational standard*.*

The level of responsibility and autonomy

The level of autonomy and responsibility is established for each unit of competency in accordance with the level descriptors defined at European level by analyzing the levels of responsibility assigned to the activities described by major functions in occupational analysis. This level is determined by the degree of autonomy and responsibility that a competent person manifests in the activities it performs on the job. According to the European Qualifications Framework (EQF), there are 8 defined levels of responsibility and autonomy*.*

Activity 6: Final evaluation of the competency units (occupational standard)

The occupational standard development team performs a final revision thereof after all the activities described above. This activity involves checking the overall standard content in the format established (Appendix 2), in terms of methodology (required format) and in terms of transferring any information contained in the occupational analysis*.*

Step II-: Development of qualifications

Qualification is the standard document that describes the learning outcomes in line with the labor market requirements specified in the occupational standard. Qualification is a unique set of skills that allow a person's employability. The information contained in the occupational standard allow the Sectoral Committee and all involved factors to choose all sets of combinations of competencies (key general, specific) that lead to establishment of qualification / qualifications. The development of a qualification includes the following activities:

Activity 1: Identification of competencies

Activity2: *Development of the general and specific competencies content*

Activity 1: Identification of competencies

This activity involves establishing the unique combination of competencies (key, general, specific) recognized in the labor market, by analyzing the competency units of the occupational standard. A unit of competency from the occupational standard becomes a competency in process of qualification. For example, if in the occupational standards, the unit of competency is called Making the roof, in process, this becomes a competency and will be called the Making the roof. The result of this activity is drawing up a list of qualification competencies.

All units of competency from the occupational standard may become competencies in a single qualification, as they represent a unique combination of skills. Three or five units or any combination of units of a standard can become a qualification, since they represent a unique combination of skills. A qualification may differ from another by a single specific competency.

Activity 2: *Development of the general and specific competencies content*

As previously stated, key competencies do not develop within the qualification / qualifications, under the existing methodologies. The development of skills' content includes:

- Setting the competency level;
- Setting the number of credits;

skills;

▪ Specification of theoretical knowledge;

▪ List of assessment methods.

Setting the competency level

The level of the qualification competency is similar to the one of the occupational standard unit and the major function of the occupational analysis.

Setting the number of credits

The number of credits will be set for each competency after the definition conclusion at the European level concerning the methods for credit point assignment.

Stating the skills

Skills are formulated using the information existent in the occupational standard unit of competency, namely the element of competency, achievement criteria and contexts. Each element of competency within the occupational standard, along with the brief selection of assessable key aspects of the implementation criteria and specification of context (where applicable) form the content of a separate skill.

Specification of the required theoretical knowledge

Theoretical knowledge required for each competency include, besides the knowledge already indicated in the designed box from the unit of competency of the occupational standard, the information contained in the range of variables. The latter will be generic. For example, if in occupational standard in the range of variables it is written "Types of mixers: two or more paths, simple, complex, etc." within the qualification competency, as information we are going to write „Types of mixers".

List of the assessment methods

The purpose of assessment is to recognize and certify whether a person has the specific competencies of an occupation / skills. The assessment of a competency is the process of verification following which an applicant is able to perform the work specified in a unit of competency, to the quality set by the occupational standard / qualification. This is done by comparing the evidence of competency produced by the applicant, with the quality standards specified in the criteria of performance. The evidence of competency is obtained by using the following assessment methods:

- Observing applicants fulfilling the requirements on the job;
- Simulation;
- Verbal examination;
- Written test;
- Project;
- Quality reports on the process and/or products made by the applicants, coming from collaborator / supervisors / tutelary board;
- Portfolio.

3.3. Validation and recognition of the new occupational standards by the ANC

- **Performance criterion:** number of occupational standards validated and recognized in the COR
- **Estimated time**: 5-6 months

The revised standards must be submitted to the ANC to be approved and enforcement in the COR. We have to distinguish between updating the COR and updating the Qualifications Nomenclature (NC).

COR update

According to Order no. 270/273/2002 of the Minister of Labor and Social Solidarity and the President of the National Institute of Statistics regarding the approval of the procedure to update the nomenclature Classification of Occupations in Romania (COR), the COR- is a general interest nomenclature whose use is mandatory for systemizing and recording information on occupations practiced within the national economy. The COR can generate other occupational classifications and nomenclatures, specialized on activity fields. To update the COR refers to:

a) the activity of identifying, ranking, coding and introduction in the COR of new occupations, positions, trades, due to the changes to the national economy;

b) cancellation of occupations activities, functions and trades that are no longer required on the labor market;

c) the renaming of occupations, positions and trades activity, if this is necessary.

Updating of the COR covers the 4 hierarchical levels of classification of the COR, namely major group, major subgroups, small groups, basic groups, depending on the:

a) training level required to practice the job;

b) competency level and complexity of tasks to be fulfilled;

c) specialization level;

d) technological processes, raw materials used, machineries and devices worked with.

The updating of the COR comes from the initiative of users. For updating the COR nomenclature, users will submit to the Policy Department of Employment and Training of the Ministry of Labor, Family and Social Protection and the Elderly, a claim accompanied by the following documentation:

a) a brief including the following:

    1. name of the occupation to be included in the COR, in the Romanian language;

    2. COR code for the basic group, as well as the COR code for the occupation proposed to be included in the COR;

the economic activity from the Classification of Activities of National Economy (CANE), which involves introducing the proposed occupation, to achieve consistency between activity and occupation;

4. studies and analyses performed by the concerned economic agents on the labor market, showing the need for the update, appended to the brief;

b) description of the occupation showing the following elements: roles and responsibilities; working tools and instruments used; the work schedule; work environment; risky situations; requirements for performing the occupation; requirements related to vocational training; the level of training required for practicing the occupation; type of qualification paper required for practicing the occupation; specialization obtained through the act of qualification, as required by law; remuneration; promotion at work; trade dynamics in the labor market; the COR related trades; specializations;

c) communication of the line ministry who regulates the activity in this area or, where appropriate, professional associations, showing their approval to update the COR;

d) indication of the legal basis according to which the practice of the occupation was approved;

e) Appendix 1 "The list of occupations proposed to be included in the COR" completed;

f) If applicable, Appendix. 2 "The list of occupations proposed to be removed from the COR" completed.

The documentation shall be presented in electronic format as well.

The classification by the MMFPS, in collaboration with the National Institute of Statistics, of an occupation in the 4 hierarchical levels of the COR does not imply any rights or liabilities for the requesting unit. The use of COR codes for specific purposes by the users becomes entirely their responsibility.

The claims for updating the COR submitted to the Ministry of Labor, Family, Social Protection and Elderly - Department of Occupational Policy and Professional Training, will be solved within 30

days from the date of their registration. The COR update is approved periodically by order of the Minister of Labor and the President of the National Institute of Statistics.
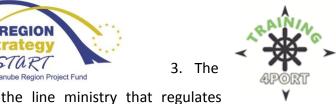
Update of the NC

According to Order no. 35/3112 of 2004 of the Minister of Labor, Social Solidarity and Family and the Minister of Education, and Youth for approval of the Qualifications Nomenclature for which training programmes are held resulting in qualification certificates, by updating the Qualifications Nomenclature one understands:

a) the activity of identifying, coding and introducing new qualifications as a result of changes in the labor market;

b) the activity of de-registration of qualifications that are no longer required on the labor market;

c) the activity of renaming certain qualifications, if this is necessary.

