

Background Report: Romania

ODIP

Dr. Magda Balica, Dr. Ciprian Fartusnic, Dr. Mihaela Jigau, Dr. Irina Horga

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R3L+ Country Report ROMANIA

Research Team:
Dr. Magda Balica
Dr. Ciprian Fartusnic
Dr. Mihaela Jigau
Dr. Irina Horga

1. General information on the region, main decision-making structures and learning region approach

In Romania the regional level emerged in the public policymaking only after 1989, when escaping a hyper-centralised system of government and under the influence of the accession process to EU. The regional development is regulated by Law 315/2004, stating the way regional policies are put in place and the specific functions and the roles of different bodies in this area. Eight development regions were defined, partly following historical regions of Romania (see map below). The main regional development structures in Romania were created: the Regional Development Board and Regional Development Agency (at region level) and National Council for Regional Development and Ministry of Regional Development and Tourism (at national level).

This report is focused on a network acting in the **Regional Development Agency Bucharest-Ilfov**. As all other regional agencies, this is a non-governmental and not for profit public utility institution, with legal personality. It is the executive body of the Council for Regional Development Bucharest-Ilfov (CDRBI), in whose coordination is. The network we focus on was created to assist CDRBI to perform its functions, as detailed in the following sections.



Bucharest-Ilfov region is of a particular structure and was selected for R3L+ project for the following reasons:

- Demographic specificity (region with the highest density of population)
- Economic specificity (the most developed region of Romania, with Bucharest one of the biggest markets in South East Region)
- Social specificity (the region attracting the highest number of workers since 1989, with the most active employers associations, professional bodies and trade unions)
- Educational specificity (the region with the highest number of universities, graduates and qualifications offered and the lowest number of unqualified workers)

A brief description of the region is presented below:

Bucharest-Ilfov Development Region of Romania consists of the Municipality Bucharest and the surrounding county Ilfov. About 2.2 millions of inhabitants (10.2 % of the total population) live here on some 0.008 % of the total Romanian territory and generated in 2008 about 25 % of the country's total GDP. Regional GDP in Bucharest and Ilfov per capita amounted to 11,080 € in 2008 and might increase up to 15,000 € by 2011, according to official forecasts. The region is dominated by Bucharest, the country's (and even South-Eastern Europe's) biggest market for business and services. Agriculture accounts to less than 1 % of regional GDP while services are the leading sector. Around 20 % are contributed by the diversified industry, further 10 % are generated by the construction sector and nearly 70 % are created by the services sector. Over 5 % are contributed by financial services and 19.17 % by the real estate sector. The local GDP¹ per capita of Ilfov was 59 % higher than the Romanian average in 2008; the local GDP of Bucharest nearly amounted to 249 % compared to the national average (100 %).

Bucharest Ilfov is also the region with one of the highest education levels of the employed population, with more than 35% secondary education graduates and over 19% higher education graduates (compared with 24% and 13% the national averages).

Source: National Institute of Statistics and www.romania-central.com

Following the subsidiarity, decentralization and partnership principles, the Council and the Agency are promoting sustainable development of the region by implementing Bucharest Ilfov Region Development Plan, accelerating

¹ The GDP of Romania is among the lowest of the EU, second only to Bulgaria. During the nineties Romania experienced two sharp recessions and recovered only after 2000. Since then, Romania recorded high GDP growth rates until 2008 showing the typical patterns of a catching up economy. After being hit by the financial crisis in early 2009 (the crisis arrived with some delay in Romania, yet the harder) Romania's GDP dropped back below the level of 2007 and there are no signs for a quick recovery. An estimate by the CNP expects the GDP of Romania to reach the former level of 2008 between 2011 and 2012, which is pretty much in line with current GDP forecasts from Eurostat (source: National Institute of Statistics and www.romania-central.com)

innovation and transfer of know-how. At the same time, the bodies are using public private partnership schemes (PPP) for an efficient and responsible management of programs and projects.

The activities promoting Bucharest-Ilfov as a **learning region** are of a relative recent date. Since late '90s, and even in the early 2000, Bucharest-Ilfov was less focused on recognizing and promoting the key role of learning for the region development. Even in the official discourse, the contribution of quality learning provision to the basic prosperity, social stability and personal fulfillment was rarely underlined. As a consequence, few examples of initiatives meant to mobilize human, physical and financial resources creatively and sensitively to develop the full human potential of region's citizens could be identified. The most important characteristics of a learning region were mostly underdeveloped, even if the priorities on increasing employment and employability were regarded as a key priority.

