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Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	**ROMANIA**
Nominating institution dealing with the good practice	**NATIONAL CENTRE FOR TVET DEVELOPMENT**
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	Dana.stroie@yahoo.com registratura.cndipt@gmail.com
Webpage (optional)	www.alegetidrumul.ro

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:
- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
Early childhood education	☐	Institutional	☐
School education	☐	Local	☐
Higher education	☐	Regional	☐
Vocational education and training	☒	National	☒
Adult education	☐		

Description of the good practice

Title of the good practice

Methodological guidelines for consolidating the acquisitions of the 2019-2020 school year

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The direct beneficiaries of the Methodological guide are the VET teachers. The guide addresses the issue of consolidating acquisitions in the 2019-2020 school year, during the state of emergency created by the COVID19 pandemic. The main purpose is to facilitate the intervention of VET teachers to remedy their students' gaps in terms of Knowledge/skills/competences created in pandemic conditions given that these gaps can have consequences on students' final acquisition. The Methodological guide contains examples of consolidating learning outcomes, suggestions for approaching some contents, more than 4000 learning materials and assessment tools, for most of the qualifications offered in initial VET and was made with the involvement of the best VET teachers, coordinated by the National Center for TVET Development. The document is posted on the information and counseling portal for students, teachers and parents "Choose your path" https://www.alegetidrumul.ro/noutati/repere-metodologice-pentru-consolidarea-achizitiilor-anului-scolar-2019-2020

Measures taken / resolution found / output of the practice (ca. 150 words)

For each field of professional training, based on the examples provided in the guide, it is necessary to realize an analysis of the learning outcomes from the perspective of the written curriculum (the curriculum in place for the respective qualification and study year) and the completed curriculum (the component of curriculum that was effectively delivered during semester 2 of 2019-2020 school year, in pandemic conditions). The curriculum correlated with learning outcomes that were not achieved in the 2nd semester of last school year will then have to be integrated in the curriculum planned for the 2020-2021 school year. The comparative study of the curricular documents will be carried out at the level of the methodical commission from each VET school. In order to identify the level of student acquisitions, an initial evaluation test will be applied. Depending on the test results, the individual plan for consolidating the learning results will be established. The guide also contains many examples of online approaches to both teaching and evaluating learning outcomes. The learning materials and assessment tools posted online are grouped on areas of related qualifications, in order to facilitate their access by all VET teachers. The School inspectors from each county will monitor the school activity and provide support to schools to support the transition to hybrid / remote learning.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The guide does not cover all qualifications and all vocational training modules. It is a challenge to succeed in developing this online library for as many professional training programs as possible.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

Macro-regional response to economic challenges:
Digital solutions within education - learning from good practice - questionnaire

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The Methodological guidelines for consolidating the acquisitions of students and the teaching materials can be applied in continuous Vet and can also be adapted by VET schools from other countries. They are a valuable resource for all Romanian VET providers in he coming years, especially since digitalization will become more and more an intrinsic part of the VET landscape.