The Qualifications Nomenclature updating is performed at the initiative of the legal entities involved: employers, ministries, National Agency for Employment, trade unions, employers' associations, professional associations and vocational training providers. To update the Qualifications Nomenclature, the legal persons concerned will follow these steps:

1. Check on the ANC website if there is an occupational standard (OS) for all the occupations that need to be included in the Qualifications Nomenclature. Otherwise, methodological assistance shall be required from the ANC to develop the OS (the ANC website describes how to obtain the methodological assistance – Quality assurance page – Occupational Standards – OS Methodology);

2. A substantiation report is made, including the following:

   a. argumentation of the request;

   b. brief description of the qualification;

   c. qualification classification in the appropriate group and level;

   d. the COR list of occupations which can be performed with that qualification.

3. The approval of the line ministry that regulates the activity in the field or, according to case, of the professional associations, is obtained in order to introduce a new qualification in the Qualifications Nomenclature. In this purpose, a file is submitted, containing:

   a. Substantiation report;
   b. Nationally recognized OS, approved in compliance with the legal regulations into force.

4. The approval of the Ministry of National Education is obtained. A file is submitted at the Ministry of National Education, containing:

   a. Substantiation report;
   b. Nationally recognized OS, approved in compliance with the legal regulations into force;
   c. Approval of the line ministry.

5. A file is submitted at the ANC, containing:

   a. Substantiation report;
   b. Nationally recognized OS, approved in compliance with the legal regulations into force;
   c. Approval of the line ministry;
   d. Approval of the Ministry of National Education.

6. A file is submitted at the Ministry of Labor, Family, Social Protection and Elderly – Department of Occupational and Vocational Training Policy, containing:

   a. Substantiation report;
   b. Nationally recognized OS, approved in compliance with the legal regulations into force;
   c. Approval of the line ministry;
   d. Approval of the Ministry of National Education;

the following activities must be undertaken

3.4. Identification of the financing sources for establishing and equipping the center

Performance criteria: number of financing sources identified (can be more than one) and selected (1)

Estimated time: 3 months

The options for opening such a center can go from the variant with minimum costs and minimum risks which implies the use of a rented headquarters and the acquisition of minimum facilities based on the course charges received in advance from the learners (outsourcing - resorting to services paid by third parties until the center will be equipped by increasing the number of paying students) up to the option to seek a financing solution for European funds or a loan from an investment bank. Of course the latter option implies the submission of a financing request or the development of a business plan to convince the bank to approve the loan. The structure of a business plan is presented in Appendix 4 of this plan.

3.5. Development of a feasibility study

- **Performance criterion:** number of completed feasibility studies (1)
- **Estimated time**: 6-9 months

The main purpose of the feasibility study is to provide the project owner and the financing third parties with the required information, to take a decision concerning the financing of the project (positive or negative decision, dimensioning and scheduling of the funding). Prior to engaging costs (significant) for the elaboration of technical studies or the execution of works, one should answer the following questions:

- Is the project really necessary?

objectives of the project?

- Will the project lead to the achievement of the goals?
- Is the project feasible (technology, legislation and regulations applied, deadline, competing or complementary projects, material and human resources)?
- Is the project viable (sustainable in the future, from operational and financial perspective, for the entire duration of its activity)?

The fundamental answers to the previous questions represent the feasibility study. This study should tell us if there is enough demand (for training, qualification and refresher courses in the jobs from the fluvial port sector), constant demand (or increasing) and for a period of time sufficiently long to ensure the effective operation from a financial standpoint of this training center. On the other hand, the impact of other training centers (see Table 8 above) on the activity of the future center must be analyzed and estimated as well.

3.6. Identification of an appropriate location for the future training center and the purchase/setting of a headquarters

- **Performance criteria:** number of identified locations that comply with the criteria and are selected (1)
- **Estimated time**: 4-6 months

The training center should be located in a locality with high population, a relatively large port where the majority of population works in. On the other hand, this future training center should be easy to reach from the other river ports, if it is intended to train the people from other ports on the Danube River. The headquarters of the center (rented or built) should have enough classrooms, laboratories, a library, administration offices, toilets, facilities for practical courses etc.

3.7. Registration of the center as legal entity

> **Performance criteria:** number of completed acts of incorporation (1); number of training centers registered as legal entity (1)
>
> **Estimated time**: 2-3 months

At this stage, the juridical form of the center shall be set, by means of its articles of incorporation. At this stage it can also be set if the training center will only have a headquarters or, in addition to it, if it may develop subsidiaries / branches / outlets (and in what localities). It can go even further (now or at a later stage) to determine if a recognized regional center is wanted (by all Danube countries or only by some of them). In this case, we should contact the other training centers for creating an alliance or a network of several such centers. Affiliation to certain bodies of regional, European or international recognition should be considered.

3.8. Identification, estimation and purchase of the necessary equipment for the training center

> - **Performance criteria:** number of complete lists with the equipment necessary for the training center (1)
> - **Estimated time**: 4-6 months

For the smooth running of courses, the training center should have:

- Technical equipment (computers/laptops, video projectors, projection screens, flipcharts boards, magnetic boards, large capacity photocopy machines, video and photo cameras, TVs, telephone central, land phones, mobile phones, communication systems in VHF, software apps for interactive training);
- Audio equipment (car and/or minibus);

- Practice

equipment (for example: a forklift or simulating equipment for port machineries etc.);

- Other learning support materials (parts and subassemblies, didactic charts, functional models, thematic drawings, specialty magazines illustrations, CDs/DVDs with thematic movies or educational games, specialized software, flipchart papers, staplers, comb binding machines, all stationery required for such a center etc.

Appendix 5 presents some ideas concerning the achievement conditions of a training programme for staff of the port sector.

3.9. Recruiting and selection of the administration team members

- **Performance criteria:** number of completed job descriptions accompanied by the profile of the ideal applicant (can be more than one, depending on the organization chart); number of completed organization charts (1); number of recruited applicants; number of interviews; number of employed applicants
- **Estimated time**: 4-6 months

The management and administration team of the training center need to be selected. They will provide the representation and administration activities, and recruitment activities of the team of trainers and organization of the training programmes. In this respect, an analysis of the jobs needed within the training center should be conducted, leading to the development of job

of the ideal candidates for each position (to assist in the recruitment and selection of staff and the preparation of the organizational chart of the center). Based on the information included in the job description, vacancy announcements should be displayed in the local media, at the headquarters, the headquarters of the port administration, on the website of the center, on social networks, on sites with employment announcements etc. Following the interviews (and practical tests, where applicable) one will proceed with the hiring of the management and administration staff of the center.

3.10. Recruiting and selection of the team of trainers

Performance criteria: number of job descriptions for trainer and profile of the ideal trainer; number of recruited trainers; number of interviews; number of permanently employed trainers or collaborators; number of databases with trainers for each course

Estimated time: 6-9 months

The team of trainers is essential for the success of the training center's activity as this will be the one developing / reviewing the occupational standards in the field, developing and holding the courses the center wishes to provide. Some of the trainers (specialists, master craftsmen) may be permanent employees of the center, but the center may also rely on external collaborators (engineers, professors, master craftsmen etc.) with psycho-pedagogical training, experience in port exploiting, trained inside the country and/or abroad.