Initial and continuous vocational education and training started to be taken into account, as well as the general orientation towards the development of human resources within the region when the first Human Resources Development Program (Phare 2000 Social and Economic Cohesion²) was launched. As pointed out in UK national report, most regions concentrate on these aspects (Longworth and Osborne, 2010). It can be considered a major step forward for the learning regions approach in Romania, since, for the first time, the development policies for the of human and social capital and the competitive advantage and economic benefits which are presumed to follow were linked and resources started to be available.

At the same time, other important initiatives contributed to the development of Bucharest-Ilfov as a learning region. The programming stage started to become more coherent and more inclusive and transversal measures promoted in relation with developing and updating the Regional Development Plan (RDP) were formulated. The Twinning Light Programs provided additional resources and also the technical and financial management and know-how of the Regional Development Fund and of regional development policies.

Phare TVET multi-annual programs (2001-2006)³, focused on developing the initial technical and vocational education and training in Romania played also an important role both in the development of region's development strategies but also in strengthening the social partnership. The regional dimension was

² Phare Program was one of the main pre-accession EU programs available in Romania, next to ISPA and SAPARD.

³ A detailed description of Phare TVET programs could be found at www.tvet.ro, the official website of the National Center for TVET Development.

constantly promoted while social partners, especially employer's representatives and trade union's members were trained to become more actively involved in the decision-making structures at both local and regional level.

These initiatives assuring a more transparent and multi-stakeholder decision-making process had however a limited capability to transform the approach to education and learning in a coherent and co-ordinated strategy to promote Bucharest-Ilfov as a learning region. Among others, important actors missing were the higher education institutions. Even if they were formally taking part within the governing board of the Region (the Council for Regional Development Bucharest-Ilfov), their involvement was rather formal, with little incentives for transforming in concrete actions their contribution to development of the region's social capital or challenging the social exclusion. We can state that the regional dimension was seen as a low priority on Universities agendas, fact proven also by the little academic interest in this area. As we will see in the next section of our report, this situation changed when Romania joined EU and structural funds for HRD become available (2007), offering a new perspective on the importance of learning component in the regional development.

2. Development of learning region initiatives in Bucharest-Ilfov: a short overview of background of selected project (macro level)

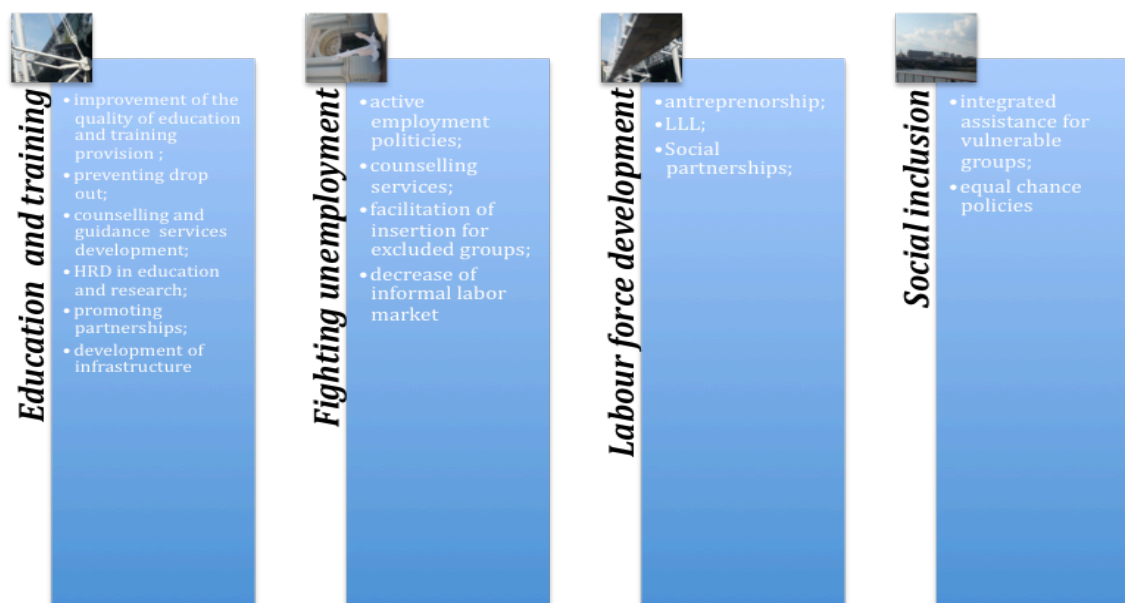
The network on which our report is focused on - Council for Regional Development Bucharest-Ilfov - benefited widely from the implementation of the first structural funds program in Romania.



