



# CENTRAL RESEARCH INSTITUTE

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## SWOT ANALYSIS OF THE EDUCATIONAL PROCESSES

	Up to now	What next?
	Findings	Reinforcements
<b>Strengths</b>	<ul style="list-style-type: none"> <li>- Strong educational offer in the fields of social sciences and humanities;</li> <li>- Modern, flexible and balanced curricula;</li> <li>- Competent academia (31% Professors, PhD and Associate Professors, PhD, 44 % Lecturers), PhD studies academia- 89%;</li> <li>- Computer/based teaching and learning</li> <li>- Student-centred learning- adapted pedagogical methods</li> <li>- All the study programmes (PS) are designed in compliance with the National Qualifications Framework;</li> <li>- all the USH study programmes are compatible with similar EU study programmes -</li> <li>- the peer review is functioning for the study programme proposals</li> </ul>	<ul style="list-style-type: none"> <li>- the full capacity use of the facilities provided by the Blackboard e-learning platform;</li> <li>- teaching methods adapted to the students' needs at University level</li> <li>- stimulating the new initiatives in joint degree development or interdisciplinary programmes (e.g.. Gender studies) in order to capitalise from the USH human potential</li> <li>- the appropriate advertising of the study programmes by participating in educational fairs in Romania and abroad, as well as in the social media (Facebook, Twitter, LinkedIn etc)</li> <li>- enhancing the student and academia mobility in the EHEA space, through ERASMUS</li> </ul>
	Findings	Remedial work
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>- the long period of time (6 months- 1 year) between the elaboration of a study programme proposal and final approval (ARACIS + METCS +HG)</li> <li>- the employers are involved in establishing the proposal, but lose interest in the process, e.g. in supporting the practicum and the graduates' absorption</li> </ul>	<ul style="list-style-type: none"> <li>- the elaboration, at least one academic year in advance, of the proposals and the related accreditation files</li> <li>- providing the environment appropriate in order to repeat and maintain the results of the <i>Trainee students/ active and integrated students</i> POSDRU project, participant companies<sup>1</sup></li> </ul>

<sup>1</sup> [www.studentpracticieni.ro](http://www.studentpracticieni.ro) – details regarding the objectives, the target group, companies offering internships

	<b>Findings</b>	<b>Capitalization</b>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>- current knowledge society developments: new professions, new business interest fields - such as social economy ;</li> <li>- the unprecedented development of the Romanian e-commerce- new professions, new format components</li> <li>- Act 1/2011 regulates the partnership between the EHEA educational institutions, providing the legal framework for developing a joint-degree program</li> </ul>	<ul style="list-style-type: none"> <li>Identifying new professions, describing the competences together with the employers and designing innovative programmes;</li> <li>- the set-up of a social business support centre (business ideas aiming to resolve real social issues by private initiatives)</li> <li>- Research spin-off initiatives (a company founded on the findings of a member or by members of a research group at a university)</li> <li>- supporting the start-ups (A <b>startup company</b> or <b>startup</b> is a company or temporary organization designed to search for a repeatable and scalable business model)</li> <li>- Master in Green Economy- study programme initiative in partnership with HE -ACEU (higher education institutions in the ACEU Alliance <a href="http://www.aceu-edu.org">www.aceu-edu.org</a> )</li> </ul>
	<b>Findings</b>	<b>Mitigation measures</b>
<b>Threats</b>	<ul style="list-style-type: none"> <li>- the changes brought by the economic crisis on the labour work generated stagnations in activity sectors such as: real estate, export reorientation, ready made clothes in loan etc</li> <li>- the diversity of the private companies ( non-educational entities) providing short term educational programmes (CNFPA attested educational services providers</li> </ul>	<ul style="list-style-type: none"> <li>- diversifying the continuing professional formation and development postgraduate programmes (according to qualification fields- RNCIS codes) in order to answer the need for professional reorientation or reconversion or for the acquisition of complementary skills, according to the restrictive market requirements</li> </ul>