Romania

Education for All 2015 National Review

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MINISTERUL EDUCAȚIEI NAȚIONALE

ROMANIAN

EDUCATION FOR ALL

REVIEW REPORT

BUCHAREST

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CONTENT

ROMANIAN EDUCATION FOR ALL REVIEW REPORT

Section 1 Introduction

1.1. National context and Romania's commitments on Education for All (EFA)

Various research and statistics in recent years highlights a number of improvements in the situation of young people in disadvantaged areas in Romania. However, some significant discrepancies for certain categories of school population (rural areas, Roma children, children from socio-economically disadvantaged areas) are still persisting:

- Discrepancies regarding participation rates in primary and secondary education, by residence declined in recent years, but remain high in rural disadvantaged areas (Institute of Education Sciences, 2013). On average, a student spends 8.4 years in urban primary and secondary education and a student from rural only 7.3 years (in relation to the theoretical duration of 9 years of primary and secondary education). Dropout risk is higher in rural areas. 94.7% of pupils aged 14 urban secondary school graduates, compared with only 71.4% in rural areas. One-fifth of young people in rural areas do not have access to secondary education, especially because of the underdevelopment of the upper secondary school network in rural areas (Badescu & Petre, 2012).
- Systematic difficulties in terms of quality of education in schools with high percentages of Roma population. Various research reports (Duminica & Ivasiuc, 2013) shows a direct correlation between the phenomenon of segregation and low quality of teaching in schools with high percent of Roma.
- Other studies (Jigău & Fartusnic, 2012) highlights the increased intensity of school absenteeism and early school leaving in socio - economically disadvantaged communities: one in four children leave school before completing compulsory education and only half of the children enrolled in first class completed secondary education.

Based on these statistics, various policy documents in recent years have explored and promoted the equity, social cohesion and active citizenship through education. The Government Programme 2013-2016 sets out a series of specific objectives aimed at equity, social cohesion and active citizenship education and proposes a set of priorities (equal access to education for every child in Romania, relationship with the labour market and ensuring careers, institutional stimulation volunteering diaspora, an innovative school). Also, the Romanian Government Strategy for Inclusion of the Romanian Roma minority citizens for the period 2012 - 2020 promotes a set of integrated policies in education, employment, health, housing, culture and social infrastructure.

In the reference period of this report were developed a number of programs and educational projects with significant impact on school attendance compulsory education.

- A range of EU funded projects undertaken in 2009 - 2013 focused on specific issues, such as improving rural school infrastructure, increasing the quality of teachers, increased school

attendance of children and young people from disadvantaged socio-economic, flexible routes and training programs, through the implementation of "after school" and "second chance". Some examples: All the kindergarten project, all in first class. Integrated programs for increasing access to education and the educational level of children from disadvantaged communities, especially Roma School project - a chance for everyone; Choose School project!; School after school project - the first step to success in school and profession.

- Another group of projects targeted global approach to educational problems through integrated measures. Institute of Education Sciences, in partnership with UNICEF, the Ministry of Education and NGOs (CRIPS, Holt Romania, Together Agency), developed in 2012-2014, the "Let's go to school" national campaign in order to reduce absenteeism and dropout in communities experiencing a high rate of drop-out by implementing the program Priority Education Zones (PEZ). In the school year 2013 - 2014, the project included 75 schools in the country. Number of students supported by the project is approximately 25,000 students, of which about 3,437 are students at risk of dropping out. The project also engages approximately 800 teachers and 1,500 principals and parents. The project had three components - management, counselling / parent involvement and education - and included: face to face training activities for teachers, parents and advising managers PEZ schools; student involvement in curricular and extra-curricular activities; assistance and monitoring in schools during the school year, interaction and support online learning platform, with teachers and principals. The project has brought significant results in terms of school attendance, graduation, dropout reduction situations, professional development for teachers working with children at risk of school dropout. Teaching component included a training Education / Culture Civic deconstructing stereotypes centred teaching approach to learning, significant learning support in non-formal and informal contexts. Financial education is a newly introduced training project. The newly introduced course responded also to the need for the development of youth responsiveness banking attitude as a prerequisite for achieving financial inclusion as they will take in the future, economic, and other roles outside of the consumer. The main objective of the training program for financial education is the empowerment of teachers included in the target group to develop at school level a module of financial education for students in primary and secondary education.
- Other specific projects: In 2013, the Institute of Education Sciences developed the project Supporting Teachers in Preparing students for active citizenship, funded by the Council of Europe and the European Union, implemented in partnership with similar institutions in Croatia, Montenegro, Hungary. The project included the following activities: a) exchange of information, experiences and practices in education for democratic citizenship and human rights; b) a brochure presenting the current situation of education for citizenship and human rights in the partner countries, highlighting relevant practices; c) training for teachers in secondary education; d) making a film designed to promote the importance of education for democratic citizenship, the role of schools in shaping students' moral and civic importance of community involvement in support of education of the school, examples of practices in this regard; e) the translation and printing of publications and other documents produced by the Council of Europe, which can support the development of education for democratic citizenship and human rights in the school. The study on Situation of adolescents in Romania, conducted in 2013 by UNICEF, Institute of Education Sciences and the Center for Urban and Regional Sociology, aimed to analyse the determinants of the situation of Romanian adolescents, especially of those vulnerable in terms of achieving their rights to education, health and protection. The project revealed a variety of conclusions about the correlation between different categories of factors influencing quality of education, the confidence level of adolescents in education, conservation and transmission mechanisms of stereotypes, existing gaps in regulations legislative and social services, access to education and health, In terms of participation in early childhood education, recent statistics (Institute of Educational Sciences, 2013) shows an increase in the gross rate of participation in

this level of education to values above 90% in recent years. However, differences are still high by residence: 86% of 3 years old children in urban attend kindergarten, compared with only about 70% in rural areas. Share of rural parents sending their children to kindergarten at older ages is determined, in most cases, the difficulties of access to the network of pre-school (Badescu & Petre, 2012). The rate of participation of Roma children in pre-school education is almost two times lower than the participation rate of non-Roma children living in the same community (37% - and 63% of Roma children - non-Roma children) (United Nations Development Program – UNDP, European Union Agency for Fundamental Rights - FRA, 2012).

Several ESF (The European Social Fund) projects carried out in Romania in the recent years have also targeted to improve the participation in early childhood education and implementation of compensation such as summer kindergarten, especially addressed to disadvantaged population (rural Roma) as measures to ensure a successful school debut. Some examples: "All in kindergarten, all in the Class I" project. Integrated programs for increasing access to education and the educational level of children from disadvantaged communities, especially Roma

Current regulations in education outline an integrated educational service for people with special educational needs. National Education Law no. 1/2011 includes a chapter specifically dedicated to special education, which brought significant changes to the structure, selection and orientation methodologies for children with special educational needs. Related methodologies approved in 2011 are related to organizing support services for children with special educational needs in mainstream education and diversification of their schooling; assessment, advice and guidance to school children; development and approval of a specific curriculum. As a novelty, in the year 2014 was approved specific curriculum for special vocational education, providing specific professionalization of pupils with SEN in the VET education type school.

Promoting an inclusive approach in the education of children with SEN had direct effects on their distribution in different types of tuition (Institute of Education Sciences, 2013). Thus, overall, the number of children enrolled in special education has declined significantly in the early 2000s, from over 55 000 students in 1998/1999 to a total number of 25 000 in the school year 2012/2013. Simultaneously, the number of children enrolled in mainstream education that received educational support services increased to 17 388 students in 2012/2013 (see Ministry of National Education).

1.2. Legislative changes for EFA

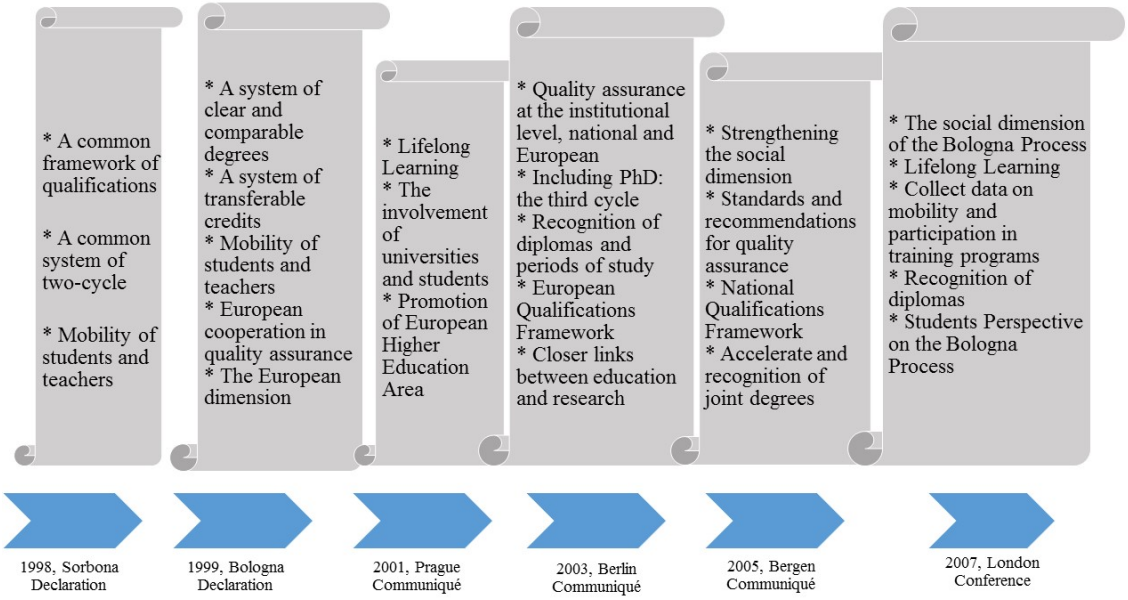
Specific legislative changes in the education more in favour for closing the gaps of Romanian educational system in the view of education for all:

- Introducing a preparatory class in compulsory education and extending compulsory education to 11 classes (and 13 after 2020);
- Social supporting measures for disadvantaged groups with low access to education and alternative programmes for prevention and compensation of early school leaving such as School after school programme and Second chance programme;
- Re-introducing VET schools as an alternative route for compulsory education and providing subsidies to students; Re-opening the VET schools of 3 years duration, based on a new methodology focusing on the role of employers in planning, work-based training provision and assessment of students.
- Other specific changes introduced in December 2013 by the Government Ordinance are the followings: i) increasing the role of counselling and guidance and the role of learning portfolio in transition from lower secondary to upper secondary education level, ii) introducing the trans-disciplinary national assessment approach for high-school enrolment

(in case of higher demand for a certain number of available places), iii) specific supportive social measures for all students and more specifically for disadvantaged students enrolled in high schools and universities (covering entirely or partially the transport).

Objectives evolution of Bologna process, committed in Romania too, established to successive meetings of ministers of education has gone through six stages performed during the years 1998, 1999, 2001, 2003, 2005 and 2007 This sequence was presented in Eurydice report named "National developments in Bologna Process 2006-2007 "

Figure 1.2.1. Bologna Agenda 1999 - 2007



Source: Eurydice. *Focus on the Structure of Higher Education in Europe. National Trends in the Bologna Process 2006 - 2007*

1.3. The main Challanges

However, specific challenges in achieving education for all objective are still subject of policy development in the next years:

- Large disparities in access to education still remain a challenge for the education and training system. Investments in institutional development and staff training are still very low and affect particular categories of children; such as children in rural areas, children from poor communities and Roma.
- Teacher training should be further addressed. The initial training of teachers is still not yet updated and no specific measures to increase the attractiveness of the teaching profession are in place. The improvements of students' achievements in PISA testing are visible, but there are still large shares of low achievers in all testing domains
- There is a need for further revising the curriculum in lower secondary education and to train teachers in transversal curricular approaches in order to provide more life-context and authentic learning opportunities for students. A large share of upper-secondary education level graduates fails the final exams and this remains a major concern in the view of their transition to the labour market or to the tertiary education.
- Guidance and counselling services are still underdeveloped and lack a common and coherent methodological approach in order to be effective across all educational levels.

- Participation of adults in lifelong learning remains a major challenge, in spite of different type of measures implemented in the system. New approaches in education and training such as entrepreneurship, using ICT, research and innovation initiatives are only at an early stage and more coherent policy strategies should be put in place in the next years. Increasing number of students should participate in mobility; and the internationalisation of universities could play a major role in opening up the education and training system to the wider world of work and innovations over the next years.

According to Țibu, S. (2009), the latest study mentioned, at the end of 2006 in Romania there were some difficulties:

- • historical differences to the stipulations of the Lisbon strategy, coupled with the failure to develop a culture of lifelong learning at the population level;
- • lack of a systematic and coherent debate, involving ministries, public institutions, civil society and private sector in the development, implementation and monitoring of policies of lifelong learning;
- • non-existent global approach of lifelong learning policies, related to the entire course of an individual's education and training and to incorporate a unified vision as pre-school, compulsory initial training, and continuing education and training of adults ;
- • distance, sometimes significant, between the legal provisions referring to lifelong learning and implementing their regional and local level;
- • lack of concordance between the priorities established in educational policy documents and financial resources to meet them;
- • reduced involvement of social partners in developing and implementing policies for human resource development.