The figure above is offering an overview on the strategic policy links, framing the structural funds intervention at regional level. Two sectoral programs are of key importance for our research: the Regional Development Sectoral Operational Program (www.regio.ro) and the Human Resource Development Sectoral Operational Program (www.fseromania.ro). Both are rooted in the strategic areas stated in the **National Development Plan 2007-2013**⁴, more specific, in the regional dimension of the Plan, dealing with the existing disparities and targets in the area of employment, entrepreneurship, access to social, education and health infrastructure, urban development etc.

An intermediate strategic document is the **National Strategic Reference Framework**, highlighting, among others, one very relevant priority for the learning region approach: development and more efficient use of human capital. Linked with the need for improvement of the long-term competitiveness of Romanian economy and decrease the development gaps between regions, this priority was made operational by the following specific intervention areas (see also Annex 2):

⁴ The updated version of Romania's National Development Plan can be accessed at www.gov.ro.



Specific projects started to be promoted during the planning process, exploring the possible strategies for activating networks and regional partners. A relevant example is the project "Strategia de inovare a Regiunii Bucuresti-Ilfov" (Innovation Strategy for Bucharest Ilfov Region) - FP6-2004-INNOV-4-517550 initiated and implemented by the Agency for Regional Development and funded by the EU Comission, General Directorate for Enterprises⁵.

3. Short overview of project scope and approach (micro level)

As indicated in the previous section of the report, the Regions were, in most of the cases, relatively slow in putting these interventions into action. Among the latecomers in the scene of learning region policies were the universities, stimulated by the regional planning process described above. We can identify two important directions of their involvement in the case of Bucharest-Ilfov region:

- research-development-innovation activities directly linked with the regional dimension (i.e. development of undergraduate/post-graduate academic programs, research projects, partnerships with economic environment, partnerships in validation of qualification paths etc.)
- involvement in LLL/ alternative CVT training activities, widening the access and promotion of flexible programs, including: distance education, e-learning, specialization modules, assessment of prior learning, technical and scientific consultancy; promotion of university offer in the economic and socio-cultural environment, on one hand and identification of needs/expectations of business and social-cultural environment towards higher education offer, on the other hand.

⁵ Details on the outcomes of this project could be accessed on Agency's website, www.adrbi.ro.

One relevant example to illustrate these developments can be found in Center Region, where A Territorial Pact for Employment and Social Inclusion was promoted by 74 public and private institutions, among which University „1 Decembrie 1918” from Alba Iulia, University „Lucian Blaga” from Sibiu, University „Petru Maior” from Târgu Mureș, University Română – Germană from Sibiu, Romanian Business School from Alba Chamber of Commerce.

The call for proposals within HRD Sectoral Operational Program focused on strengthening the social partnership at regional level (*DRU/41/3.3/G/25767*) created the opportunity for the academic institutions to make a step forward in this process and become active promoters of learning region approach. The project we focus on, promoted by University of Bucharest, aimed at consolidating the institutional capacity of the regional consortium. The partnership of the project *Consolidarea Capacitatii Institutionale a Consorțiului Regional al Regiunii de dezvoltare Bucuresti – Ilfov* [Consolidation of Institutional Capacity of Regional Consortium of Bucharest Ilfov Development Region] included other two higher education institutions, National School of Government from Bucharest and an European partner, Louvaine Catholic University (Belgium). Given the focus on the *Education Working Group* within the Council, other key education and professional training providers within the region were involved.

Main reasons for selecting this initiative aimed at developing Regional Council representatives competences in the area of use of education institutions potential in the regional policy-making are related to its mission and tasks, highly relevant for R3L+ input. At the same time, this initiative is relevant for the institutional actors involved (from public, private, university and not-for profit sector) as detailed in the following chapter.