Another option for providing the training programmes might be the center's collaboration with one or more organizations specialized in the delivery of special types of courses (in areas such as: general management, human resources management, team leadership, project management etc.). As in the previous step, a job analysis must be carried out for the trainer position and the trainer's ideal profile to define the experience, its qualifications and competencies. Beginning with this job description and this profile, the hiring ad can be conceived or the collaborators selection ad that needs to be displayed, besides the places mentioned in the previous stage, where there

are   specialists (i.e. at the headquarters of the port administration   and port operators). In the interview stage, for trainers-collaborators it is recommended to select two trainers for each training programme separately (as backup in case one of them gets sick or is out of town / country, the other can take over) . If the two trainers on the course option is selected, it would be well to use them alternately, for each of them to use and at the same time to maintain specific skills.

Minimum requirements for a trainer

In compliance with art. 17 and 28 of the *Governmental Ordinance no. 129/2000 on professional training of adults, republished,* the trainers are individuals with duties of practical and theoretical training.

To be authorized, the training providers must prove that they are holding the training programmes with trainers that have the appropriate profile or specialty training programme. For authorization, the training providers must prove that they are holding training programmes with trainers that have profiles or specialties adequate to the training syllabus or who have specific training for adult learning according to occupational standards. Theoretical and practical trainers must give their written consent for participation in the training programme. Trainers must prove with diplomas and certificates that they have the appropriate profile or specialty according to the training syllabus, considering that the education level of trainers should be upper studies.

a) for occupations / qualifications which do not require a higher education level for the practice of the profession, it is accepted that the education level of trainers to be: for theoretical training: minimum Level 3 of qualification;

b) for practical training: minimum the level of the training programme and recent practical experience of at least 2 years.

For the authorization of a training programme in the language of a national minority or a foreign language, the professional training providers must prove that they are organizing training programmes with trainers that have profiles or specialties adequate to the training syllabus they prepare and knowledge of the language of that national minority or an international language for

which the programme was authorized. Appendix 6 of this plan presents some general characteristics of trainers / instructors.

3.11. Improving and validating the team of trainers

Performance criteria: number of completed feasibility studies (1)

Estimated time: 6-9 months

The development and refresher of trainers can be achieved by participation of trainers who do not bear the ANC certify for trainers at a training course for trainers. Also, trainers both new and experienced can participate in a refresher course (internal - provided by the training center or external - provider by a company specialized in training) to establish the model of trainer that the center wants to promote and the interaction mode with the students. Both the quality of the course activity or training programme and its value to the trainee are determined, largely, by the experience and expertise of designers / planners and trainers in the field, as well as by their ability to communicate and facilitate learning. The development of trainers is very important, so they distinguish between classical learning in children and adult learning (see Appendix 7) in order to find the most effective ways to develop the learners' skills.

3.12. Development of course syllabuses, course support material, agendas and support materials (exercises, presentations, case studies etc.)

- **Performance criterion:** number of formed standards for the course (1); number of organized courses
- **Estimated time**: 9-12 months

The continuous learning / training should be tailored to the training needs and the requirements of port operators, trade unions in the port sector and other economic agents. The development of training programmes must be done in collaboration with the direct beneficiaries of the training services and should be based on the analysis of concrete conditions and practice on the job. Trainers should have a close collaboration with the specialists in production. A success factor in ensuring the quality of training materials is to ensure the direct involvement of qualified personnel in determining the purpose of the activity, course or programme and in designing, planning, conducting and evaluating each learning experience. The centre should prepare a standard format for the courses; made available to the trainers who will make handouts so all courses shall have an identity.

The training syllabus

In accordance with art. 6 of the *Methodology for authorizing the providers of adult vocational training and Appendix 2* to this methodology, for each training programme a syllabus must be drawn up. In completing Appendix 2, the following are taken into account:

- structuring of the training syllabus is on subjects or modules;
- the general objectives of the programme related to the structuring of the syllabus on subjects shall be formulated in accordance with the competency units of the OS / SPP;
- the programme's objectives or specific competencies shall be made in accordance with the elements of competence of the OS or SPP competencies;
- the thematic content for theoretical or practical training proposed must be appropriate to the level of basic training of the participants and relevant to achieve the objectives;
- the methods / forms of activity must be adequate to the training process;
- the means of training and learning materials must be suitable for reaching the objectives / specific skills;
- the chosen assessment / performance criteria shall measure the results obtained during the training process and comply with the performance criteria of the SPP or the achievement criteria from the OS.

To develop such a syllabus, it is recommended that the training provider to consult the occupational standards and methodology on the ANC website. For the occupations / qualifications with special requirements for the organization of training, the training provider shall obtain the approval of the regulating body, as required by law.

The course support

In accordance with art. 11 of the Methodology for authorizing the providers of adult vocational training, each participant in the training programme has access to the support course / student's manual. The course / student's manual can be distributed to participants at the training programme in bundles, as far as going through the training programme. The course / student's manual should enable the transmission of knowledge for the basic training topics. If the support course / student's manual is not developed by the training provider, this should be stated. The course / student's manual should be available to specialists who are evaluating it to be authorized or those designated to carry out the monitoring. According to art. 12 of the Methodology for authorizing the providers of adult vocational training, where training programmes are involved, resulting in qualification certificates, the trainer develops educational projects for each of the themes contained in modules / disciplines, as appropriate, which are presented at the request of persons in charge with the monitoring or, if necessary, control the training activity. The didactic project is presented in Appendix 4 to the Methodology for authorization.

One must not forget that adults learn best when:

- they understand the **usefulness** of the information;
- the **purpose** of their efforts is clear;
- they are **allowed to make mistakes**;
- their **own experience** is taken into account;
- new information is **connected with what they already know**;
- they regularly receive **positive feedback**;
- they are **respected and listen**;
- they draw upon the **experience and interaction** with others

For the beginning, the training programme is prepared. If you are facing a new course or simply do this for the first time, then you should start with research. A pack of course is like a book, even when presented in the form of bundles. The subject requires hours of research in libraries or on the Internet, coupled with one's own capacity for analysis and synthesis. Then, any course has a practical part which means you need to decide on exercises, games or case studies appropriate to the course profile. Depending on the time available for preparation and one's own abilities, these can be designed from scratch or the existing ones can be adapted to the specific requirements of the course. The Internet is full with examples of all kinds; it only takes discernment in choosing them. Do not forget that the examples from own experience are the most valuable because they brings credibility to the trainer.

PowerPoint presentations

In most cases, the course support is accompanied by a PowerPoint presentation. It has very precise rules that ensure the quality of presentation:

- Do not write more than 7 lines on a slide;
- Do not use more than 3 sizes for fonts;
- Do not use fonts smaller than 20 ``;
- Use just one font;
- Don't use pale color, these will not be seen on the screen;
- Use more drawings/charts than text.

The PowerPoint presentation can also be printed, the most economical being the style with 3-6 slides per page.