1.4. Strategies, policies, plans and national targets for EFA

Having as premise the continuous professional training policies at EU level, Romania has developed strategies, policies and courses of action that are consistent with them and adapted to the socio-professional particularity in our country.

National Strategy for continuous training, developed in line with the European Employment Strategy sets out a number of strands, among which:

- developing policies on lifelong learning in conjunction with the developments and labour market needs;
- developing a structured professional training continuous, transparent and flexible, with adequate funding and strong involvement of the social partners to increase employability, adaptability and labour mobility;
- Increase participation in learning throughout Lifetime up to 7% in 2010, for the adult population (25-64 years of age group);
- promoting an offer quality training and ensuring the investment in training benefits both personal / individual level and social one.

Short and medium term strategy for continuous training 2005-2010 (approved by Government Decision no. 875/2005) aims to: sustaining the workforce transformation; facilitating mobility between different sectors; increasing awareness of the importance of The Lifelong learning, the degree of motivation for the broaden of the knowledge and the people skills development, involvement of all social actors in CVT. The strategy sets out the following strategic objectives:

- increased participation in CVT and facilitating access for all people in lifelong learning perspective - through the following strands: awareness by individuals, employers and other stakeholders of the benefits of CVT;

- increased public and private investment in CVT and their effectiveness;
- development of a flexible and transparent CVT, competency-based integrated to the National Qualifications Framework;
- improving the information network, vocational guidance and counselling; ensuring assessment / experience validation and recognition/prior learning, including skills acquired in non-formal and informal learning;
- increased the quality and efficiency of the CVT system through a results-oriented management - by: strengthening institutional structures and partnerships in CVT; implementing quality assurance mechanisms; drawing studies, analyses and statistics for CVT; adapting the legal framework for the development and implementation of the new system of CVT.

National Action Plan for Employment - NAPE (GD no. 970/2006) who established the following objectives: participation of adults (25-64 years) to education and training; participation of registered unemployed persons to training courses; increasing funding for training of the unemployed from unemployment insurance budget.

National Reform Programme - NRP 2006-2010 - proposed compulsory inclusion in the work collective agreements, of the provisions on training, and increased participation in continuing vocational training by initiating measures to changing the culture of the employers in sense of orientation to human resources investments. NRP aims to provide financial support for continuous training programs and increase the availability of schooling opportunities for the rural area adults. Also, in the period 2008-2011, was specified to run a national programme to promote employment of the older workers, aiming, inter alia, granting equal opportunities to education and professional continuous training.

National Development Plan 2007-2013 - NDP established the following objectives impacting the vocational training: optimization of the correlation between qualifications, labour market needs and the quality assurance system in vocational training of adults with the European model; a better development of entrepreneurship education in vocational training of adults; ensure a sufficient number of providers of training programs; geographic coverage of an optimal professional training offer (in urban and rural areas); increasing labour market inclusion of the disadvantaged groups.

National Strategic Reference Framework 2007-2013 - NSRF developed directions for programming Structural and Cohesion Funds for our country, linking the national development priorities and the European level one. One of the main elements of the NSRF aims to develop human resources through intervention measures such as:

- Support education and training systems, by increasing flexibility, transforming schools into centers of continuing education and resources, creating new, wide and complex learning opportunities for youth and adults;
- placement in the heart of the policies of the items such as: increasing adaptability, entrepreneurship, stimulating investments in human capital and lifelong learning;
- combating social exclusion and promoting social inclusion of various vulnerable groups disadvantaged on the labour market (e.g. unemployed, people who have left the education system prematurely);
- developing the counselling and guidance system to participate in continuing education and training; the realization of the lifelong education with a participation at 12.5% rate in training programs by 2010 (from 1.5% in 2004);
- establishing standards of quality certification CVT and a national qualifications framework; implementation of actions to increase the professionalism and status of the trainers.

European Lifelong Learning Programme 2007-2013 to which are connected all the offices of community programs and international relations departments of universities in Romania, and The European funds for training and professional conversion who will be managed by the SOPs for Human Resources Development HRD.

Sectorial Operational Programme Human Resources Development - HRD, developed in the context of the NDP 2007-2013 and in line with the NSRF priorities, aims as main goal increasing human capital and competitiveness, by linking education and lifelong learning with the labour market and providing opportunities enhanced for future participation on a modern labour market, flexible and inclusive. In this context, HRD establishes the priorities and areas of intervention of Romania in human resources (in order to implement EU financial assistance through the ESF). HRD establishes specific objectives for the following priority axes:

- education and training to support the growth and development of knowledge-based society;
- linking lifelong learning and labour market;
- increasing adaptability of labour force and enterprises;
- promoting active employment measures; promoting social inclusion.

Operational Programme Human Resources Development 2007-2013 (HRD) is financed by the EU Structural Instruments, namely, the European Social Fund. The overall objective of HRD is to contribute to "the development of human capital and increase its competitiveness, by linking education and lifelong learning, labour market and ensuring an increased participation in a modern labour market, flexible and inclusive for 1650000 of people " (www.fseromania.ro).

Example of HRD program:

- The project "Doctoral scholarships supporting research: Competitiveness, quality, cooperation in the European Higher Education Area - BDCCC" ("Grants to Support Doctoral Research: Competitiveness, Quality, Cooperation in the European Higher Education Area – BDCCC"), http://doctorat.snspa.ro/en/projects/bdccc/general-presentation funded by the European Union Operational Programme Human Resources Development for 2008-2009 academic year is addressed to doctoral schools in higher education in Romania and contribute to the development of higher education, and to strengthen the Romanian research in the European context.

Strategic Directions of the Ministry of Education and Research for 2006-2008 (2005);

National Report on the implementation of the Work Programme Romania Education and Training 2010, ISE, Bucharest, 2007.

1.5. Institutions and mechanisms responsible for coordination/implementation of Education for All

The Romanian Government and the Romanian Parliament are responsible to ensure the necessary legislative framework for the implementation of program "Education for All" (e.g. Law no. 1/2011 Law of National Education). Ministry of Education is the body that monitors, controls, provides, maintains and develops the role of education institutions (kindergartens, secondary schools, special schools, high schools, technical colleges and theoretical, universities). Institute of Education Sciences has the principal role in research for the development of the educational system in Romania. Providing quality criteria is achieved by ARACIS for the university education system and by ARACIP for the pre-university education system .

1.6. Partnerships with other ministries, agencies, civil society organizations, international partners

The National Qualifications Authority (NQA, in Romanian ANC) coordinate authorizing the providers of adults training (FFPA).

The Advisory Board (not yet approved) of the National Qualifications Authority (NQA, in Romanian ANC) is a collective body that comprises representatives from the actors involved in the training of adults (see Figure 1.6.1.).

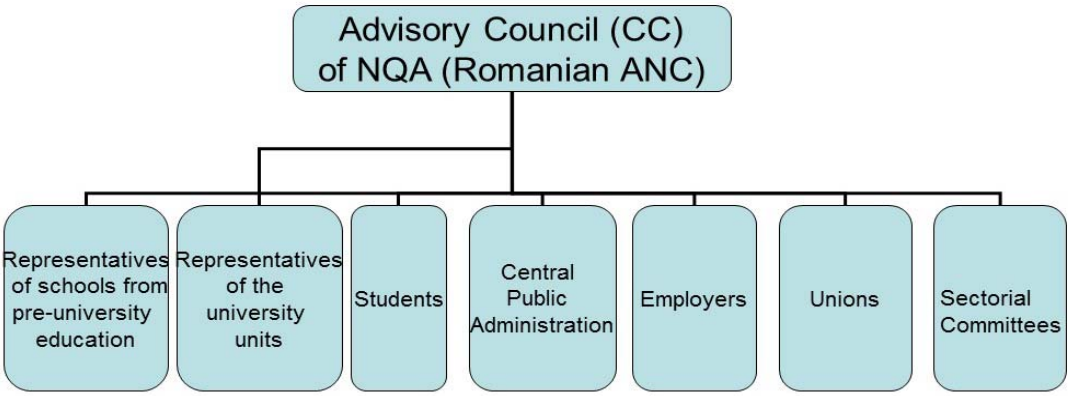


Figure 1.6.1. Composition of the Advisory Board of ANC

Now, the National Qualifications Authority (NQA, in Romanian ANC) is functional and "is a public institution with legal personality, a specialized body under the Ministry of Education, Youth and Sports, the legal operation of the ANC being regulated by Government Decision no. 556 of 25 May 2011 on the organization and functioning of the National Authority for Qualifications, published in Official Gazette no. 435 of 22 June 2011, and the Ministerial Order no. 5428 of 21 September 2011 which approved the Regulation of organization and functioning of the National Authority for Qualifications ".
However levers through which the ANC acts are more complex. There shall be a register for each category of actors involved in this process (RNC RNECP, RNFFPA, see Figure 1.6.2.).

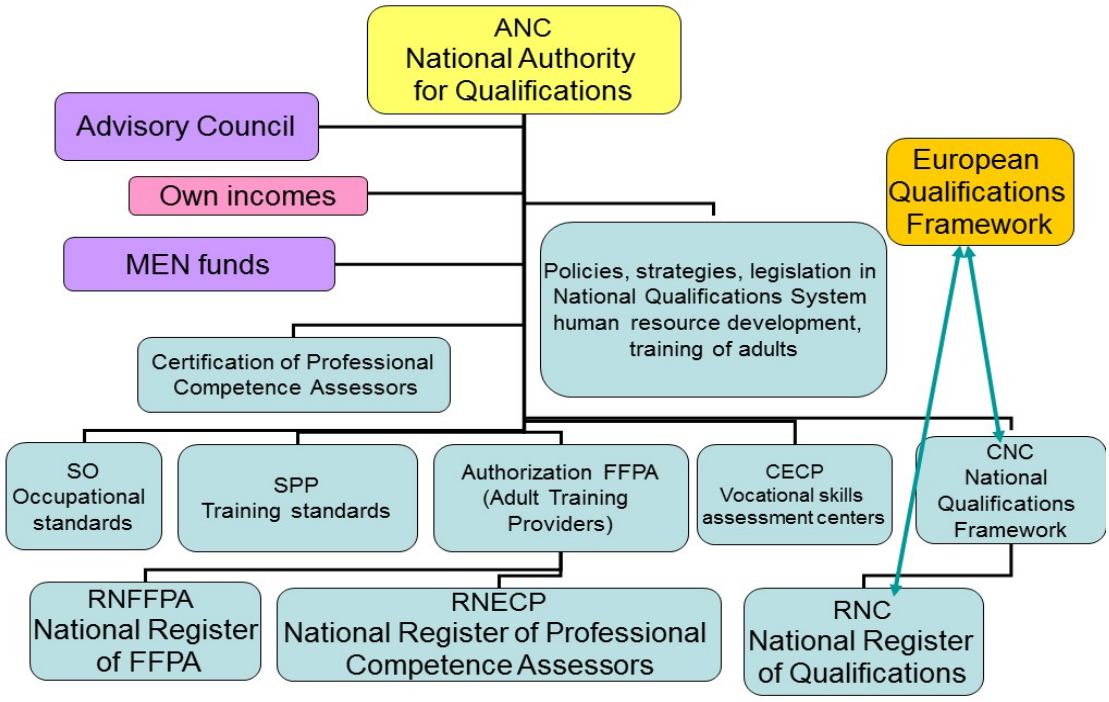


Figure 1.6.2. Activities and involvement of the National Qualifications Authority (NQA, in romanian ANC)

Examples for partnership:

Intel – IntelTeach programm
In the whole country, IntelTeach Romania in partnership with Teachers Training Centres in all counties of accredited training for teachers to use computers in teaching, information and training. Ex. CCD Bucharest
http://www.ccd-bucuresti.org/documente/2013-2014_cursuri%20acreditate/Cosma_3_cursuri_acreditate/2013%20IntelTeach.pdf

Samsung
Under this partnership, which aims to promote digital literacy in Romania and increasing skills and digital literacy among teachers and students have been equipped during 2013 - 2014, three Smart classes in high schools in Bucharest, Timisoara and Iasi the latest technology in tablets, E-board sites, Smart TV.
In 2013 was inaugurated the first Smart Classroom in Commercial Higher School "Nicolae Kretzulescu" in Bucharest. This year Smart Classroom project continued with the opening of two new classes of this type in Timisoara, the Pedagogical High School "Carmen Silva" and in Iasi, the College "Costache Negruzzi".
"The partnership signed between the Ministry of National Education and Samsung Electronics to expand Smart Classroom program gives students the opportunity to study the way they want, the more that they are very familiar with digital devices. Students are connected to everything going on around them, so that access to digital learning is a chance for their professional future", said Minister of National Education, Remus Pricopie.