The following specific objectives of the project are of particular interest from our perspective:

- ✚ Better adapting the academic and research offer to the priority development areas of the region (i.e. based on skills shortage surveys);
- ✚ Increasing flexibility and stimulation of access to learning of adults, with a special attention to disadvantaged groups;
- ✚ Closing the links of education and training with the employers; partnership building;
- ✚ Creating incentives and increasing the offer of universities in the regional development area of studies;
- ✚ Building in common new mechanisms and tools for better adapting the education and training offer to the needs of the labor market.

In order to reach these objectives, a complex activity plan was designed, linked with the pillars of the Bucharest-Ilfov Region Development Plan and a range of specific competences necessary for the members of this network to

put a part of this plan into practice. The most important steps of the project are presented in the table below⁶:

<p>Organisation of training sessions for members of the Consortium in various areas.</p>	<ul style="list-style-type: none"> - Partnerships in strategic planning in the area of education and professional training. - Roles and responsibility sharing in promotion of learning policies at regional level (including, persons at risk of exclusion) - Strategic management of cooperation activities - Communication, negotiation and conflict management. - Evidence-based policies.
<p>Workshops with members of the Consortium and other key stakeholders at regional level from education and TVET field not represented in the Consortium</p>	<ul style="list-style-type: none"> - Challenges and barriers in assuming the roles and responsibilities within the Consortium related to policies promoting LLL within the region. - Roles in development of administrative capacity of institutions involved in the social partnership. - Communication and negotiation in promoting social partnership - Tools in implementing and assessing regional development strategies specific to learning region approach - Role of new technologies in facilitation of community/partnership development - Designing, conducting and evaluation awareness campaigns at regional level.
<p>Exchange of experience (transnational partnership)</p>	<ul style="list-style-type: none"> - Role of social partnership in correlation of educational offer with the labor market demand - Transfer of experience and good practices in the area of learning regions interventions
<p>Promotion of regional cooperation model within other regions of Romania</p>	<ul style="list-style-type: none"> - Regional Consortium Nord-West (validation, peer evaluation)
<p>Dissemination/promotion events at national/institutional level</p>	<ul style="list-style-type: none"> - National Conference on the role of higher education and the TVET in promoting regional development. - Dissemination conference on the role of social partnership in elaboration and implementation of regional development plans. - Dissemination/promotion events at the institutional level (of target group)

In the next section we will discuss what are the existing collaborative patterns (at macro level) and what are the patterns aimed at being promoted by the

⁶ A detailed description of the activity plan and also outcomes of activities implemented so far could be consulted on project official website: <http://crbi.cc.unibuc.ro>.

project *Consolidation of Institutional Capacity of Regional Consortium of Bucharest Ilfov Development Region*. The following section will also identify the main actors/target group of the project.

4. Collaborative patterns and main actors of the network

Several reports highlighted the formal character of the Consortium collaborative work, identifying several challenges: low awareness/recognition of roles or reluctance of assuming these roles; unclear distribution of responsibilities among the members; lack of incentives and resources; high rate of absenteeism or often change of contact persons within the same institution represented in the Consortium; no actors assuming the role of facilitators/promoters in the relation with the education and professional training partners; lack of specific competences (planning, programming, project management/evaluation etc.); institutions represented by middle management, preventing the institutions from assuming the decisions discussed and agreed during the meetings of the Consortium etc.

According to the actors interviewed representing the project, this situation applied largely to the situation of Bucharest-Ilfov Regional Consortium when the project started (2009). As presented in the plan of activities, based on a need analysis made prior to the project design, these challenges negatively affected not only the capacity of the Consortium to take advantage of the education and professional training providers from the region and actively involve them in the regional policy-making. The whole activity of the Consortium was heavily limited in comparison with the official role, its institutional capacity being clearly underdeveloped.

The project managed to reach all the institutions involved in the Consortium and have at least one representative taking place in the activities proposed, often from the upper management or with an official representation role. Moreover, all relevant universities located in the region are part of the network. The private universities (still accounting for around ¼ of the total amount of students) are, however, under-represented for the time being. It is expected early this year that an in-depth analysis to identify the main barriers for extending the partnership.

Representatives of universities and research centers together with representatives of other public authorities (i.e. Labour Office Agency, School Inspectorate, Employers Associations etc.) are for the time being regularly meeting⁷. The network has a President, a Board and a Secretariat and it is functioning following the specific internal regulations set in an official document. The first activities of the network included study visits and other institution building-type activities.