3.13. Authorization of the centre as provider of vocational training and its courses by the ANC

- **Performance criteria:** number of authorized files submitted- 1; number of authorized courses-

> ▪ **Estimated time**: 4-6 months

By authorizing the center as a provider of training, this will be able to provide nationally recognized qualifications. By affiliating the center to European and international bodies or by establishing partnerships with similar training centers, one can achieve and provide recognized certification at regional, European or international level. For the occupations that are included in the regulatory field under ISCIR, the center will have to comply with the technical standards of ISCIR on preparing for authorization to practice occupations such as: crane operator, forklift operator, stoker, welder etc.

Who may require authorization from the ANC

In compliance with art. 20, 21, 26 of the Government Ordinance no. 129/2000 on adult vocational training, republished, the authorization is requested by the training providers who wish to organize training programmes finalized with qualification or graduation certificates with national recognition. The training providers are providers of vocational training, public or private legal persons, which have mentioned in the articles of incorporation training activities (CAEN code 8559 - Other forms of education).

As mentioned in article 21, paragraph 1 of the Government Ordinance no. 129/2000 on adult vocational training, republished, training providers may organize training programmes, finalized with qualification or graduation certificates with national recognition, only if they have included it in the statute or, where appropriate, in the authorization for conducting independent activities, vocational training and are authorized according to law.

The branches of training providers and training centers without legal status are considered separate units and are subject to a separate authorization procedure. According to the legislation in force, training providers organizing training programmes which form of training is learning by

learning etc. are not subject to licensing

correspondence, e-regulations contained in this methodology.

Who authorizes

According to the legislation in force, training providers are authorized to hold a programme of training by the county or Bucharest Committees for authorization of adult training providers county. According to art. 22 of the Government Ordinance no. 129/2000 on adult vocational training, republished, these authorizing committees that do not have legal authorization are established by the National Qualifications Authority and are subordinated to it. The authorization activity of training providers is coordinated by the National Qualifications Authority - ANC. The ANC coordinates the authorization activity of providers of adult training, but the actual authorization of the training providers is a task of the county authorization committees, that are not organizational structures of the ANC (in total, there are 42 such committees for functional authorization). For the exercise of their duties, the authorization Committees are helped by technical secretaries. The headquarters of the authorization Committees are found in the offices of the Agency for Payments and Social Inspection of each county and Bucharest.

What is being authorized

26 of the Government Ordinance no. 129/2000 on adult vocational training, republished, training providers' authorization is based on evaluation criteria, for a period of four years, renewable at the request of the provider, at least 30 days before expiry date authorization. The authorization is granted for each of the occupations / qualifications / key skills / transversal skills for which the training providers organize training programmes. The authorization is certified by a document whose form, content and procedure of issue are established by joint order of the Minister of Labor, Family, Social Protection and Elderly and the Minister of National Education.

The authorized training providers for one programme of qualification are exempted. They can organize training start programmes for that qualification, as authorized. For the occupation /

submitted to authorization there should be an occupational standards (SO) / vocational training standard (SPP). The existing occupational standards sometimes correspond to more occupations / qualifications of the COR / NC.

For key competencies there is no requirement to develop a training programme based on OS / SPP.

How to begin the authorization procedure

As shown in art. 14 and 15 of the Methodology for authorizing the providers of adult vocational training to be authorized, the training providers submit to the authorization Committee from the county where the training provider is located, directly or by mail (with acknowledgment of receipt) a request for authorization accompanied by the authorization file. The sample of the request for authorization is set out in Appendix 5 and the content of the authorization file is described in Appendix 6 to this methodology.

Authorization file

According to art. 14 of the Methodology for authorizing the providers of adult vocational training and Appendix 6 o this methodology, the authorization file includes the documents described in detail below, proving that the training provider meets the eligibility conditions and criteria for authorization: copies of the documents issued by appropriate authorities and the provider's document on the models set out in the appendix to the Methodology for authorizing the providers of adult vocational training, which can be purchased at the headquarters of the authorization committee or the Internet. Copies are certified as original by the individual who, under the law, is the legal representative of the training provider. Each page of the authorization file is numbered and stamped. On the last page the number of files is recorded and signed by the legal representative of the training provider. The first page of the authorization file is the documents index contained in the model below:

Crt. No.	Name of document	No. and date of the document

The documents of the authorization file are presented in Appendix 6 to the Methodology of authorization, namely:

I. **Documents certifying the eligibility conditions:**

II.   **A.** Documents proving the legal organization and operation of the training provider, according to case (copies)

a) Registration certificate issued by the Trade Register;

b) the decision ordering registration in the Registry of Associations and Foundations;

c) the normative articles of incorporation (law, government decision, decision of the County Council or City Council);

d) Court's decision.

B. The document showing that vocational training is included in the activity of the training provider requesting authorization and, where applicable, its addenda (copy).

C. Documents proving that the supplier fulfills its tax obligations under the law. Acknowledgement certificates regarding the payment of taxes and fees to the state will be presented. If appropriate, standard forms issued by the competent authorities will be presented.

D. Proof of payment of the authorization fee (copy of the payment order for the authorization fee)

III. **Documents certifying the completion of the authorization criteria:**

IV.   **A.** Self assessment sheet (2 copies).

B. Documents certifying the existence of necessary resources to develop the training programme for which authorization is required, as well as the required permits and approvals.

B1. Permits and approvals:

a) Operating permits for the venue of the theoretical and practical training (children):

 1. Fire safety permits (PSI);

 2. Health permit;

 3. Operation permit for occupational safety;

 4. Environment permit, if applicable;

 5. Public Health permit, if appropriate or if there is a contract concluded with the operator showing that it legally holds all permits to conduct training.

b) The approval of the regulator body, for the professions or occupations with special requirements for the organization of training, if applicable (copy).

c) Approval of the bodies empowered to coordinate the activity in occupations with special work regime, for spaces used for theoretical and practical training, if applicable (copy).

B2. Documents regarding the human resources supplied by the training provider to execute the training programme:

a) List of trainers who will participate in the training programme;

b) Written consent of each trainer to take part in the training programme (original copy);

c) The CV of each trainer, detailing the experience in the specialty of the training programme and, eventually, to state if they have any experience in the training of adults ;

d) Diplomas and certificates proving that they bear the specialization required by the training programme (children).

regarding the material resources supplied by the training provider to develop the programme, as well as the legal regime thereof:

a) List of premises and equipment related to theoretical training; room capacity expressed in number of seats;

b) List of premises and equipment related to practical training: workshops, laboratories; room capacity expressed in number of training places suitably equipped;

 c) list of other premises (library, reading rooms, gymnasiums, canteen etc., if applicable);

d) documents proving ownership of logistics modules (premises, equipment) (children).

Note: In contracts with companies providing the conduct of practical training, the following shall be stated:

- The premises are properly equipped for the training programme;
- there are all legal permits of operation;
- the company provides specialized staff for the supervision and guidance of participants in the training programme.

B4. Documents proving the financial situation of the training provider. A copy of the last balance sheet shall be provided or, according to case, the last trial balance submitted to the Tax Office.