Section 2 The main challenges of Education for All and objectives towards 2015 (The statement of education and training in romania, european perspective, indicators 2020)

2.1. The rate of participation in pre-school

Until the year 2011/2012 the indicator percentage of the pupils entering for the first time in the first grade who attended preschool, showed an upward trend in the Romanian education system. **In the 2011/2012 school year, only 7% of students who entered first grade did not attend kindergarten**. In 2012/2013, official statistics do not provide information on the kindergarten children who were enrolled in the preparatory class. Collecting statistical data on this issue is necessary to analyze the continuity between pre-school and primary, respectively to assess the preparedness of children for a successful school debut.
Participation in pre-school education for children aged 4 years and the official age of school enrollment is mandatory European benchmark that as targets for 2020, at the value 95%. In the year 2011, the EU-27 average on this indicator was 93.2%, up from previous years. The increased values were recorded in France and Spain (100%), the Netherlands, Belgium, Denmark, Great Britain, Italy, Germany, Portugal, Hungary. Countries with the lowest values of the indicator are: Czech Republic, Poland, Slovakia, Greece, Finland, Croatia.
In Romania there have been significant increases in the value of participation in preschool children aged 4 years and the official age required of school enrollment - from 67.6% in 2000 to 82.8% in 2008, followed by light decreases in the past four years.

2.2. The rate of early dropout of education system

In the period 2007-2012, **the rate of early dropout of education system in Romania has been fluctuated** with increases or decreases from one year to another. 2008 marked the lowest value, reaching 15.9%. In 2008 - 2010, the rate of early dropout of education system increased from 15.9% (2008) to 18.4% (2010). In 2011, Romania managed to reach the forecast estimated for this year of 17.5%, according to proposed targets in the National Reform Programme 2011-2013. In 2012 it still maintains the downward trend, with a slight decrease from last year (17.4%). **This relative improvement indicator for the year 2012**, can be explained as a result of development programs "second chance" in the national education system with the implementation of projects financed by the HRD which had as primary target the value decreasing for this indicator. According to Eurostat data, the indicator value of 17.4% of the 2012 places Romania closer to the European average (12.8%). This means that to achieve the target of 11.3% set for 2020, are required institutional efforts and complex financial aimed at reducing the rate of early dropout of education system.

2.3. Basic Skills

According to the OECD (PISA 2006 and PISA 2009**), Romania is among the countries with the lowest scores recorded by 15 years old students in the EU in international tests of skills in reading and writing, mathematics and sciences.** In PISA 2009, four in ten students (40.4%) were below level 2 performare in international testing compared to the EU25 average (19.6%).

This means that a high percentage of Romanian students aged 15 years have low skills in reading and lecture. Romania had similar scores at math and sciences: in 2009, almost half of Romanian students (47%) had very low scores in math, compared with the EU average (22.2%). For sciences, the percentage of low achievers was slightly lower (41.4%), but it was well above the EU average (17.7%). As in other European countries, in Romania there were discrepancies of performance by sex and area of residence. However, compared with PISA 2006, Romania is one of the EU countries with the most important improvement in results from PISA 2009**. In view of 15% the European target in 2020 for childrens with low achievers in PISA tests**, Romania shall to do endeavor for significant improving of the quality of education in the coming years to reduce current disparities.

In terms of **language skills in a foreign language**, Romania is one of the EU countries where compulsory curriculum provides learning two foreign languages. For upper secondary education, Romania is among the countries with the highest average number of foreign languages learned in school (2.0-2.4). However, it is difficult to assess in a comparative perspective the language skills of students in Romania, because our country did not participate in the European survey on language competences, launched by the European Commission in 2008.

Digital literacy is also a challenge for future educational policies in Romania, given that in our country in 2011 was recorded the highest share of the EU population aged 16-74 years who had no skills to use a computer (61%). According to the study conducted in Europe in 2011, only about 4 in 10 people aged 16-74 years have some digital skills and only about 1 in 10 people have high skills to use a computer. Besides a generational gap regarding the skills to use a computer (for younger generations), digital literacy is positively correlated with level of education. To develop the digital skills in the population is important that education and training system to promote the integration of digital educational resources and integration of ICT in the school and the classroom activities.

2.4. Participation in tertiary education

In 2007-2011, Romania registered a significant increase in the share of tertiary education graduates, from 13.9% in 2007 to 20.4% in 2011, exceeding the forecasts made by the National Reform Programme 2011-2013 (the estimated 18.7% in 2011). However, in 2011, Romania was the penultimate position among European countries on this indicator.

For 2020 National Reform Programme 2011 - 2013 has set **a target of 26.7% tertiary graduates in the total population aged 30-34 years**. Target assumed by Romania is much lower than that proposed at European level (40%), being the second smallest in that plan.

The main challenge in terms of access to higher education in Romania is the relatively low enrollment rates than the EU average, influenced by low rates of promotion baccalaureate in recent years, and the low participation of the rural population to this level of education. Also, in our country there is low participation in higher education of people from non-traditional age groups (25 - 29 years and 30-34 years), which indicates the need for universities to adapt educational programs to the specific needs of these people. Other critical issues relating to: the small percentage of students pursuing a career in scientific research; not enough open for mobility of students and teachers and reduced atractivity for foreign students in the Romanian university system, in terms of a small number of study programs organized in another language than Romanian. Regarding the teaching staff in higher education, statistics highlight the need for professional development of young staff, developement of management capacity and governance of universities and the development and strengthening research functions of universities.

2.5. Adult participation in lifelong learning

In the period 2007 - 2012, Romania has made significant progress on **the participation of adults aged 25-64 in lifelong learning**, the indicator registered a small increase from 1.3% in 2007 to 1.6% in 2011 Together with Bulgaria (1.2%), Romania occupies the last two places among EU countries on this indicator. In these circumstances, Romania is still far from the EU target for 2020 projected a 15% share.

The analysis of National situation notes the following challenges to achieve the target set for Romania in 2020 :

- The lowest percentages of participation in continuing training are recorded in people with low levels of education and professional qualification for those working in small businesses and those aged over 40 years.
- Continues to manifest discrepancies by residence and gender on participation in lifelong learning at the expense of rural areas, respectively, to the detriment of male.
- Requires professionalization of practitioners, with flexible access routes and career progression, and a proper system of training of staff working in this area, leading to the strengthening of professional prestige and increase the attractiveness of the profession. It also impose the need to diversify the roles of staff education and training of adults, new roles as online facilitators, mentors, coaches, career counselors, skills appraisers, training designers etc., to meet increasingly the needs of the diversified potential beneficiaries of the adult education and training.
- Limited access to the system of recognition and validation of the the learning acquired in informal and non-formal contexts, is another critical issue. The main challenge in this regard is the need to develop a network of centers for evaluation and certification of skills and institutional capacity to develop their management and administration.

2.6. National targets for 2015 (referring to the National Action Plan EFA)

Government Programme 2013 - 2016, the European documents of the programmatic field (Europe 2020 Strategy, framework ET 2020) and the National Reform Programme, are the base of main strategic guidelines of the Ministry of National Education. Are targeted the following priorities of the education and training:

Priorities

I. Ensuring equal access and participation in education for every child in Romania

II. Curriculum revision and assessment modernization

III. Quality assurance for all levels and forms of education

IV. Development of vocational and technical education; linking education and training system with the labor market

V. Supporting education in minority languages

VI. Expanding the use of new technologies

VII. Increased autonomy of schools; the encouraging of partnerships, community representatives participate in school life and strengthening the social dialogue

VIII. Improving the training of the teachers

IX. Encouraging the lifelong learning

X. Prevention of Corruption and Violence in Schools

XI. European cooperation and international development

XII. Increased absorption of structural funds

XIII. Improving educational infrastructure

This priorities are designed, annualy, in Romanian State of Education Report.

Examples:

VIII. Improving the training of the teachers

- Professionalization of teaching career
- Professionalization of managerial career in the education sector
- Develop a market in educational field for "training programs" based on a competitive system
- Linking structures and stages of the teaching career with the educational standards and ensuring professional dynamics using transferable professional credits
- Continuous training of teachers will be focused on: digitized education; an innovative and creative training curriculum vocational skills appropriate; modern pedagogy, optimizing the relationship with parents, students and local authorities; updating knowledge in the curriculum of the discipline.
- Updating and developing appropriate skills in the field of specialization of teaching position occupied and in the psycho-pedagogical and methodological speciality of enrolled teachers to obtain teaching degrees by:
  - Completion of exam preparation programs in teaching degree II and teaching degree I;
  - Accreditation and conduct training programs for teachers enrolled to obtain teaching degrees.
- Human resources development in education and vocational training
- Linking structures and stages of the teaching career with educational standards and ensuring professional dynamics using transferable professional credits by:
  - Adjusting the progressive track in teaching career based on generalization of system of transferable professional credits (TPC) in the new European educational context;
  - Diversification of vocational route in accordance with the real needs of developing teaching career;
  - Adapting professional transferable credits system to European educational standards to ensure quality training of teachers;
  - Establishing of opportunities for conversion from a teaching position to another in order to adjust and maintain professional growth of teachers in the education sector.
- Filling of specific databases and linking teacher
- Completing National Corps educational management experts by organizing new session selection
- Implement strategic ESF project "Training of teachers in the assessment of professional competencies", with the main aim of training teachers in the evaluation of professional skills (implementation period June 2011 - May 2014).

IX. Encouraging the lifelong learning

- Develop skills for lifelong learning to increase the capacity to adapt to new jobs
- Commencement of activities for PIAAC programme activation (Programme for International Assessment of Adult Competencies) in Romania: determining the institution who is the responsible for implementing the national program, national coordinators training, translation and adaptation of instruments, operator training, data collection and preliminary introduction etc. .
- Encouraging the implement non-formal and informal activities
- Encourage the development of new skills/qualifications; improving career guidance and counseling
- Recognition of learning outcomes in informal and non-formal context
- Promotion of new technologies in education, career, personal and social life
- Continuing education and teacher training from the national education system, using educational programs financed by EU funds.
- Develop National Strategy for Lifelong Learning, with technical assistance from the World Bank.
- Supporting participation in European mobility programs
- Completion and approval by government decision of the National Qualifications Framework, with 8 levels by referencing to the European Qualifications Framework.

2.7. Difficulties in achieving EFA

- Absence of Global Approach integrated and coherent on the entire course of an individual's education and training, incorporating a unified vision as pre-school, compulsory initial training, and continuing education and training of adults;
- Lack of a shared vision of lifelong learning, to ensure consistency and flexibility of a personal course of learning throughout life, linking education and initial training with further education;
- Having high level of generality of the objectives related to lifelong learning, are difficult to be assessed and monitored the the expected results;
- Low involvement of social partners, civil society and private sector in the validation and implementation of strategic objectives;
- Lack of concordance between the priorities set out in policy documents with financial resources to achieve them.

Section 3 Progress in achieving Education for All goals

(The main results obtained and difficulties encountered in the EFA)

3.1. Goal 1: Early childhood care and education

Early childhood development

Objective 1: PEEC (Protection and Education for Early Childhood)

Preparatory Class 2012-2013

- In the 2012-2013 school year in secondary education in Romania worked 8534 of preparatory classes organized in 4450 schools, which had included 130,547 pupils. Comparing the population of 6 levels of education that children of this age are enrolled in 2012/2013, the data are as follows: less than half of children 6 years are in preparatory class (55.9%); 17.8% of children aged 6 are

enrolled in kindergarten; 17.2% are registered directly in I class; 9.1% of children (19,900) are outside the education system.

- Until the introduction of the preparatory class, only one in five children aged 6 years going to school; after 2012-2013 the ratio is seven out of ten. The history of average number of students / class in school in 2012/2013 has recorded differences from one county to another, from about 22 children / class in Bucharest to 5.6 children / class in Bistrita-Năsăud.
- Just over half of the teachers who teach pre-school class (51.1%) are teachers and one third (30.3%) teachers or schoolmasters. Most of the teachers who teach at preparatory class are teaching staff and one fifth are substitutes. Only 1.1% of teachers teaching the preparatory class are classified as unskilled. Most teachers of preparatory class have significant teaching experience.

3.2. Goal 2: UPE (Universal primary education)

Constitution guarantees the right to education [Art. 32 para. (1)] and the state provides free education [Art. 32 para. (4)]. National Education Law no. 1/2011 with subsequent amendments provides for equal rights of access to all levels and forms of education and higher education and lifelong learning without any form of discrimination [Art. 2 para. (4)].

The Education Law no. 1/2011 with subsequent amendments [Art. 23 para. (1) b)], in Romania, primary school comprising Preparatory class and classes I-IV. Is a novelty and progress in the functioning of the education system, the role it plays in the national education system, namely to facilitate the integration of the child in school. Preparatory class implementation was done since the 2012-2013 school year; preparatory class, according to Art. 29 paragraph (2) has enrolled children age 6 years before the beginning of the school year.

Preparatory class curriculum focuses on skills and aims, according to Art. 68 paragraph (4) of the Education Law, the physical developing, socio-emotional, cognitive, language and communication, and developing skills and attitudes to learning, while ensuring the development of connections to the eight key competences.

Preparatory class implementation from the 2012-2013 school year was prepared by the teaching development conditions, such as:

- Curriculum (approved for the 2012-2013 school year)

- Training teachers who taught in the 2012-2013 school year at preparatory class; attended training 8,000 teachers; the training programme included 40 hours of face-to-face and 94 hours of online courses; European financing ID 63113 - ICOS

- Specific features of the furniture and the means teaching (according OMECTS no. 4310 / 01.06.2012 on the allocation of funds for school furniture endowment of state pre-university schools at preparatory classes in 2012 and GD 564 / 30.05.2012).