⁷ See Annex 1 for an updated list of the organisations represented in the Council. Reports on the planning and content of the Consortium meetings are presented on Regional Agency web-site (www.adrbi.ro).

5. Managerial aspects (see also point 3)

The activities of the Consortium are covering the strategic level hub while the operational ones are mostly in the responsibility of the Regional Agency. The president of the Consortium (head of the Employment Agency) has to leading role in organizing the activities of the network. A special role has also the Education Working Group, the most important structure for the learning region approach, part of the Consortium.

The implicit managerial choices are described in the updated Regional Action Plans (PRAI) and in the specific procedure of its validation. In most of the cases we can detect a transfer of the management patterns set by other policy documents such as National Development Plan, National HRD Strategy, the Regional Development Plan, the Regional Employment Plan and the Strategies for Education, Training and LLL Development.

6. Quality assurance practice (macro and project/micro level)

In its regular activity the Consortium is not using explicit quality assurance tools despite the fact that the Regional Agency promotes several tools/strategies in this area. Another source that was only limited used are the tools developed within the projects funded by EU funds (i.e. Twinning Program).

Quality plays, however, a key role in the approach of the project *Consolidation of Institutional Capacity of Regional Consortium of Bucharest Ilfov Development Region*. Increase of institutional effectiveness and efficiency of the Consortium (and raising the quality of its services) it is the main objective followed. More concretely, two dimensions are foreseen, from the perspective of learning region:

- a better adapted offer of Universities and other education and training providers to the needs of the regional developing process;
- an institutional development intervention, with a direct impact on the quality of the methodologies, tools and implementing strategies for enhancing the role of education and training providers from the region.

Most relevant processes are related, as pointed out in the promotion of specific measures for involvement of non-academic partners (i.e. employers organisations), in the quality assurance provisions in higher education. However, indirect other relevant features of learning city are included in the internal quality monitoring activities:

- capacity of the project to promote **leadership** competences within the target group;
- impact of the project on **employment** and **employability** strategies promoted at regional level;
- role of the project in facilitating the Consortium to identify new categories and providers of **resources**;

- impact of the project on promotion of new strategies to provide **information** on learning opportunities;
- capacity of the project to promote **change management** competences within the target group.

Of a particular importance for the quality assurance strategy of the project it is also the target of the transversal objective related to the strengthening the **network** within the Consortium. Two indicators were described by the project representatives that are related to: the effectiveness of joint consultation/decision-making process and the extension of the partnership by including new institutions, especially the ones representative for the education and professional training within the region.

7. Role of EU Policies, role of R3L+ project, added value and transfer strategies

As already pointed out in the first two sections of the report, the EU plays a very important role both in the overall regional policies of Romania and particularly in promotion of initiatives relevant for the learning region approach. Some analysts consider even that the way Romanian regions emerged was less a “natural” process but rather a response to the EU pre-accession programs (as Phare Social Cohesion Program), demanding a regional approach/dimension of their management at national level). One argument for this claim is that there is only a partly convergence between the historical boundaries of regions (i.e. Crisana- Maramures, Bucovina, Ardeal, Moldova, Oltenia, Banat) and the existing ones, named by geographical references (Region North-West, Region Centrale, Region South⁸ etc).

The EU policies were of particular importance on several areas including, of course, access to funding but also transfer of know-how and, equally important, legitimating and valorizing the regional approach, in general, and learning regions approach, in particular. From Framework programs to EU LLL Programs or structural funds, EU policies had a very important influence in this sense.

Despite important initiatives in Bucharest-Ilfov region at the level of programming and of research (i.e. on innovation capacity at regional level, program already quoted), there are only embryonic initiatives to transform in reality the principles and the approaches specific to learning regions. The project we focused on is the first major initiative in this area and we have pointed out in the previous sections some intervention areas aimed at improving the existing quality assurance in education and professional training sector. A special role play the European developments in the area of LLL, Romania lagging behind not only in promoting a regional dimension of lifelong

⁸ The region Bucharest-Ilfov is the only exception; however, even in this case, there is a controversy on how the former Ilfov county and Bucharest areas were united, with only a partial care for the Metropolitan Bucharest region as defined in the '90s).

strategy, but also in promoting a national, coherent and adequately funded national strategy.