C. Documents proving the achievement of criteria concerning the proficiency of the training provider and the outcomes of its previous activity (mandatory for renewing the authorization)

Solving the application for authorization

Art. 14-21 of the Methodology for authorizing the providers of adult vocational training shows that the application for authorization, accompanied by the authorization file, is submitted directly or by mail, with return receipt requested, to the technical secretariat of the Committees for authorizing of the county where the training provider has its headquarters. The authorization

procedure is started on the date when the authorization application is filed in the Register of applications for authorization. Where non-compliances are found in the documentation submitted, the technical secretariat notifies this to the training provider that applied for authorization, within 5 days from the registration date of the application. The training provider has just one occasion to remedy the non-compliances, within 30 days from the date of notification.
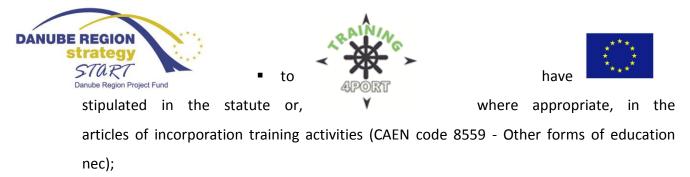
The authorization files that are complete are then analyzed by the Committee for authorization, which verifies the eligibility conditions. If it is found that these conditions are not met, the training provider is warned in writing within 5 days from the date of the finding. The training provider is able to prove with documents that it meets the eligibility conditions, once, within 30 days of the date of the warning.

If the Committee for authorization finds that all eligibility conditions are met, it assigns two specialists who will perform the assessment of the training programme. Each specialist independently verifies whether the criteria for authorization are met. If the specialist finds that certain criteria are not met, this is notified to the training provider assessed. Within 30 days of notification, to continue the authorization procedure, the training provider must submit to the authorization committee proof concerning the criteria for authorization. The Committee for authorization solves the authorization application within a maximum of 45 days from the date of its registration or, where appropriate, from the date the non-compliances were remedied.

Eligibility conditions for the training providers

According to art. 27 of the Governmental Ordinance no. *129/2000* on vocational training of adults, republished, to be submitted to authorization to issue national recognition certificates, the vocational training providers from Romania should meet the following eligibility conditions:

- to be legally registered;

- to have stipulated in the statute or, where appropriate, in the articles of incorporation training activities (CAEN code 8559 - Other forms of education nec);
- to fulfill their obligations on paying taxes and contributions due under the law in force.

According to pt.I of Appendix no. 6 to the Methodology for authorization, the documents proving the eligibility conditions for the training provider for adults are:

A. Documents proving the legal organizing and operating of the vocational training provider.

A copy of the paper under which the training provider operates shall be submitted; this may be one of the following documents:

- registration certificate issued by the Trade Register;
- the decision ordering registration in the Registry of Associations and Foundations;
- the normative articles of incorporation (law, government decision, decision of the County Council or City Council);
- Court's decision.

B. The document showing that vocational training is included in the activity of the training provider requesting authorization and, where applicable, its addenda (copy).

C. Documents proving that the supplier fulfills its tax obligations under the law. Acknowledgement certificates regarding the payment of taxes and fees to the state will be presented. If appropriate, standard forms issued by the competent authorities will be presented.

D. Proof of payment of the authorization fee (copy of the payment order for the authorization fee)

Assessment criteria of training for adults providers against authorization

In compliance with art. 28 of the Government Ordinance no. 129/2000 on adult vocational training republished, the evaluation criteria for training providers have the following elements:

professional training;

b) implementation of quality assurance criteria;

c) the proficiency of training providers and the results of their work prior to the authorization or other training programmes that they have held, if necessary;

d) human, material and financial resources;

e) permits and approvals required for the performance of the vocational training programmes, according to case.

To be authorized, the training providers must prove that they are holding the training programmes with trainers that have the appropriate profile or specialty training programme, namely, that they have the specific education for the training of adults, in compliance with the occupational standards.

For the authorization of a training programme in the language of a national minority or a foreign language, the professional training providers must prove that they are organizing training programmes with trainers that have profiles or specialties adequate to the training syllabus they prepare and knowledge of the language of that national minority or an international language for which the programme was authorized.

The fundamental criteria for the authorization of training providers are the same used for their monitoring. Failure to meet the certification criteria ends in its refusal or, where applicable, its withdrawal.

 A. The vocational training programme should include:

a) identification data of the professional training programme;

b) access conditions;

c) objectives expressed in the professional competencies that shall be acquired by each individual who attends the training programme, in compliance with the nationally recognized occupational standards;

d) duration of the training;

e) venue;

f) organization form of the vocational training programme;

g) plan of the training;

h) number of participants;

i) assessment procedure of the vocational training programme;

j) training syllabus, shown in Appendix 2 to the Methodology of authorization;

k) assessment modalities of the participants in the training programme, which are shown in Appendix 3 to the Methodology for authorization.

B. The resources required for developing of vocational training programme are:

▪ human resources;

▪ material resources;

▪ financial resources.

The minimum duration of the vocational training programme, calculated in training hours, for theoretical and practical training, for which a certificate of vocational qualification is issued, on qualification levels is of:

▪ 360 hours for qualification level 1;

▪ 720 hours for qualification level 2;

▪ 1.080 hours for qualification level 3.

The time assigned to the training programme will be linked to the purpose, objectives, contents and implementation strategies. Where, after the initial assessment or on the basis of the certificates of competency, it is found that the participants in the training program already have

certain skills; the training duration will be reduced accordingly, but no more than 50%. Practical activities are assigned at least two thirds of the overall training programme. The maximum number of participants per training group (does not apply to lectures):

- 28 individuals for theoretical training;
- 14 individuals for practical training.

The assessment procedure for the training programme by its beneficiaries targets:

a) The content of the programme;

b) The conduct of the training programme;

c) The performance of the trainers;

d) Organizational aspects.

The assessment of the training is performed by the programme participants, at least at it end. The human resources for the vocational training programme cover the persons in charge with theoretical and practical training, the trainers. To be authorized, the training providers must prove that they are holding the training programmes with trainers that have the appropriate profile or specialty according to the training syllabus.

As of January 1st 2010, to be authorized, the training providers must prove that they are organizing training programmes with trainers that have the specific pedagogical training for adult vocational training and according to the training syllabus.

During practice in companies, supervision and guidance of participants in the training programme are provided by trainers appointed by the training provider and specialized personnel appointed by each company. The training provider must prove that it has the material resources needed to carry out the training programme:

a) the training provider must provide adequate areas for theoretical and practical training, for at least one cycle of students in advance of the time when the authorization is requested.

b) the training provider must provide each participant in his training programme the possibility to carry out practical work and also be supervised and guided by the trainer and specialty staff appointed by the company;

c) the premises for theoretical training should be equipped with equipments like: whiteboard, flipchart, computers, retro / projectors, video / TV etc. and demonstration materials (drawings, videos, specialized software, etc.) according to the syllabus;

d) The venues for practical training are endowed with running equipment, machinery, tools, devices stipulated in the syllabus;

e) each participant in the training program is ensured a properly equipped training place and the amount of consumables necessary to carry out practical activities;

f) the size, facilities and organization of training premises, relative to the number of participants in the training programme and the conduct of the training process must meet the specific health and safety norms;

g) each participant in the training programme has individual access to course materials / student's manual. The course material/ student's manual can be distributed to participants at the training programme in sections too, as far as going through training syllabus;

h) the support course / student's manual should enable the acquiring of fundamental knowledge, according to the topics of training;

i) where applicable, the training provider supplies the participants in the training programme materials such as: practical notebook, documentary materials, references etc .;

j) if the support course / student's manual is not developed by the training provider, this should be stated.