Preparatory class implementation Romanian educational system in the 2012-2013 school year is subject to a study conducted at the request of the Ministry of Education by a team of researchers of the Institute of Education Sciences, in collaboration with experts of the Educational Resource and Support Center Bucharest (CMBRAE). The aim of research was the assessment of the educational system in Romania in terms of conditions covered and the implementation of the preparatory class. The study can be downloaded from web: www.ise.ro/implementarea-clasei-pregatitioare-in-romania-2012-2013.

An initiative that aims to support students from disadvantaged backgrounds to attend courses (primary and secondary) is the project developed by the Institute of Education Sciences in partnership with UNICEF and other NGOs, through the Priority Education Zones (ZEP); conducted since 2003, the project continued and expanded systematically from one school year to another. The major objective of

the project is the development of an intervention aimed at the causes of school dropout and absenteeism with faced by schools involved in the project. The target group is the students with major risk of dropout, parents of these students, teachers, school leadership team, support staff.

In the school year 2012 - 2013, the project included 93 schools in 33 counties. Were directly supported 31,730 students of which 4,203 students identified as at major risk of dropping (accumulating a number of categories of risk factors such as family, school or individual). The Share of these students in total students in ZEP schools was approximately 13%. The project also involved about 1,000 teachers and principals (involved / engaged in training) and about 2,000 parents (involved in counseling, information, training and support activities).

The project had three components - management, counseling / parent involvement and education - which reflects the complexity of the students situation from ZEP school and the need for coherent interventions on different plans. In essence, the project included: face to face training activities for teachers, parents and advising managers from ZEP schools; student involvement in curricular and extracurricular activities; school support and monitoring provided by experts / local facilitators and by the Institute of Education Sciences during the school year, online interaction (CIO-ISE platform with teachers and participants) and online support given to them.

In terms of extracurricular activities in the schools included in the ZEP project were organized tours. In tours, participated the first students of the target group, but also teachers, parents and community representatives; student participation in organized trips had a positive effect, contributing to the acquisition of information and knowledge, and the increased interest for school and teaching. Trips have covered a wide range of topics (knowledge of historic and geographical areas, trips that targeted interschool exchanges, environmental awareness, knowledge of some professions).

Among the quantitative results of the ZEP project conducted in the 2012 - 2013 school year, are as follows: 75% of children at major risk of dropping finished the school year; about 14% of students identified with major risk did not attend school at all and could not benefit from project interventions; about 11% of students identified with major risk had left school during the first or second semester.

Although the project was conducted in schools with high dropout rates, relative to the total number of students enrolled, average dropout rate recorded in ZEP schools who entered the 2012 - 2013 project is about 3.4%. To the extent not considered enrolled students who have not attended school at all, ZEP schools had an average drop of 1.5%, very close to the average nationally. This result is particularly encouraging, given that at the beginning of the project the average dropout rate in the 93 selected schools was over 5.7%.

Regarding the situation of graduation in ZEP schools (in June 2012), in almost 80% of ZEP schools, the graduation rate of students in the major risk was over 50% in most cases, school performance was associated with an improvement in frequency of students at class.

The project also developed ZEP school in the year 2012-2013 contributed to the recovery of children who gave up their studies in previous years. A total of 40% of ZEP schools have indicated that they returned to school at least one child in the community who left school in previous years.

In the school year 2013-2014, the project includes 75 schools in the country. The number of students supported by the project is about 25,000 students, of which about 3,437 are students at risk of dropping out; of these, 42% are from primary schools and 58% of secondary schools. The project also involved approximately 800 teachers and principals (involved/engaged in training) and about 1,500 parents (involved in counseling, information, training and support activities).

Compared to the previous school year was held a large number of activities which involved the joint participation of the students, their parents and teachers; were awarded 75 mini grants (worth 2.000 USD /school) to work in all three areas (curricular activities, extracurricular activities, activities with parents); the activities covered by mini grants had a great diversity of specific activities performed at grade level (in class), on activities involving all students in the school (such as campaigns).

3.3. Goal 3: Youth and adult learning needs

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

The study "Status of Romania adolescents" initiated by UNICEF and conducted by the Center for Urban and Regional Sociology, with support from the Institute of Education Sciences in 2013 aimed to analyze the situation of youth in Romania, especially the vulnerable and to identify those causes that prevent realization of their rights.
According to the analysis presented in this study, in Romania, the legal framework is generally well developed in terms of education and access to quality education, child protection, social assistance for vulnerable/disadvantaged persons and medical services, but remains incomplete in sense to assure the obligations provided to allow access of the target beneficiaries and implementation of these rights, major flaws in determining appropriate sanctions. Significant problems exist in establishing and/or implementing appropriate sanctions, thereby resulting in inefficient laws who leave room for risk behaviors (eg. sale of alcohol and tobacco to those under 18, smoking in public places).

The main difficulties / challenges at legislation identified by the study are:

- The legislation is insufficiently developed in some areas (eg. Inclusive education for children with disabilities, in special protection and assistance to children with parents working abroad, special protection for victims of human trafficking and drug addicts), the provision of equal opportunities in education performance for adolescents in the child protection system and those from poor and / or rural poor / isolated families. Deficiencies are identified in the area of coordination between different sectors and authorities in the implementation of legislation or in defining, approval and implementation of sector strategies.

- In some cases, the legislation should be improved, constantly in order to cope with new challenges and threats that occur in society in the context of globalization. (e.g. Increase the availability and accessibility of drugs has contributed to an increased risk of drug use). The fact that legal and illegal drugs are affordable and available (due to the number and to the availability of outlets, effective means of promotion and distribution, price, etc.) contributed to the increased risk of drug use. How much the drugs are so readily available, the greater is the risk that adolescents to consume. This affects the type of drug administered to adolescents.

- the programs and preventive strategies from health area has given insufficient attention to the adolescents in general, and the vulnerable in particular (Roma adolescents and rural). Public authorities (central and local) should identify those responsible and legal provisions concerning the rights of adolescents who are not implemented, and to plan feasible mechanisms and resources for implementation. Civil society can be a resource in identifying of adolescents' rights who are not respected and in the development of mechanisms for their implementation. The partnership between the authorities and civil society is particularly appropriate to use the latter's ability to provide specific services to the groups hard to reach.

Other findings of the study were:
• Socio-economic factors are most often cited as reasons for non-participation or dropout, but these factors are assigned to disadvantaged communities, adolescents from so poor Roma families

are most at risk of non-participation in education. In many cases, accessing involves movement in the locality where the services work, transportation costs are mentioned among the possible obstacles facing disadvantaged adolescents. Public budgets have been shown to be clearly insufficient to cover all the needs of adolescents in terms of protection and assistance / support they need to get their rights equitably. On the other hand, European funding to support Romania's integration had not a notable impact in the improvement of service for vulnerable adolescents, especially in terms of proximity factors. In the past, this deficit was offset to some extent by NGOs specialized in working with vulnerable young people. Following the accession of Romania to the EU, most international donors have reduced or withdrawn financial support for direct intervention.

• **While NGOs have experience and are more proactive in assisting vulnerable adolescents than most public services, their access to public funding is limited**. The Consultation of NGOs on policies, seems to be largely a formal one.

• For teenagers in rural areas, access to specialized medical services is problematic; often nearest medical center is far away. Abolition of dentists in schools has created a problem of access, especially for adolescents without financial possibilities. Costs related to accessing education and health services (eg transport costs, clothing, shoes, etc.) could be a solution for facilitating access to services for vulnerable adolescents.

• In traditional Roma communities, low educational aspirations, lack of interest and of inform parents and traditionalist culture that imposes very low age limit up to which children (especially girls) must attend school, often result in a school dropout high rate among Roma adolescents.

Regarding the participation of adults aged 15-64 in education throughout life in Romania is still the minimum value in the European ranking - 1.6% in 2011, while the European average is 8.9%. A national survey conducted by the Observatory for the Development of Lifelong Learning in 2011 identified a number of barriers to participation in adult training, including:

- negative experiences of adults regarding at learning about personal history, which are translated into low levels of confidence in the effectiveness of training for professional future. The level of confidence in training is twice as high among high school or university graduates, compared to young or adults with low education or qualification;
- lack of flexibility of current offers in vocational continuous training, who not adapt to working and family obligations of employees and the long duration of a complete training course;
- relatively high costs of training which sometimes exceed 25% of the monthly income of the employee, in the absence of support from the employer;
- low level of awareness and use of the skills acquired in non-formal and informal education, especially for youth and adult from categories of low education and qualification.

According to the survey carried out by INS, in 2010, on continuing vocational training in enterprises, to the total number of enterprises accounted for statistical research reference population (46,000), the percentage of those who have provided continuous training (CVT) to employees amounted to 24.1%. Of all enterprises that provided CVT employees, 82.7% chose to train its employees through other forms of CVT (other than courses), while 66.3% had provided training courses (internal and/or external) employees. Over 7000 companies has organized employee training through courses. The overall rate of participation in CVT courses stood at 17.8% while the rate of participation in CVT courses in 2010 was 41.2%.

A per sample national survey performed in 2011 identified three categories of employees who are at risk situation in the labor market which could represent specific target groups for continuous training programs until 2020. These categories are: young people (18 - 24 years) with low levels of education and qualification, employees over age 40 with low education and qualification, young graduates (25 - 34 years) of high school or higher education who were employed in areas different than the field of graduation and they are often employed in lower positions relative to the education level that they have.

Participation in the program "A second chance". The "Second Chance" was implemented in Romania since the school year 1999 - 2000, and was developed in the 2001 - 2006 Phare project "Access to education for disadvantaged groups". Since 2007/2008 school year, the program was expanded nationwide. The program aims to support young people who have left compulsory education (dropout correction) by completing the general training (competencies and skills) under their compulsory education and customized training according to the aspirations of young people and to the economic and social development needs of community, so that their offer social and occupational opportunity for these people.
Originally implemented only until in 2005/2006 only to lower secondary education, now the program has two components: the "second chance" for primary and the "Second chance" for lower secondary education. Specific elements of the program are: flexibility; modular curriculum; assessment and recognition of previously acquired (by of formal, non-formal and informal way) in relation to the requirements of the standard curriculum for basic education and vocational training standards for both basic education and professional training; providing a customized training program based on the aspirations of students and the needs of economic and social development of the community.
In order to extend the program nationally, school inspectorates and schools have benefited from support provided by the Ministry of Education through: periodic development and review of the methodology for organizing and running the program (currently approved by Order MECTS no. 5248/31.08. 2011) and of the specific program curriculum (Order MECTS no. 5528/2011 and. 5529/2011), organizing training sessions for inspectors, county coordinators of the program, directors of schools and teacher trainers involved in organizing and conducting activity within "The Second chance"; developing and publishing of educational materials for students and teachers; promoting and dissemination of the program in disadvantaged communities and developing impact assessment and evaluation studies. Since 2008, policies on program "Second Chance" and its financing were correlated with the objectives of the European Structural Funds programs (e.g. ESF project "Education, training and facilitating the transition toward employment for students or young in risk situation of school dropout").

The new Law of National Education no. 1/2011 promotes explicitly the importance of lifelong learning and puts a special focus on validation of formal and non-formal learning and lifelong learning counselling. In order to be fully operational, a set of specific methodologies on validation were drafted, even not all of them are currently in place:

- Methodology on the criteria and procedures for evaluation/certification of assessors, for assessors of the assessors and external evaluators and authorisation/ accreditation of the Assessment Centres for professional skills in non-formal and informal contexts;
- The methodology for the identification, assessment and recognition of learning outcomes acquired in non-formal and informal contexts;
- Methodology for establishing Community Lifelong Learning Centres – a community service that can provide the opportunity for validation of informal and non-formal learning as well.

Starting with 2013, the Ministry of National Education with the technical support of World Bank is preparing a strategic framework for LLL in Romania. The second draft of the National Strategy for LLL in Romania was already circulated among the main stakeholders, but is not yet officially published. The second draft of the LLL Strategy comprises a comprehensive analysis of the LLL situation in Romania based on data and relevant indicators and is covering the main issues for LLL in Romania, including VET. The second draft of LLL Strategy is focusing on three major pillars of interventions: Pillar 1. Access and incentives for participation; Pillar 2. Quality and relevance; Pillar 3. Partnership for a better information. It is expected that the Strategy for LLL to be officially adopted by the end of 2014 and to be further correlated with the Partnership Agreement and Operational Program for HRD for ESF Program 2014-2020.