This is one of the highest challenges in our view, especially in a period when the national funding is foreseen to be significantly decreased: the regional and the national developments are closely linked and there are no regional actors with sufficient authority and competence to compensate for a possible withdraw of the state (through the National Agency for Regional Development) from the frontline of these policies. At the same time the dependency to EU funding could prove to limit the choices for development of the network, raising also the issue of own funding.

There are two ways the adoption of intended quality framework could be implemented:

- by a policy learning strategy, focused on developing a training curriculum and creating learning experiences for the members of the network (formal and informal); in this case the highest challenge is to adapt the product of the R3L+ project to the needs of the network and finding adequate resources to promote this range of activities;
- by a transfer of experience strategy, focused on exposing the members of the network to the experience of similar networks that have the experience of using a similar framework (study visit, transfer of experience during joint workshops, seminars etc.); in this case the highest challenge is related to the identification of networks and learning region good practices/experiences in using specific quality tools.

The Agency of Employment should in particular be targeted since it has a decision-making power to initiate future projects from the perspective of learning region development needs identified by our project analysed. At the same time the members of the Education Working Group should be targeted, as we see that they will have a major role in designing interventions within the learning region policy framework.

As pointed out also in the Irish National report, the main **constraints and risks** are also to be found in the area of: adequate resources, made available at right time and to the right organizations; transparent and shared decision-making process; specific intervention plans, linking the strategic and the operational levels; avoiding the mistakes from the past, when the areas of intervention and the added value were poorly defined.

We see a highly relevance of R3L+ project on reaching the expected outcomes of related to:

- a. Identification of qualifications and professional specialisations relevant for the social and economical development by occupational areas and levels of qualification;
- b. Enhancing/assisting the development of additional CVT programs;

- c. Associated measures for special education needs or other vulnerable categories of students (i.e. early drop outs);
- d. New integrated measures for higher education research link with the front-runner companies in the region.
- e. Specific measures for involvement of non-academic partners (i.e. employers organisations) in the quality assurance provisions in higher education.

It is important to highlight also the fact that, as in the case of UK report, the project promoters see the **added value** of R3L+ project one increasing motivation for what Longworth and Osborne (2010) consider to be less spread and understood when analyzing learning regions: the efficient use of organisational potential.

R3L+ project could also have a positive impact on the Bucharest-Ifov network capacity to promote more focused and integrated interventions for the learning city, region or community role, mobilising all stakeholder institutions in partnerships in the delivery of social, cultural and educational services across the locale. Also, the project could play a key role in relation with lifelong learning policies promoted by the region, as a comprehensive and powerful tool for stimulating both the demand and the offer of education and training programs. In particular, we see that the activity of the Education Working Group will significantly develop, becoming a fully functional network of a special importance for the promotion of learning region policies.

OVERVIEW OF ROMANIAN CASE STUDY

	Typology rationale and conceptualization	Lead Network – Regional Consortium of Bucharest-Ifov Region (CRBI)	Active network- Education working group partnership initiative promoted through HRD OP
Policy framework	Legislative or statutory requirements addressed by the network aim to address (State, Regional or Local policy initiatives)?	Regional Development Strategy LLL national and regional strategy	Human resources Sectoral Operational Program LLL national and regional strategy
Scope	Is the scope of the network local, regional or part of a national directive/initiative?	Scope part of a national directive	Scope promoted within a national program aimed at promoting regional objectives (Bucharest-Ifov region)
Lead sector	Do public or private sector lead, or is it a mixture of the two?	Wide partnership, including private (profit and not for profit) and public institutions	Regional partnership including private (profit and not for profit) and public institutions