The material base of the training providers may be owned or leased, rented, owned in partnership or other forms, during the training programme, fact proven with documents. Where the practical training is conducted at companies, evidence of venues for the practical training is done by contract concluded between the provider and the company concerned.

By contract, the training provider shall ensure that the company has all authorizations required by law and provides the participants training facilities, proper equipment and specialized staff for the supervision and guidance of participants in the training programme. For training programmes finalized with qualification certificates, the trainer develops educational projects for each of the themes contained in modules / disciplines, according to case, which are presented at the request of the persons responsible for carrying out the monitoring or, according to case, control of the training activity. The model of the didactic project is presented in Appendix 4 of the authorization Methodology.

C. The criteria on proficiency of the training provider become mandatory at the renewal of the authorization.

Duration of the assessment process against authorization

In compliance with article 19 of the authorization methodology for the providers of adult vocational training, the Committee for authorization, seated at the request of the President settles the authorization application in maximum 45 days from the date of registration or, where applicable, the date when the non-compliances found by the Technical Secretariat, Committee for authorization or specialists were solved. The authorization Committee analyzes the documents contained in the authorization file, as well as the assessments reports issued by specialists and decides the granting or not of the authorization, motivating this decision. The decision of the authorization Committee concerning the granting or not of the authorization and the reasons thereof shall be made in two copies, one of which shall be sent within 5 days from the date of issue, to the vocational training provider that applied for authorization.

Validity of the authorization

According to art. 26 of the Government Ordinance no. 129/2000 on adult vocational training, republished, the authorization of training providers performed based on assessment criteria, for a period of 4 years, renewable at the request of the provider, with at least 30 days before the

expiration of the authorization. The authorization is granted for each of the occupations / qualifications / key skills / transversal skills for which the training providers are organizing training programmes. The authorization is valid for 4 years from the authorization decision. The authorization decision is granted by the authorization Committee from the county where the training provider submitted the request and authorization file.

Required permits for the authorization of training providers for adults

In compliance with pt. II – B1 of Appendix 6 to the authorization methodology for vocational training for adults, the permits and approvals part of the documents proving the existence of necessary resources to conduct the training programme for which authorization is required, respectively the documents certifying the fulfillment of the authorization criteria. These are:

a) Operating permits for the venue of practical and theoretical training (copies):

- Fire safety permit (PSI);
- Health permit;
- Operation permit for occupational safety;
- Environment permit, if applicable;
- Public Health permit, if appropriate or if there is a contract concluded with the operator showing that it legally holds all permits to conduct training

b) The approval of the regulator body, for the professions or occupations with special requirements for the organization of training, if applicable (copy).

d) Approval of the bodies empowered to coordinate the activity in occupations with special work regime, for spaces used for theoretical and practical training, if applicable (copy).

Headquarter of the authorization committees

Art. 22 of the Government Ordinance no. 129/2000 on adult vocational training, republished states that the authorization of training providers is coordinated by the National Authority for Qualifications. In order to authorize vocational training providers, the National Qualifications Authority sets up, under its authority, authorizing committees for each county, respectively Bucharest, unincorporated called authorization commissions. Headquarters of the authorization is inspection agencies and county social payments, and Bucharest. To exercise their duties, the authorization Committees are helped by technical registries. The authorization Committees and technical registries have their headquarters at the social inspection and payment agencies in each county or Bucharest. The structure of authorization Committees and technical secretariats, as well as contact data thereof are available on the ANC website.

What are the types of certificates granted at graduation of the authorized programmes of vocational training of adults

As stated under art. 44 of the *Government Ordinance no. 129/2000 on the vocational training of adults, republished*, and art. 2 and 4 of the *Certification methodology for vocational training of adults*, the authorized training provider may issue the following types of certificates:

- For qualification and requalification programmes, vocational qualification certificate;
- for initiation, refresher, specialization programmes and on graduation of each module, where training programmes are structured in modules, graduation certificates.

The qualification or graduation certificates are issued accompanied by an appendix named "Descriptive supplement of diploma", where the professional competencies acquired are stated.

There is a case when the certificates of qualification / graduation are issued non-accompanied by the descriptive supplement. This is the case of vocational training programmes that were approved without the existence of any occupational standard or training standard and the training

providers are obliged to request methodological assistance from the ANC to develop it. For a period of six months, during which the training providers should establish and submit for approval of the ANC the occupational standard, these will be able to organize training programmes and the graduates will be issued certificates with national recognition, non-accompanied by the descriptive Supplement. According to art. 16 of the Government Ordinance no. 129/2000 on vocational training of adults, republished, if the occupational standard project is not approved by the National Qualifications Authority within 6 months of the authorization, the training provider can organize a new programme of training for that occupation only after the approval of the occupational standard.

Authorization fee for adult vocational training providers

For the authorization, the training providers pay authorization fees that constitute revenue to the state budget, according to the law (art. 39 of the Government Ordinance no. 129/2000 on adult vocational training, republished). The value of the authorization fee is of two minimum gross salaries per country, guaranteed. At point I letter D of Appendix 6 to the authorization methodology for the providers of adult vocational training, it is stated that the authorization fee shall be paid to the State Treasury in the account designated by the Technical Secretariat of the authorization Committee of the county or Bucharest. The payment order to the State Treasury by which the authorization tax has been paid is part of the authorization file.

3.14. Advertising of courses

- **Performance criterion:** number of advertised ads; number of registered candidates
- **Estimated time**: 4-6 months

The website of the Centre and its pages on the main social networks should be used for digital advertising. Advertising of courses should be made by both local media and by the central media (if it is intended to attract students from other parts of the country). Another option would be to

set the learner's profile, determine the cities with potential candidates that match the profile and advertise in the local media in the cities. It is most likely that the potential learners come from:

- employees of the port operating companies and other companies connected with the port sector (in this case the port operators can pay the course fee or this may be paid by the student, individually, as natural person);
- young high school or vocational school graduates looking for a job;
- unemployed persons looking for work, and other categories provided by law to receive funding from the unemployment insurance budget.

Another option of advertising should be the visit at the important companies in the region (or meetings with their representatives) that can be used not only to attract students, but also to learn the needs of these organizations on the skills they want for the graduates of the center, and to provide practice facilities for all students and a degree of socio-professional insertion as high as possible for students who do not have a job. The practical training of students should be carried out, usually, at the companies, according to both service contracts concluded between the training centre and them and the service contracts concluded with companies before the courses start (for organizations that send the employees to training and/or refresher courses).

3.15. Official opening of the centre and its courses

- **Performance criterion:** number of official openings of the centre (1)
- **Estimated time**: 2-3 months

The official opening should be in itself a promotional event and should be done in a festive atmosphere, with the invitation of local authorities, the media, representatives of port operators, the UPIR etc. As a promotional event, it must be prepared in advance and can be combined with a press conference.