3.4. Goal 4: Youth and adult literacy

Indicator number 1 Adult literacy rate (over 15 years) - we do not have

Indicator number 2 - Share of adults (over 15 years) by highest level of education we do not have, but we have share the active population (15-64 years) by level of education and sex

Table 3.4.1 The share of active population (15 - 64 years), the level of education, residence and sex, 2005 - 2012

				University	Post secondaryl	High school	Vocational	Middle school - Low secondary	Primary
		Nr.	%	%	%	%	%	%	%
2005	**Total**	**9387493**	**100**	**12,7**	**4,8**	**32,3**	**27,1**	**18,1**	**5,0**
	Male	5211930	100	11,8	4,6	28,4	34,0	16,6	4,7
	Female	4175563	100	13,8	5,2	37,1	18,6	19,9	5,4
2006	**Total**	**9356603**	**100**	**13,7**	**4,8**	**33,3**	**26,7**	**17,4**	**4,1**
(IV	Male	5249015	100	12,4	4,7	29,2	33,0	16,6	4,1
qarter)	Female	4107588	100	15,3	4,9	38,4	18,8	18,4	4,2
2007	**Total**	**9307653**	**100**	**14,6**	**4,6**	**33,7**	**26,4**	**16,8**	**3,9**
(IV	Male	5196830	100	13,3	4,1	30,4	32,4	15,8	3,9
qarter)	Female	4110823	100	16,3	5,2	37,8	18,8	18,1	3,9
2008	**Total**	**9332298**	**100**	**15,4**	**4,4**	**33,1**	**26,1**	**17,4**	**3,6**
(IV	Male	5231332	100	13,6	3,9	30,2	32,4	16,5	3,8
qarter)	Female	4100966	100	17,7	5,1	37,1	18,3	18,5	3,5
2009	**Total**	**9350269**	**100**	**16,4**	**4,2**	**33,9**	**24,3**	**18,0**	**3,3**
(IV	Male	5235478	100	14,2	3,6	31,7	30,8	16,7	3,2
qarter)	Female	4114791	100	19,2	5,0	36,8	16,1	19,5	3,4
2010	**Total**	**9389206**	**100**	**17,5**	**4,1**	**34,1**	**23,1**	**18,1**	**3,1**
(IV	Male	5274638	100	15,1	3,5	31,9	29,2	17,2	3,2
qarter)	Female	4114568	100	20,7	4,9	36,9	15,4	19,2	2,9
2011	**Total**	**9410745**	**100**	**18,8**	**3,9**	**35,3**	**21,7**	**17,9**	**2,5**
(IV	Male	5279628	100	16,3	3,3	34,0	26,6	17,1	2,7
qarter)	Female	4131117	100	21,9	4,5	37,0	15,4	18,9	2,3
2012	**Total**	**9533433**	**100**	**18,7**	**3,8**	**35,3**	**22,1**	**17,7**	**2,3**
(IV	Male	5372718	100	16,4	3,3	33,4	27,6	16,9	2,4
qarter)	Female	4160715	100	21,7	4,6	37,8	15,0	18,7	2,3

Source: Calculated on the basis of information INS (AMIGO 2005-2013 – Romanian LFS Survey)

Analysis of the share of active population by level of education completed shows a relatively stable trend compared to previous years. Next highest share registers people with high school (35.3%) and professional (22.1%) while the share of active population with university education remains below 20%. People with low levels of education (secondary education, primary or no education) continues to have a large proportion of the working population (20%). In other words, in the age group 15 - 64 years, one in five is currently a very low level of education, with little chance to be provided to them a gainful employment qualified and have a stable job.

Indicator number 3 - Number and percentage distribution of adult literacy programs and basic education continues by program type - we do not have

Indicator number 4 - Number and percentage distribution of continuing basic education programs for adults by program type - we do not have

Indicator number 5 - Number and percentage distribution of learners (apprenants), participating in literacy programs and basic education continues by program type and gender - we do not have; but we have „share of population (15 - 64 years) by the education level and sex" but we have: In the period 2007 - 2012, Romania has not made significant progress on the **participation of adults aged 25 - 64 in lifelong learning**, the indicator registered a small increase from 1.3% in 2007 to 1.6% in 2011. Together

with Bulgaria (1.2%), Romania occupies the last two places among EU countries on this indicator. In these circumstances, Romania is still far from the EU target for 2020 projected a 15% share. (see Annex)

Indicator number 6 - Number and percentage distribution of learners (apprenants), participating in continuing education programs by program type and gender based - we do not have dates

Indicator number 7 - Graduation rate of adult literacy programs and / or continue basic education by program type and gender - we do not have

Indicator number 8 - Number and percentage distribution of adult alphabetization programs facilitators programs of education and continuing basis programs by program type and gender - we do not have

Indicator number 9 - expenses allocated to adult literacy and basic education continue as a percentage of total public expenditure on education - we do not have.

3.5. Goal 5: Gender parity and equality in education

Equal access to education for girls and boys set out in all legal requirements that relate to education The Constitution guarantees the right to education for all children and young people, regardless of social or ethnic origin, sex or religion. Education Act reiterates the right to education for all children without any discrimination, including on grounds of gender.

However, to date, gender equality was not an explicit goal of the educational system. But gender equality was subsumed to strategic priorities targeted to issues such as: achieving equity in education; providing basic education for all; the foundation of education on personal and professional development needs of students in terms of sustainable development and to ensure economic and social cohesion. The Ministry of Education and Research Strategy for 2001 - 2004 has promoted as a priority to ensure equity in education, aimed specifically eliminate all forms of discrimination, exclusion type racial, social, xenophobic, religious, linguistic, gender etc. However, the strategic objectives of equity in education focused primarily on the issue of education in rural areas, the Roma minority education and children with special needs and gender issues indirectly.

Beyond the rules of the plan of education, gender equality is a dimension contained in most national general or sectoral development plans. The National Development Plan (2004 - 2006), the National Action Plan for Employment (2004 - 2005), the National Plan Anti-Poverty and Social Inclusion , contains objectives and guidelines on gender equality, including domain of education and training.

The promotion of gender equality, including equal access to education, is to be mentioned also by Romania assuming the Millennium Development Goals, in this case of Objective 3 on the promotion of gender equality and assertion of women .

A number of recent research and studies have drawn attention to situations of gender discrimination in education, especially in the writing curriculum and implemented. Based on their findings, the first explicit and systematic approach on gender in education was the study conducted by the Institute of Educational Sciences in 2004. According to this study, analysis of school participation on main statistical indicators reflecting the fact that Romania does not show major disparities, based on gender criteria in any of the levels of education.

The Educational Sciences Institute, who had in 2004 a project "Perspectives on the gender dimension in education" considers that:

"Currently the equality of opportunity in education on the criterion of gender represents more a cross-cutting objective of all educational policies. The elaboration of an explicit policy to promote equal opportunities in education could be an issue on the agenda of the new education policies, but so far, is not coagulated a specific interest, of the educational policy makers in this regard."

Gender issues are included in the school curriculum as themes in different school subjects in different classes and levels of study. In The Romanian curriculum, sex education is not a subject in its own right. But this is included as a distinct field of study (with title "Reproduction health") in "Health Education" school discipline. This discipline has optional status throughout school education (grades I-XII) and was introduced in the curriculum since the 2003 - 2004 school year (according OMER - in romanian OMEC - no. 4108/2003). Besides the optional subject of sex education topics are addressed punctualy in the study of other disciplines such as biology/anatomy (eg themes: Reproduction function, Gender and health - grade VII), physical education; school guidance and counseling (the development of issues related to those provided by the discipline Health Education).
An important document of social policy that makes explicit reference to promoting equality between women and men is the National Strategy for equality between women and men 2006 - 2009 (GD no. 319/2006). Strategy provides a comprehensive and integrative view on gender issues, referring to all spheres of economic and social. Thus one of the important objectives of the strategy is to promote gender mainstreaming (gender mainstreaming) in planning, developing, implementing and evaluating all public policies. In the human resources level the strategy proposes the inclusion gender modules training for all persons involved in the management and implementation of public policies. Specifically, the strategy covers a number of objectives with direct reference to education, focusing in particular on measures to combat sexist stereotypes and roles in the education system - through:

- modification of some components and content of teacher training programs and curriculum and school textbooks content;
- Gender balance of education management and gender balance of the teaching staff;
- implementing curricular policies focused on changing curriculum of teaching disciplines (by introducing elements addressing gender education partnership) and the changing cultural patterns reflecting sexist stereotypes in textbooks at all levels of education;

The responsibility of monitoring results and the dissemination to all concerned authorities rests to a specialized body - National Agency for Equal Opportunities between Women and Men - which performing a number of diverse activities for this purpose: drawing reports and thematic studies, development projects and programs on gender, organizing public debates etc.

So far there are no concrete mechanisms for implementation and monitoring of these goals within the school.

In terms of access to education,the informations and analysis existing official made based on relevant statistical indicators, reflecting the fact that Romania does not show major disparities by gender and criterion alone the effects of a phenomenon of discrimination against women in the school population different levels of education. At the secondary level (ISCED 3) there are a number of different trends by gender in terms of access of girls or boys depending on school journeys that it includes (high school or vocational school). The girls chose a higher proportion of secondary education, unlike boys, the higher percentage prefer the vocational training provided.

The Ministry of National Education implement annualy social programs despite economic crisis like: School supplies program, Reimbursement of transport expenses of students, Honey and fruits, School buses.

Specifically, in the reference period of the report were continued some national programs supporting material and financial pupils from disadvantaged backgrounds: Money for school program (a program of financial support for poor students to continue their studies at secondary level); Euro 200 program (program to support poor students to purchase computers), Croissant and milk program. A significant number of other programs to ensure equality of access to different levels of study were also continued: for example, ensuring annual number of places in secondary and tertiary education specifically designed for students and young Roma.

3.6. Goal 6: Quality of education

The law of Education Quality, approved by the Government Emergency Ordinance no. 75/12 July 2005, in turn, approved by Law no. 87/2006 has created a unified national framework for quality assurance, for all levels of formal education - from kindergartens to uniersităţi (so antepreşcolar education, Pre-, primary, secondary and tertiary. Law defines a comprehensive quality system, covering the following aspects: general concepts statutory quality assurance and assessment methodology to ensure quality education, internal quality assurance, external evaluation of the quality of education and accreditation of the education and research programs. this act and subsequent legislation , to seek to ensure the right of every citizen to a quality education based on minimum quality standards (v. below) pursued both internal evaluation and external educational institutions.

"The Quality of education" is defined as "the set of characteristics of a study program and of its provider whereby beneficiaries' expectations are met and quality standards, also" it is consistent with the definition in use, with both the size of the "objective" definition (meeting the requirements set by standards) and the "subjective" (performance and even exceed the expectations of beneficiaries, beneficiary satisfaction, etc.). Quality legislation provides a number of fields and criteria to be considered in quality assurance and assessment:

A. **The institutional capacity**, is defined by the following criteria (in which we develop those relevant to the present report):
a**) institutional, administrative and managerial structures** - which refers to the installation at the educational institution level, the management and governance of educational systems that provide the answer to the needs of beneficiaries of education, participation in decision making and responabilităţi clear to all stakeholders.
b) **the material basis** - which must provide a learning environment healthy, safe and accessible, adcvată infrastructure, equipped with sufficient resources to ensure a quality education, including new information and communication tehnogolii;
c) **human resources** - adequate and well trained.

B. Educational effectiveness, take the following criteria:
a) **the content of the study programs** - to respond to individual needs, community and general; 2011, with the advent of the new Law of Education (no. 1/2011) secondary education is responsible for developing key skills - as they were defined at EU level.
b) **learning outcomes** - that must demonstrate progress and added value;
c) **scientific research or methodical as appropriate** - to the professional development of teachers;
d) **the financial activity of the organization** - which comply with legislation and ensure sustainability of supply of education;
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

C. Quality management, which is materialized by the following criteria: a) strategies and procedures for quality assurance; b) procedures for initiating, monitoring and periodic review of programs and activities; c) objective and transparent procedure for assessing learning outcomes; d) procedures for periodic evaluation of the teaching staff quality; e) the availability of adequate learning resources; f) systematically updated database relating to internal quality assurance; g) transparency of public information on the programs of study and, if applicable, certificates, diplomas and qualifications; h) quality assurance functionality education structures, according to the law - every school should be a Commission assessment and quality assurance.

These areas and criteria common national education system (e.g., valid both in higher education and in pre-university system of the education, both in public education and private) have been used to develop quality standards, approved by Decision government.

In accordance with the law, it was created the Romanian Agency for Quality Assurance in Pre (ARACIP), "public institution of national interest, coordonated by the Ministry of the National Education, with legal personality and its own income and expenses" whose mission is the external evaluation of the quality of education, including for the purpose of operating the temporary authorization and accreditation. According to the law and the Government Decision which govern the ARACIP management, it has its own experts, and external collaborators in the country or abroad, employed on a contract basis, experts of the Agency are enrolled in its register of experts for evaluation and accreditation.

For secondary education, the ARACIP creation introduced in the institutional evaluation: the fairness (between public and private schools, the different levels and forms of education) the rigor (due to the use of the evaluation solely based on the standards), the transparency (through the use of public standards and methodologies, both the internal assessment and the external and, also,by public reports for the education quality assessment external) and objectivity (because ARACIP management is regulated separately from the general operation of the system, while the assessments performed are not subject to other constraints outside of the legally ones).