Locus of control	What is the nature and form of control over network, policy and outcomes?	Not very clear, control pattern changed in the last years; public institutions traditionally more active, with an activation role. The Regional Employment Agency is the institution currently with a leading role	The Universities (Bucharest and SNSPA) have a leading role; The National Management Authority is monitoring/evaluating the outcomes
Organisational type network	How is the network organized?	Formal network with a national Government support	Formal network within a national program (HRD SOP)
Dimensions	Is the structure vertical and inherently hierarchical or is it more flat/horizontal? Is it perhaps a mixture?	The structure is mostly hierarchical, as part of a national policy with some organizations taking a specific role.	The structure is more flat, the leading organizations (universities) acting more like facilitators
Key issues	What are the key issues that the network aims to address?	Regional development and decrease of regional disparities	Promotion of LLL and diversifying university roles at regional level as key actors in adult education/CVT
Key elements of strategy	Could a core of key elements of the network activity/strategy be identified?	The strategy promotes an integrated approach in education and training, employment, social inclusion and human capital development policies at regional level.	University and regional actors act together for defining relevant qualification programs
Financing	What are the resources needed for the network	All Regional Consortiums benefited from various national and European funding schemes (i.e. Twinning, Phare TVET etc.)	Structural funds (HRD Sectoral Operational Program)
Common paradigm, shared vision	What is the vision driving the network?	There is a common paradigm defined by the regional development plan related to the need of cooperation between the main actors	The common paradigm is related to the efforts of better adapting the educational offer to the labor market needs through partnership between world of learning and world of work

Time scale of networks	Related to financing and issues of sustainability. Is the timescale fixed or open-ended in relation to the network?	Open-ended, in line with the regional development policies	Timescale fixed (three years)
Engagement	What are the levels of engagement by the actors in the networks?	The level of actors engagement varies, both across different partners and in various moments of time	High level of engagement in the case of promoters, a growing interest and involvement in the case of the other partners
Role and importance of quality	How are issues of quality addressed?	Quality assurance is admitted to play an important role but the existing practices are missing from the formal agenda	Some quality criteria were developed and proposed at the beginning of the partnership in relation with the process, outcomes and impact (following a project logic)
Quality key issues	What are the networks key quality issues?	Some general quality issues were taken into account (i.e. quality of representation and participation) but no explicit strategy in this area was promoted so far	A more systematic approach to quality, involving also the elaboration, testing and application of specific quality tools

ANNEXES.

1. Partner organisations within Regional Consortium of Bucharest-Ilfov Region (CRBI)

NR. CRT.	Organisation name
1.	County Employment Agency (Agenția Județeană pentru Ocuparea Forței de Muncă (AJOFM) a județului Ilfov) – Presidency
2.	School Inspectorate of Bucharest Municipality (Inspectoratul Școlar al Municipiului București) – Technical secretariat
3.	Regional Development Agency Bucharest-Ilfov (Agenția de Dezvoltare Regională București – Ilfov)
4.	Bucharest City Hall (Primăria Municipiului București)
5.	County Council of Ilfov (Consiliul Județean Ilfov)
6.	Municipal Agency for Employment Bucharest (Agenția Municipală pentru Ocuparea Forței de Muncă (AMOFM), București)
7.	School Inspectorate of Ilfov County (Inspectoratul Școlar Județean Ilfov)

8.	Local Development Committee of Social Partnership, Bucharest (Comitetul Local de Dezvoltare a Parteneriatului Social, municipiul București)
9.	Local Development Committee of Social Partnership, Ilfov (Comitetul Local de Dezvoltare a Parteneriatului Social, județul Ilfov)
10.	National Center for VET Development (Centrul Național de Dezvoltare al Învățământului Profesional și Tehnic)
11.	Consultative Council of Employment Agency Bucharest (Consiliul Consultativ AMOFM București)
12.	Consultative Council of Employment Agency Ilfov Consiliul Consultativ AJOFM Ilfov
13.	Prefect Administration Bucharest (Instituția Prefectului Municipiului București)
14.	Prefect Administration Ilfov (Prefectura Județului Ilfov)
15.	District 1 City Hall (Primăria sector 1)
16.	District 2 City Hall (Primăria sector 2)
17.	District 3 City Hall (Primăria sector 3)
18.	District 4 City Hall (Primăria sector 4)
19.	District 5 City Hall (Primăria sector 5)
20.	District 6 City Hall (Primăria sector 6)
21.	Bucharest University (Universitatea din București)
22.	National School of Government (Școala Națională de Studii Politice și Administrative din București)
23.	Polytechnic University Bucharest (Universitatea Politehnică din București)
24.	Technical University of Constructions (Universitatea Tehnică de Construcții din București)
25.	Economic Studies Academy Bucharest (Academia de Studii Economice din București)
26.	Architecture and Urbanism University Bucharest (Universitatea de Arhitectură și Urbanism "Ion Mincu" din București)
27.	Agronomical Studies and Veterinary University Bucharest (Universitatea de Științe Agronomice și Medicină Veterinară din București)

2. Links between operational programs within ESF Program in Romania