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11) *Strategia pentru implementarea unui sistem de instruire pentru forța de muncă din sistemul portuar*, UPIR/Best Smart Consulting, Septembrie 201

   (The strategy for implementing a system of training for the labor force in the port system, UPIR/ Best Smart Consulting, September 201)

Appndix1: Gantt chart of the activities related to the opening of a qualification and vocational training centre in the port field

Activities	Year 1			Year 2			Year 3			Year 4			Year 5		
1. Standard's identification	▓	▓													
2. Review			▓	▓	▓										
3. Standards' approval					▓	▓									
4. Identification of financing sources	▓														
5. Feasibility study		▓	▓	▓											
6. Identification and purchase of headquarters					▓	▓									
7. Juridical registration of the headquarters						▓									
8. Estimation and purchase of equipment							▓	▓							
9. Administration recruiting and selection							▓	▓							
10. Trainers recruiting								▓	▓	▓					

Task																							
and selection									▓	▓	▓												
11. Trainers' training and validation												▓	▓	▓									
12. Courses' development															▓	▓	▓						
13. ANC authorization																		▓	▓				
14. Advertising																			▓	▓			
15. Official opening																							▓

Appendix 2: Format of an occupational standard

The National Qualifications Authority

Occupational standard

…….….…………………………………

Sector:

Version: 0

Date of approval:

Date proposed for review:

Project initiator:

Editorial team:

Sector auditor:

Validation committee:

Electronic Document name:

Responsibility for the content of the occupational standard belongs to the Sectoral Committee

Description:

The hereby document has been developed as result of the occupational analysis for the occupational field ……………………………………………… COR group …………………….. (indicate the basic group – 4 figures).

The occupations considered in setting the occupational field are:

(write down the names of the occupations)

General interest information on practicing occupations to which reference was made

List of units of competency

	Level of responsibility and autonomy
Key units of competency Title of unit 1: Title of unit 2: Title of unit 3: Title of unit 4: Title of unit 5: Title of unit 6: Title of unit 7: Title of unit 8:	
General units of competency Title of unit 1: Title of unit 2: Title of unit 3: Title of unit 4: Title of unit n:	
Specific units of competency Title of unit 1: Title of unit 2: Title of unit 3: Title of unit 4: Title of unit n:	

Format of a unit of competency

Title of the unit of competency (unit type)		Level of responsibility and autonomy
Elements of competency	**Achievement criteria related to the result of the activity described by the element of competency**	**Achievement criteria related to the way of accomplishment of the activity described by the element of competency**
1.	1.1. 1.2. 1.3.	
2.	2.1. 2.2. 2.3.	
3.		
4.		
5.		
Contexts:		
Range of variables:		
Knowledge:		

THE NATIONAL QUALIFICATIONS AUTHORITY

PROFESSIONAL QUALIFICATION

……………………………………………………………………..

RNC code:

Level:

Sector:

Version: 0

Date of approval:

Date proposed for review:

Editing team:

Sectoral assessor:

Validation committee:

Name of the electronic document:

Liability for the content of this professional qualification belongs to the Sectoral Committee

Title of the professional qualification:

Description:

Motivation:

Access conditions:

Minimum level of education

Progress reports:

Particular legal requirements:

Title of the professional qualification:

RNC code:

Level:

List of professional competencies

Code	Name of the professional competency	Level	Credits

Professional competency:

Code:

Level:

Credits:

Skills	Knowledge
1. 2. 3. n.	
Methods of assessment: The proper methods of assessment for this professional competency are:	
For skills:	For knowledge:
▪ Observing candidates fulfilling the requirements of the work place ▪ Simulation ▪ Quality reports from employees / superiors / tutelary forum on the process conducted by candidates	▪ Written test ▪ Oral questions
▪ Portfolio ▪ Project	

Regarding the cover of the qualification (Appendix 2), the following should be mentioned:

- **Title of the vocational qualification:** this section will contain the name of the qualification identified and where the qualification coincides with the occupational standard, its name.

- *Description:* A short description of the target group for the qualification is found here. Also, this area could include indications of the level of responsibility and autonomy, if this is not clear from the title of the qualification. .

- *Motivation:* this section shall justify the necessity of this qualification on the labor market

- *Conditions of access:* it shall mention any access conditions imposed for the newly created qualification (previously acquired knowledge, experience on the job and / or prior qualifications, specific skills).

- *Minimum level of education:* this section shall include the minimum level of education required to be granted this qualification

- *Progress reports:* where possible, the prospects for progress shall be stated, both horizontally and vertically.

- *Particular legal requirements:* to be stated where applicable.

Note: for each qualification identified, the set of pages in Appendix 2 shall be filled-in.

A business plan may have the following structure:

- **I.** **Content**
- **II.** **Summary**
- **III.** **Description of the business**
- **IV.** **Market analysis**
- **V.** **Marketing plan**
- **VI.** **Operations and management**
- **VII.** **Competition analysis**
- **VIII.** **Implementation plan**
- **IX.** **Financial situations**
- **X.** **Appendices**

I. CONTENT

Helps to quickly identify the sections of a business plan. Usually it is compiled after the plan is done.

II. SUMMARY (EXECUTIVE SUMMARY)

Make a summary of the business plan in a professional language, within one page. Keep in mind that this part is, first of all, read by investors; if you do not draw attention on the potential of the business and it arouses no interest, it is possible that funders do not read any further! This summary contains:

- Presentation of the owners;
- Short description of products and services;
- Short description of the business' clients, market and competition;
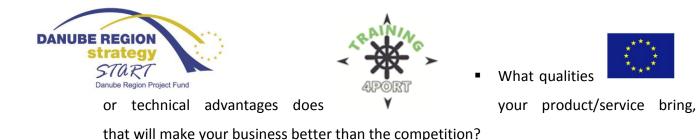
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amount of money and its usage;

- Indicating the sources of profitability

III.   DESCRIPTION OF THE BUSINESS

- Detailed description of the business, objectives and operating mode.

- Description of the industry you work in?

- Description of the services you provide and to whom. What is your position on the market?

- Use concepts as 'the satisfaction of customer needs' – but do mention exactly what, when and why; and make estimations regarding sales in units (in this paragraph there is no need to state financial goals, just operational goals).

- Include some information about your industry, especially if it is a niche field or one with which potential investors are not familiar. Describe the state of the industry and any estimates regarding economic growth and change in the coming years - and how your organization will adapt or build on these changes.

- Provide reasons why you think your business will be successful. Make a list of the specific strengths and skills belonging to you and your team.

- Here and / or within market analysis, describe the services you'll sell, including any special features and benefits to the consumer, going beyond the structure of the product.

- Enter any special legal considerations that investors should know: licenses required, special work, environment conditions, licensing fees, etc..

IV.   MARKET ANALYSIS

- Describe the product and / or services provided in the current climate context for this type of business.

- How and why are your products / services better than those of the competition? What prices or payment structure have you set and how does it compare to your competitors active in the market and online?

▪ What qualities or technical advantages does your product/service bring, that will make your business better than the competition?

You can attach drawings, specifications, brochures and other marketing materials, web screenshots and photos of prototypes at the end of the business plan to complement this information

V.   MARKETING PLAN

Before completing this section, make sure you carefully researched your market and your organization will allocate at least the minimal funds needed for advertising, social media and other marketing efforts.