At the system level was regulated **external evaluation procedure** for authorization, accreditation and periodically evaluation. **Temporary operating permit** must be obtained prior to initiation of the educational process and be granted from the school year following that in which the assessment is made. **Accreditation** may be required only after completion of a cycle of education, but not later than two years after the first class of that form of education. The provisional authorization entitles the education provider to conduct educational process and organize, as appropriate, admission to studies. Accreditation provides, moreover, especially the right to issue diplomas, certificates and other documents recognized by the Ministry of Education and organize, as appropriate, final examination. After each isntituţie education accreditation is reviewed periodically, at least every five years. In addition, every school conduct an annual internal evaluation report. Both internal evaluation reports and the external evaluation are public.

Up to now, were evaluated to obtain the provisional authorization and accreditation, about 3,000 schools and about 1200 were evaluated, so that, by 2016, all school units be evaluated. In the 7 - year external evaluation, the number of schools rejected the authorization and accreditation declined steadily from 10.8% in 2007 and 2008 to less than 1% in 2013 also were formed about 17,000 people in the education system (schools directors, members of the evaluation and quality assurance, evaluation and accreditation experts, inspectors) have helped to strengthen quality culture in Romanian schools. In order to inform educational actors were published and distributed in each school about 30 technical materials and information, plus eight activity reports and other reports on quality status and quality culture in Romanian education. However, in order to decrease costs associated administratively internal and external assessment procedures quality ducats, gradually gave ARACIP external evaluation documents submitted on paper: in 2011, is applied exclusively electronic documentation, and in 2013 all school data and documents required are loaded in a computer application support to internal evaluation of the quality of education.

Generally speaking, we can say that the quality systems developed to date answer most requirements in the relevant European documents:

•The Quality systems as they were set by law, they include all levels of education.
• Quality assurance has become an integral part of the internal management of educational institutions - through the evaluation and quality assurance.
• Educational institutions, curricula and quality assurance systems are regularly evaluated.
• ARACIP as external evaluation agency is Member in SICI and EEA and participate in the exchange of information and best practices developed at European level.
• Evaluation refers to context, inputs, processes and outputs - even if outputs ("learning outcomes") is not yet the dominant elements.
• There is objective and clear standards, adequate resources, evaluation methods that include self and external evaluation mechanisms and procedures for improvement and evaluation results widely accessible.
• National initiatives are linked with European and national best practices (in other systems of education and training) and EU are considered.
• Stakeholders (providers, purchasers, social partners, public institutions) are found in more intense and consistent.
Finally, we believe that the existing legislation for quality will facilitate the process for the development and implementation of educational policies by:
• Identify the neuralgic spots - national, regional, county and local.
• Establishment the liability of every involved institution .
• Develop concrete programs to support the providers of education and training to achieve national standards of operation and to improve the aspects which are really neuralgic.
• Argumentation, at the political level, based on compelling data, the need to increase resources for education in order to respect equitably the right to education for all inhabitants of Romania.
• Elaborate of educational policy in the medium and long term.

We note in this regard that results of the students Romanian international assessments conducted since 2006 (PISA, TIMSS and PIRLS), which especially aims to develop the key skills (reading, mathematics and science) have improved steadily.

Section 4 Implementation strategies of education for all (EFA)

4.1. National strategies and effectiveness of their implementation

Diagnose of the education system at that time indicated that insufficient salary system (in 2005, a new teacher entered in the system, had 58.2% of the average gross wage in the economy and to overcome it only after obtaining the second degree and 40 years of work) and lower social prestige of the teaching staff, have dramatically reduced interest in a teaching career. Demographic decline has caused a surplus of 50 000 teachers, 80% of them being in the secondary school. Universities offer a poor initial training for teaching career and the continuous training is superficial. Teachers expressed in public almost exclusively by union claims and not by innovations or initiatives to professionalize teaching.

Following the report of the Presidential Commission was developed National Strategy "Education and Research for Knowledge Society" (March 5, 2008). The key objectives of this strategy are as follows:

STRATEGY OBJECTIVES

1. Modernization of the Educational System and Institutions in 2008-2013, so in the future Romanian school to compete at European and global level. It is committed to reject improvisations and ensure the education modernization with responsibility in order to give coherence to the individual pathways and options, in particular through curricular change substantially, to be guided by key competencies to be acquired in school. These competences should be clearly defined for each level of study and consistent with the requirements of the new knowledge economy.

2. In the period 2008-2013, to ensure the annual budget allocation, a minimum of 6% of GDP on education and minimum 1% for research, to place the education and research on a solid financial foundation, on medium and long term. We guarantee to the families, students and teachers that the education system rules will not change from year to year, it will be funded consistently by clear and transparent commitments, results and performance indicators set clear and distinct for each level of education.

3 Transformation of early education in a good public thing, to make a system with 10-year compulsory school education and ensuring unimpeded access to free education up to high school graduation. Only in this way Romania can be connected to the knowledge society, preparing successive generations in schools and colleges to take full advantage of the Bologna Process, already adopted in the universities from us.

4 Comprehensive financial decentralization, Curriculum and Human Resources, adapting the curriculum to the specific needs for personal development, to labor market requirements and of each community needs, based on the principle of subsidiarity. This provides for parents, local authorities and civil society to become responsible partners of the training of future generations of students, so the school is at the center of community life and meet the needs of the comunity development.

5 Adoption of a charter of rights and freedoms in education to ensure access to quality education. Romanian education needs not only of the status of the teaching staff, but also the status of the student and the student. Work of teachers, and engaging parents as partners in the educational system must enroll in this context given the rights and freedoms of students.

6 Defining priority areas of education, to overcome the gap that dramatically separates: rural and urban areas, or different social categories of citizens of Romania. The principle of solidarity requires extra effort society where there are differences, discrimination or differences that tend to exclude, marginalize or disadvantage to some of our fellows. Regardless of ethnicity, type of disability, the place where they were born, the resources available to families of origin, students from Romania should have the same opportunities for learning.

7 Lifelong learning will become the basis of the education system in Romania and will be expanded so that by 2013, including at least 12% of the active labor force of the country. Legal basis of education will be rebuilt properly. Resources will be equally public and private, tax system shall be so adjusted as to foster personal and corporate investment in lifelong learning. Training programs will be devoted to innovative and attractive options, through a scoring system, selection and in public prize.

8 All of the above applies indiscriminately romanian language education, in minority languages and the languages of international circulation education.

Based on the strategy above, set by the government accountability assuming, was adopted the Law 1/2011. For The Law enforcement, MEN (Ministry of Education - at that time MECTS) has developed nearly 200 regulations and methodologies.

Law 1/2011 contains many details on:

I. Preuniversity School Education
II. Higher Education
III. Teaching Staff (Regulations)

Law Enforcement has proved difficult, so they took two of the Government Emergency Ordinance and other changes to eliminate the failures occurred in the system.

Section 5 Perspectives by 2015

Currently using the advice of the World Bank, Romania develops four important long-term strategy, education and trening for 2020 year:

1. National Strategy to Reduce Early School Leaving in Romania
2. Strategy for Tertiary Education – attainment, quality and efficiency in Romania
3. National Strategy for Lifelong Learning
4. Strategy for development of educational infrastructure.

Perspectives for Romanian education are:

5.1. Preuniversity

Reducing early school leaving and **improving educational outcomes for all citizens** are important priorities for the Government of Romania (GoR), particularly as it manages the recovery from the financial crisis. Increasing the rate and quality of absorption of EU Structural and Cohesion Funds is an important factor in achieving this goal. Towards that end, the GoR and the World Bank signed a Memorandum of Understanding on Partnership and Support in the Implementation of the EU Structural and Cohesion Funds in Romania and the Modernization of Public Administration, on January 26, 2012. Subsequently, an Advisory Services Agreement on Assistance to the Ministry of National Education for Reducing Early School Leaving was signed between the two parties on June 12, 2013. The World Bank was requested to provide analytical or advisory services to support the preparation of a draft Strategic Framework to Reduce Early School Leaving (SFRESL) and the development of a system to monitor Early School Leaving (ESL) at all levels of the education system.

Reducing early school leaving is a critical issue to the European Union (EU), and Member States, and it is also one of the ex-ante conditionalities required by the European Commission for Romania to access structural funds under the programming period from 2014-2020. The National Reform Programme for 2011-2013 clearly demonstrates the government's commitment, and has established the target of reducing ESL from 17.4 percent in 2012 to 11.3 percent by 2020.

1. Key Elements of the National Strategy to Reduce Early School Leaving in Romania

1. Early school leaving has significant social and economic implications.
2. In the context of a rapidly declining population, early school leaving will compromise Romania's future growth prospects.
3. Reducing ESL is essential for achieving a number of key European and national objectives.
4. In Romania, early school leaving is most prevalent among specific at-risk groups, especially youth from rural communities, youth from low-income households, Roma and other minorities, and students who have repeated at least one grade or have dropped out.
5. Dropout rates in vocational schooling are of particular concern.
6. Students in Romania leave school early for a variety of reasons, including personal, family, school, and social factors.
7. Key stakeholders at the central, regional, and local levels recognize the ESL challenge, yet governing and coordinating ESL activities remains a challenge.
8. A national strategy for reducing ESL is necessary to ensure a coherent and coordinated approach while meeting the ambitious targets of its own national agenda and the Europe 2020 strategy.
9. The proposed Strategy principally targets those groups most at risk of leaving school early.
10. This Strategy for Reducing Early School Leaving proposes four Pillars and six Flagship Programmes, comprised of prevention, intervention, and compensation measures.

11. Based on existing data and broad assumptions, initial estimates for the total cost of implementing the strategy range from € 651 million to € 929 million for the period 2014-2020.

12. The ESL Strategy provides for a Monitoring and Evaluation Mechanism to monitor and evaluate implementation of the strategy, and to help monitor and evaluate the system as a whole.

Table 5.1.1: Summary of Pillars , Flagship Programmes, and Thematic Areas

PILLAR 1: ENSURE THAT ALL CHILDREN GO TO SCHOOL AND RECEIVE QUALITY EDUCATION	**THEMATIC AREA***
Flagship Programme 1.1: Increase access to early childhood education and care This programme aims to strengthen and consolidate the successful expansion of early childhood education achieving universal completion of pre-school education (3-5 years old) and starting a rapid expansion of the provision of ECEC for the youngest (0-2 years).	**P**
Flagship Programme 1.2: Provide access to quality primary and lower secondary education for all This programme builds on the achievements already seen in primary and lower secondary enrollments. It will focus on two main areas of intervention: developing functional literacy and key competencies, and strengthening in-service teacher training.	**P I**
PILLAR 2: ENSURE THAT ALL CHILDREN COMPLETE COMPULSORY EDUCATION	**THEMATIC AREA**
Flagship Programme 2.1: Develop early warning systems and consolidate remedial and support programmes for students at risk in compulsory education The programme will develop early warning and early intervention systems to detect children at risk of abandoning schools. It will also support the consolidation and scaling up of various prevention and remedial programs, including the School-After-School programme.	**P I**
Flagship Programme 2.2: Improve the attractiveness, inclusiveness, quality and relevance of vocational education and training (VET) This programme will redesign VET pathways to increase VET attractiveness and relevance, including through the expansion of work-based learning opportunities. It will also support VET curriculum reform and training.	**I**
PILLAR 3: BRING EARLY SCHOOL LEAVERS BACK TO SCHOOL	**THEMATIC AREA**
Flagship Programme 3.1: Provide an adequate supply of quality second chance education programmes This programme aims to support a high quality second chance programme to support early school leavers in the near-term, while the prevention and intervention programmes are implemented over the medium- and long-term.	**C**
PILLAR 4: APPROPRIATE INSTITUTIONAL SUPPORT	**THEMATIC AREA**
Flagship Programme 4.1: Strengthen the capacity of the government to implement and monitor and evaluate the ESL reduction strategy This programme will support the creation of an enabling environment for the strategy, focusing on the capability and capacity of the Government to adopt a comprehensive approach to tackling the challenges of ESL.	**P**

*P = Prevention, I = Intervention, C = Compensation

5.2. Tertiary education

Mission and Objectives

Long Term Objective

1. To develop Romanian society, to energize economic growth, increase productivity, and promote social cohesion by investing in the human capital and research foundations of a knowledge-based economy.

Medium Term Objective

2. To strengthen the government's capacity to design, implement and manage evidence-based policies seeking improved quality and relevance of the tertiary education sector and promote broader access by under-represented groups (including, but not limited to Roma, language minorities, rural students, disabled students, and women).

Key milestones to be achieved in the area of finance:

Area	***Objective***	***Dates***
Public Funding	Gradually return public financing for higher education to 1.9 Bn RON/year (300M RON/year increase)	Progressively, by 2016-17
Funding Formula	Create New Funding Formula To rebalance current version based on "free place" students with need-based aid	Funding formula to be designed in 2014-15 for implementation in 2016-17
Private Financing	Minimum fees	By 2016-17, following the creation of a new system of student assistance
Central Priorities Fund	Keep back 10% of higher education budget for central priorities fund	Starting 2015-16

Key milestones to be achieved in the area of Governance & Accountability:

Area	***Objective***	***Dates***
De-centralization	Ministry to divest itself of responsibilities regarding doctoral degrees and academic appointments	2014-2105
University Board Membership	Ministry to ensure external members on university boards to improve reporting & transparency	Consultations in 2014-15, leading to changes in 2015-16 (requires amendment to legislation)
Incentivization & Competition	Identify a set of ten outputs which to be incentivized via competition; devise competition criteria	Consultations in 14-15, First competitions in 15-16 for disbursements starting in 16-17.