▪ Do not assume before doing the research that know everything about the industry you have chosen. Search for information already published in trade journals, through industry associations, suppliers, government resources etc. Also check the demographic data and other market characteristics that are made public, census data and other means and tools.

▪ Determine exactly who will your customers be, by age, gender and income level (in the case of natural persons), namely the type of company according to turnover and geographic location.

▪ Find out how large the market is and what are the trends and anticipated changes. If you foresee any obstacles, how do you overcome them? Carry out (if you know and have the capabilities needed) independent research: for example, find out who the direct and indirect competition are for your company (mandatory include a list of key competitors) etc.

▪ Your plan should include solid statistics, numbers and other details that will lay the foundation for your sales projections and long-term prospects (the financial analysis and cash flow).

▪ Decide how to set prices (based on the analysis of competition and / or profit margin) and explain your methodology.

niche market and your strategy to occupy it.

- How will you promote your business and how will you maximize your advertising budget? Will you use social networking, fairs, business group memberships etc.?

- What is the image you want to offer to the company and what are the advertising and promotion efforts you want to use for this? Make sure you also have a budget for web design, logos, product packaging (if applicable), brochures etc.

- Allocate the initial marketing and promotional expenditures in the cash flow.

VI.   OPERATIONS AND MANAGEMENT

- Where will the company headquarters be and why (main / administrative office, laboratories etc.)?

- Explain the advantages of locating the business in a certain place.

- Is it going to be close to similar units or will be the only of its kind in the area? Why?

- How will your products/services be distributed (sold)?

- Describe the sales methods used (retail, Web-based, wholesale etc.)

- What will the structure of the sales staff be and how will they be rewarded (fixed salary, percentage of sales, based on more complex performance criteria). Explain your choice.

- Provide information about the structure and sales estimates. Why and how will you manage to sell the quantities estimated at the profit margins that you want. Exemplify from the experience of your competitors, if you have this information.

- How many employees will you have and why (structure on departments and functions)?

- Where are you going to seek / find the right employees?

- Will it take special training programmes or special qualifications of the workforce?

- How will you find the management team and what are the criteria by which you will choose it?

VII.   COMPETITION ANALYSIS

You may have addressed the issue of competition in the previous chapter, when you explained how well your business could perform, given the competition in the market. In this section you need to perform a more thorough analysis of the competition.

- Remember that depending on the product / service proposed by you, you might have both local and foreign competitors.
- You need to fully understand why customers buy from the competition and what competitors do to maintain market advantages.
- Explain how you will be able to compete successfully in the market (competitive advantages that you have) at a reasonable level of detail - that is, without going into details related to a thorough knowledge of that industry, however, letting investors know that you master the subject.

VIII. IMPLEMENTATION PLAN

Provide details about how your product will be developed, marketed and organized. This section should detail all phases of your business, in terms of time allocated, the necessary operations, personnel and money involved.

- Illustrate what you will do with the money invested, including a timetable for starting a business and the business development in one, five or ten years, depending on the funding you want.
- Explain the operation mode of the business.
- Present all business costs that you can think of, as part of the financial structure presented in the following chapter.

Think at this section of the business plan as to a practical guide on what you should do through time for your business; this shall also be a milestone for the investors reading the plan.

IX. FINANCIAL SITUATION

relevant financial information for each major party involved in this business, including entrepreneurs, financial investors, and banks.

▪ Particularly detail the properties that can be brought in as guarantee in the event of financing need from banking sources.

▪ Make a cash flow forecast for a period of 3-5 years; if necessary, for the initial investment period (up to one year) you could provide a detailed monthly cash flow.

X.   APPENDICES

Attach here any data to which reference is made in the business plan. You can include graphics, logos, market studies and detailed competitive analyzes, financial statements and anything else you think would be important for a potential investor or lender.

Appendix 5: Development conditions of a training programme for the port sector
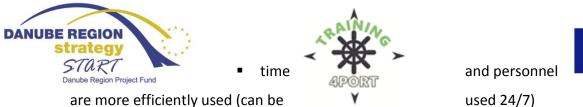
The classrooms should be designed to fit small groups of 15 -20 students. It is desirable to create a library or a study room, a room for audiovisual equipment, computer and other technical equipment needed for the material.

The room where the course takes place should not be noisy, should be away from building sites or crowded rooms and corridors. Temperature and ventilation should be optimal to conduct the training sessions. The classroom is preferable to have natural light and be equipped with curtains when using the projector. The classrooms must be equipped with a computer, flipchart, video projector, projection screen, DVD player and monitors.

To organize the training in the port sector it is necessary to have a well equipped laboratory, where the port employees can become familiar with the computer-based training and management tools, all of which can be used in a flexible and ingenious manner.

The training materials must be realized at high standard. Many ports and port operators successfully use the simulators for quay cranes. Simulators have the following advantages:
- are a universal benchmark for all ports;
- weather does not constitute an impediment in exercising the competencies (as happens when practicing in the real world);
- all students are assessed;
- accidents decrease with the completion of the course;
- students gain confidence in an environment that is not so stressful;

- time · and personnel are more efficiently used (can be · used 24/7)
- provide initial training and can introduce new equipment

Appendix 6: General characteristics of trainers/instructors

- Relevant experience in the port sector
- Specific qualifications for this job
- Ability to create an environment of trust and respect
- Ability to perceive and respond to group dynamics
- Excellent interpersonal skills
- Experience in different environments and contexts of education
- Ability to appreciate the ideas and suggestions
- Ability to appreciate collaboration
- Ability to reflect and be flexible
- Search assistance and feedback from colleagues
- Ability to recognize students who have learning problems and adopt appropriate methods and materials
- The ability to be creative
- Have a sense of humor

Appendix 7: Training of adults

Very schematically, when you teach:

- To children, "You teach what they should know, using your experience", following a set schedule;

- To adults, "you teach what they want to know, using their experience "and bringing elements that allow them to improve their competencies.

Main features of the adult	Changes in the instructor's behavior
✓ Express their needs	✓ Let them express their needs and desires
✓ Are interested in all that could be of help in their professional or particular life	✓ Design the course related to the expressed necessities,
	✓ Respond to demands and questions,
	✓ Give them relevant information
✓ Have experience, aspirations	✓ Listen to them,
✓ Live in a social and professional environment	✓ Use your prior knowledge to add what is missing
	✓ Allow the exchange of ideas.
✓ Have to be warned against their problems	✓ Allow them to discover their problems and find solutions to these.
✓ Make decisions	✓ Give them thinking time ,
	✓ Let them speak,
	✓ Favor group talk,
	✓ Consider their decisions

✓ Sometimes are afraid of change	✓ Give the participants complete and true information, emphasizing the advantages and disadvantages
	✓ Convince them of the usefulness of innovation
	✓ Persuade them through practical examples
✓ Do not want to go back to school	✓ Better use practical methods than theoretical methods for training
	✓ Don't treat them like students
✓ Memory decreases with age!	✓ Use practical situations to make them think,
	✓ Don't pack their memory with useless information
✓ Can hide their feelings	✓ Gain their trust to know their opinion
✓ Sometimes are influenced by the opinions of others	✓ Work as a team
✓ May be reluctant to speak before a large audience	✓ Encourage them
	✓ Favor team work
✓ May tend to slip into other topics	✓ Keep the discussion on topic, if necessary.