For greatest efficiency, data generation and sharing needs to be regularized and standardized, both at the national and institutional level. A national framework for higher education data needs to

be adopted as a top priority. It should focus especially on the areas covered in this strategy and be based partly on institutional data and partly on national data gathered through surveys. Some obvious data elements required would include the following:

Subject	Description	Data Source
Admissions	Data from institutions on number of new students by program and program type, place of origin (intl/domestic), prior education, etc (annually)	Institutions
Social Inclusion	Data on socio-economic, ethnic, disability backgrounds, etc. of new students (odd years)	Government survey
Professoriate	Data on rank, pay & qualifications of staff (annually)	Institutions
Government finances	Data on payments made to each institution by type (annually)	Government administrative data
Institutional finances	Data on income from various sources (government, students, other), plus expenditures by type (academic salaries, non-academic salaries, IT, etc) (annually)	Institutions
Student engagement/financial survey	Survey data from student which describe the quality and extent of their engagement and experiences, as well as questions about income and expenditure (even years)	Mandatory institution-al surveys, with government support
Attrition data	Data on students enrolled in previous yr who did not return & students newly enrolled who were previously at another institution (annually)	Institutional data
Graduation data	Number of graduates by program/field of study	Institutional
Graduate Survey	Following up on graduates 24 months after graduation to examine questions of employment, income, further education plans, satisfaction, etc	Mandatory institution-al surveys, with government support
Employers survey	Survey of employers to ask about satisfaction with recent graduates, whether skills are improving or worsening, areas for improvement	Mandatory institution-al surveys, with government support

All of the data collected by governments and institutions in this process should be made publicly available in an easily accessible, web-based format.

Key milestones to be achieved in the area of Evidence-Based Policy Making:

Area	***Objective***	***Dates***
Data Framework Creation	Create national data framework which will integrate data collection and publication at national level	Throughout 2014, for implementation in 2015-16
Data Framework Enforcement	Establish statutory and/or legislative grounds for mandating data collection and sharing, to ensure universal buy-in.	Late 2014, for implementation in 2015-16
Improving Capacity	Training Program for Ministry and institutional officials in institutional research and data systems	2014-15, 2015-16
National surveys	Creation of new national surveys as part of data framework	2015-16, for implementation in 2016-17.
Data transparency	Ensure that all data collected under the framework is public and available on web	Public Commitment in 2014, for implementation in 2015-16.

Possible Goals

- Clear progression routes from vocational and other secondary education types into tertiary education should be developed
- Replacement of merit-based fee waivers with a more limited set of need-based grants
- A student loan program should be launched as swiftly as possible
- Encourage outreach to students from underrepresented groups and to nontraditional learners, including adults;
- Increase the transparency of information on educational opportunities and outcomes, and provide tailored guidance to inform study choices and reduce drop-out.

5.3. LifeLong Learning

Priorities of LLL

Building an effective LLL system takes time and sustained efforts by all stakeholders. Implementing the LLL strategy requires careful sequencing and prioritization of measures. It means identifying which of the possible range of measures are to be implemented immediately, in order to strengthen the impetus behind this strategy.

This prioritization initially requires information on the estimated costs, target groups and potential beneficiaries for each measure. With this information, the GoR can define what most needs to be done, how readily the measures can be implemented, and what portion of the available budget will be absorbed.

Estimated Costs

Total costs per measure have been estimated using existing information from the GoR on unit costs and availability of European Structural and Investment Funds (ESIF), as well as on projections of beneficiaries between 2014 and 2020. Because the proposed measures vary with respect to activities and target groups, they range considerably in terms of estimated costs for implementation. For example, monitoring and evaluation of LLL is estimated to cost €500,000, whereas vouchers, grants, and counselling for the unemployed are estimated to cost over €375 million. This is explained by the fact that M&E activities are mostly centralized and could be incorporated into ongoing actions of the MoNE. On the other hand, vouchers, grants, and counselling are extensive demand-side interventions intended to reach some 384,000 unemployed persons and 250,000 employers.

Four measures in particular account for approximately 75 percent of the total cost of the strategy. These include: supporting participation in European mobility programmes; financing to enhance demand; vouchers, grants, and counselling for the unemployed; and strengthening the provision of vocational training. The high costs under these measures are explained by the inclusion of multiple activities intended to reach a large number of direct beneficiaries. Three costing scenarios have been prepared based on available funding, and these are presented in Annex. Under the moderate scenario, implementing the strategy in its entirety is expected to cost approximately €1.35 billion, between 2014 and 2020. The costs per measure and funding sources are shown in table below, and more details can be found in Annex.

Estimated Costs per Measure and Funding Source (2014-2020)

Measures	Total Estimated Cost (€) [1]	%	Funding Source (€)		
			ESF [2]	National Budget	Other Sources
Recognizing prior learning	54,726,000	4.1%	32,373,779	22,352,221	0
Recognizing qualifications obtained abroad	61,961,250	4.6%	36,653,872	25,307,378	0
Involving higher education institutions in LLL	8,673,000	0.6%	5,130,610	3,542,390	0
Supporting participation in European mobility programmes	200,200,000	14.9%	0	0	200,200,000
Financing to diversify provision	71,380,000	5.3%	42,225,640	29,154,360	0
Financing to enhance demand	203,075,000	15.1%	120,131,294	82,943,706	0
Vouchers, grants and counselling for the unemployed	377,306,000	28.0%	0	0	377,306,000
Finance to foster the market for LLL	85,800,000	6.4%	50,755,952	35,044,048	0
Improving the quality and availability of information	1,588,000	0.1%	939,399	648,601	0
Assessing the skills needs and developing a broader skill set	2,113,000	0.2%	0	0	2,113,000
Monitoring and evaluation of LLL	500,000	0.0%	0	0	500,000
Establishing a quality assurance system for LLL	1,125,000	0.1%	665,506	459,494	0
Strengthening the provision of vocational training	218,700,000	16.2%	0	0	218,700,000
Improving the National Qualifications Framework	1,250,000	0.1%	739,452	510,548	0
Strengthening coordination between stakeholders	1,875,000	0.1%	1,109,177	765,823	0
Enhancing counselling services	55,000,000	4.1%	32,535,867	22,464,133	0
Promoting awareness raising campaigns	1,250,000	0.1%	739,452	510,548	0
Total	**1,346,522,250**	**100.0%**	**324,000,000**	**223,703,250**	**798,819,000**

Source: GoR's information on unit costs and availability of ESIF, as well as author's projections of beneficiaries. [1] According to moderate scenario; see Annex 4.

[2] European Social Funds (Thematic Objective 10)

Target Groups

This strategy broadly targets two types of groups: primary beneficiaries of LLL and the implementing organizations and agencies that are expected to play a role in scaling up opportunities for LLL. Primary beneficiaries range based on the measure, but generally these groups include the following: persons with recognized competencies, Romanians currently living abroad, staff of higher education institutions, adult learners participating in CVET, disadvantaged or underrepresented groups (e.g. the unemployed, early school leavers, Roma population, older workers, low-skilled workers, the disabled), post-high school students, and the staff of the NAQ and sectorial committees. Primary beneficiaries are listed in table below. Under the moderate scenario, the implementation of a LLL strategy is expected to benefit approximately 2 million people, between 2014 and 2020. Secondary beneficiaries - implementing organizations and agencies targeted by the strategy - include the MoNE, the NAQ, universities, evaluation centers, and community permanent learning centers.

Primary Beneficiaries of LLL 2014-2020

Measures [1]	Target Groups
Recognizing prior learning	151,200 persons with recognized competencies
Recognizing qualifications obtained abroad	182,040 Romanians currently abroad
Involving higher education institutions in LLL	7,800 teachers 596 managerial staff (rectors, deans)
Supporting participation in European mobility programmes	25,000 adult participants in ERASMUS+
Financing to diversify provision	127,500 persons from communities trained in Community Permanent Learning Centers
Financing to enhance demand	110,000 early school leavers over 25 with low levels of education and qualifications
Vouchers, grants and counselling for the unemployed	634,000 unemployed persons
Finance to foster the market for LLL	65,000 persons receiving counselling, with a focus on disadvantaged areas
Improving the quality and availability of information	200 staff members of the NAQ and sectorial committees
Strengthening the provision of vocational training	180,000 post-high school students
Enhancing counselling services	250,000 persons from underrepresented groups receiving counselling services
Total Estimated Beneficiaries [2]	***2,012,986 persons***

Source: Author's projections.

[1] The other measures target implementing organizations and agencies, rather than primary beneficiaries.

[2] According to moderate scenario - see Annex.

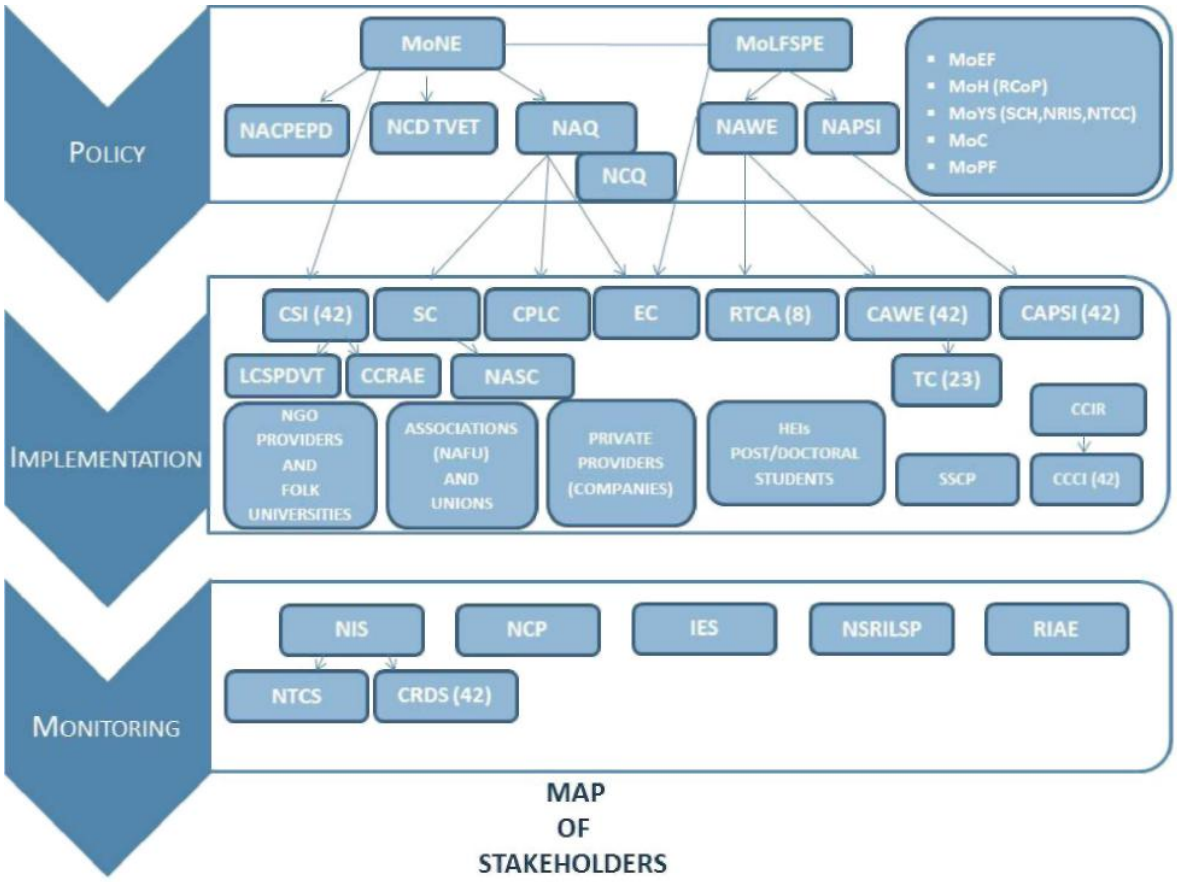
Prioritization

Widespread public consultations were undertaken in six of Romania's eight development regions on the preparation of this draft LLL strategy. An online consultation was also performed with the same purpose. These consultations yielded several important key findings and recommendations, which, in conjunction with relevant information on target groups and estimated costs, can help to prioritize the measures included in the strategy. For example, these consultations emphasized the weak culture of LLL as the major obstacle to participation in Romania, suggesting a need to focus on building confidence among different stakeholders. These consultations also highlighted a strong public opinion that LLL should be supported using financial incentives, such as grants and vouchers, which are directed toward both individuals and organizations. The table below presents a preliminary list of priority measures that could be adopted quickly by the GoR, potentially within the first two years of implementation of the LLL strategy, to address these findings and other issues mentioned in this document toward both individuals and organizations.

The table below presents a preliminary list of priority measures that could be adopted quickly by the GoR, potentially within the first two years of implementation of the LLL strategy, to address these findings and other issues mentioned in this document.

Priorities for Action 2014-2016

Types of Government Intervention	Measures
Coordination	**Strengthening coordination between stakeholders:** enhancing the roles of Sectoral Committees and establishing coordination bodies at different levels of government to improve the shared understanding—between firms, providers and the government— of the nature of skills needs and barriers to expanding LLL and to inform the choice of measures.
	Assessing skills needs and developing a broader skill set: assessing the demand for and the supply of cognitive, socio-emotional and job-specific skills and making the outcomes of these assessments available to the public are characteristics of improved LLL systems.
	Promoting awareness raising campaigns: developing an attitude towards learning and its benefits.
Regulation	**Regulation to diversify provision:** opening the market for LLL to new providers, including universities and vocational schools; expanding the list of eligible providers for training programs for the unemployed to beyond the 22 county and 8 regional training centers.
	Establishing a quality assurance system for LLL: creating capacity on M&E of LLL, including the development of electronic registers of qualifications, training providers and beneficiaries.
Financing	**Financing to foster the market for LLL:** creating a competitive grants mechanism for training providers and firms to develop innovative training programs in partnership.
	Vouchers, grants and counselling for the unemployed: expanding demand for LLL services through combined intensive counselling and financing incentives for unemployed workers.



MAP OF STAKEHOLDERS

CAPSI – County Agency for Payments and Social Inspection CAWE – County Agency for Workforce Employment

CCCI – County Chamber of Commerce and Industry

CCIR – Chamber of Commerce and Industry of Romania

CCRAE – County Center for Resources and Educational

Assistance

CPLC – Community Permanent Learning Centers

CRDS – County and Regional Direction for Statistics

CSI – County School Inspectorates

EC – Evaluation Centers

HEI – Higher Education Institutions

IES – Institute of Education Science

LCSPDVT – Local Committees for Social Partnership Development in Vocational Training

MoC – Ministry of Culture

MoEF – Ministry of European Funds

MoH – Ministry of Health

MoLFSPE – Ministry of Labor, Family, Social Protection

and Elderly

MoNE – Ministry of National Education

NACS – National Agency for Civil Servants

NAFU – National Association of Folk Universities

NAPSI – National Agency for Payments and Social Inspection

NASC – National Association of Sectoral Committees

NAQ – National Authority for Qualifications

NAWE – National Agency for Workforce Employment

NCDTVET – National Centre for Development of Technical and Vocational Education and Training NCP – National Commission of Prognosis

NCQ – National Council for Qualifications

MoPF – Ministry of Public Finance

MoRDPA – Ministry of Regional Development and Public Administration

MoYS – Ministry of Youth and Sports

NACPEPD – National Agency for Community Programs for Education and Professional Development

NIS – National Institute of Statistics

NRIS – National Research Institute of Sport

NSRILSP – National Scientific Research Institute for Labor and Social Protection

NTCC – National Training Center for Coach

NTCS – National Training Center in Statistics

RCoP – Romanian College of Physicians

RIAE – Romanian Institute for Adult Education

RTCA – Regional Training Centers for Adults

SC – Sectoral Committees

SCH – Students Cultural Houses

SSCP – Schools with Second Chance Program

TC – Training Centers

5.4. Quality Assurance

For the next period the Romanian Agency for Quality Assurance in Pre (ARACIP) has proposed aimed at rebuilding confidence in Romanian school based on the new concept of quality of education, fundamentaed concepts, in turn, on the values promoted explicitly within the education system. Strategic goals associated with this strategic direction are:

• Further development of quality culture based on national and European values to this end will continue the training of staff involved in providing and evaluating education quality.

• Implementation of the Common European Framework of education quality and Vocational training (EQAVET) - indicative descriptors and indicators at system and provider.

• Further development of instruments for internal evaluation and external evaluation of the quality of education. As a result, 2013 was initiated the review of quality standards and associated instruments based on a revised concept of quality education that puts child welfare and learning outcomes in center of processes of insurance and evaluation of the quality of education. These new tools will highlight better than today, the essential role of teachers in providing quality and progress on learning outcomes among students.

• Apply firmly of quality standards: prevention of entry into the system of education providers that do not meet minimum quality requirements and periodic evaluation, by 2015, of all the schools in the national education system. The new standards will establish more stringent requirements providing educational services (the infrastructure, equipment and learning materials,up to offer educational qualifications of teachers and the school offer) view to increase, on the one hand, safety and welfare of students in school and, on the other hand, to improve the learning results.

• Promoting best practice in ensuring, evaluating and improving the quality of education by highlighting the "added value" and "value creation".

• Periodically publishing of the "status reports" and recommendations for improving the quality (at national, regional and in each subsystem of pre-university education).

Essentially, ARACIP strategy will help achieve the objectives assumed by Romania, by the Partnership Agreement with the European Commission for the period 2014-2020 and achieving the goals set by the EU 2020 Strategy.

Annex 1: Linking the Strategic Framework to the EU Ex-ante Conditionalities

EU ex-ante condition	Corresponding Strategy Initiative
Increase Tertiary Education Participation Rates Among Low-Income and Under-represented Groups	The outcome of Pillars 2 and 3 should be to raise the returns to education to all students, which should increase its attractiveness to lower income and under-represented groups as well Pillar 2 includes policies designed to make tertiary education more attractive to non-traditional students. Pillar 1 includes policies designed specifically to outreach to under-represented groups.
Increase Participation Among Adult Learners	Pillars 2 and 3 would contribute to raising the returns to education to all students, which should increase its attractiveness to lower income and under-represented groups as well. Pillar 2 includes policies designed to make tertiary education more attractive to adult learners.
Reduce Drop-Out rates	Pillar 1 contains clear language dealing with issue of reducing drop-out rates
Encourage Innovative Content and programme Design	Pillar 2 is largely with the issue of innovation in program design and looks at the possibility of increasing the number of more applied tertiary programs, is also relevant here.
Encourage Developing of Transversal Skills, including Entrepreneurship	Pillars 2 and 3 are largely concerned with the issue of ensuring transversal and entrepreneurial skills.
Reduce gender differences in terms of academic and vocational choices	Pillar 1 contains clear language with respect to equalizing gender balances across programs.

Annex 2: Short- and Medium-Term Engagements to Achieve the Objectives of the Strategic Framework for Tertiary Education Attainment, Quality, and Efficiency.

More detailed information about short-, medium-, and long-term objectives to be developed within a national strategy for higher education will be explored through the public and governmental consultations, to present the broadest and more reasonable objectives to serve the Romania tertiary education sector. Tertiary education' is defined here as that educational sector encompassing universities and post-secondary.

	2014-15	2015-16	2016-17
Finance: Public Funding			Target return to pre-crisis finance levels
Finance: Funding Formula	Design of new Formula		New Formula comes into effect
Finance: Private Funding			New Universal minimum fees come into effect
Finance: Central priorities fund		2% of total sector public funding to be placed in central priorities fund	10% of total sector public funding to be placed in central priorities fund
Governance: Decentralization	Ministry to divest itself of responsibilities regarding doctoral degrees and academic appointments		
Governance: University Board Membership:	Consultations on inclusion of external members on university boards	Amendment of legislation	Institutions to include external members
Governance: Incentivization & Competition	Consultations on ten outputs which to be incentivized via competition	First competitions held	Awarding of funding for first competitions
Evidence-based Policy-Making: Data Framework Creation	Create National Framework for Data Collection	Implementation	
Evidence-based Policy-Making: Data Framework Enforcement	Create policy/legislative basis to compel data collection and submission	Implementation	
Evidence-based Policy-Making: Capacity Expansion	Training program for Ministry and Institutional staff	Training program for Ministry and Institutional staff	

	2014-15	2015-16	2016-17
Evidence-based Policy-Making: National Surveys		Design	Implementation
Evidence-based Policy-Making: Transparency	Commitment to make all framework data public	Implementation	Implementation

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APPENDIX

Abbreviations

	The language used	Meaning
EPT	romanian	Educaţie pentru toţi
EFA	english	Education for all (in romanian „Educaţie pentru toţi")
EPT	franch	L´Education pour tous (in romanian „Educaţie pentru toţi")
FSE	romanian	Fonduri Sociale Europene
ESF	english	The European Social Fund
FPC	romanian	Formare Profesionala Continua
CVT	english	Continuous Vocational Trening
BDCCC	romanian	Burse doctorale în sprijinul cercetării : Competitivitate, calitate, cooperare în Spaţiul European al Învăţământului Superior http://doctorat.snspa.ro/en/projects/bdccc/general-presentation
	english	"Grants to Support Doctoral Research: Competitiveness, Quality, Cooperation in the European Higher Education Area – BDCCC",
PEZ	romanian	Prioritati Educationale Zonale
	english	Priority Education Zones (PEZ)
PDUE	romanian	Program de Dezvoltare al Uniunii Europene – PDUE,
UNDP	english	United Nations Development Program – UNDP
ADF	romanian	Agentia pentru Drepturi Fundamentle
FRA	english	European Union Agency for Fundamental Rights - FRA, 2012).
(POS)DRU	romanian	(Program Operational Sectorial) Dezvoltare Resurselor Umane
(SOP)HRD	english	(Sectorial Operational Programme) Human Resources Developement
NES	romanian	Nevoi Eduvcaţionale Speciale
SEN	english	Special Educational Needs
EFP	romanian	Educaţie şi Formare Profesională
IV (SAM)	romanian	Invatamant Vocational (Scoli de Arte si Meserii)
VET	english	Vocational Education and Training
UE	romanian	Uniunea Europeană
EU	english	European Union

ONG	romanian	Organizație Non Guvernamentală
NGO	english	Non-Governamental Organisation
UNICEF	romanian	Fondul Internațional pentru Urgențe ale Copiilor al Națiunilor Unite (initialy) Fondul pentru Copii al Națiunilor Unite (now)
UNICEF	english	United Nations International Children's Emergency Fund (Initial) United Nations Children's Fund (Now)
ARACIP	romanian	Agenția Română de Asigurarea Calității în Învățământul Preuniversitar
	english	The Romanian Agency for Quality Assurance in Pre-University Education
ARACIS	romanian	Agenția Română de Asigurarea Calității în Învățământul Superior
	english	The Romanian Agency for Quality Assurance in Higher Education
TIC	romanian	Tehnologia Informației și Comunicării
ICT	english	Information and Comunication Technology
LLL	romanian	Învățare pe Tot Parcursul Vieții
	english	LifeLong Learning
PNAO	romanian	Planul National de Actiune în domeniul Ocuparii -
NAPE	english	National Action Plan for Employment
PNR	romanian	Programul National de Reforme
NRP	english	National Reform Programme
PND	romanian	Planul National de Dezvoltare
NDP	english	National Development Plan
CSNR	romanian	Cadrul Strategic National de Referinta
NSRF	english	National Strategic Reference Framework
ANOFM	romanian	Agenția Națională pentru Ocuparea Forței de Muncă
	english	National Agency for Employment - NAfE
INS	romanian	Institutul Național de Statistică
	english	National Institute of Statistics NIS

EPT Definition

EPT is the result of economic, social, political and cultural development of society, based on knowledge. Education gives of the individuals the right of being people, develop human capabilities and enables the achievement of goals to development of human society.

History EFA actions

Date	Event	Results
1990	World Summit for Children, Jomtien	**Jomtien Conference** asserted the need to implement the right to education that was provided for in **the Universal Declaration of Human Rights**, and to meet basic education needs in each country in the world.
1992	United Nations Conference on Environment and Development	
25 June 1993	Second World Conference on Human Rights, Vienna, Austria	
7-10 June 1994	World Conference on Special Needs Education: Access and Quality, Salamanca, Spain	The Salamanca Conference provided a platform to afirm the principle of Education for All and to discuss the practice of ensuring that children and young

		people with special educational needs are included in all such initiatives and take their rightful place in a learning society. The Conference documents are informed by the principle of "inclusion ", recognizing the need to work towards schools for all. The key messages that emanated from the Conference constitute a worldwide concensus and provide a forward-looking agenda on future directions for special needs education
1995	World Summit for Social Development, Copenhagen, Danmark	It fixed 2015 as the ultimate date for Universal primary education, because basic education is a part of life-long learning.
1995	The Forth World Conference on Women	
1996	The Mild-Term Meeting of the International Consultative Forum on Education for All	
1997	The Fifth International Conference on Adult Education	
1997	The International Conference on Child Labour	
6-8 February 2000	Conference on Education for All in Europe and North America, Warsaw, Poland	Conference on Education for All in Europe and North America adopted a regional framework of EFA.
26-28 April 2000	World Education Forum, Dakar, Senegal	**World Declaration on Education for All** expresses the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs .of every child, youth and adult are met within a generation and sustained thereafter. Here are defined six frames for regional action and 12 action strategies. In 2000, most countries of the world have pledged to achieve the six goals of EFA by 2015 To achieve these goals, countries are collectively committed to implement the twelve major strategies presented in the Dakar.
2001	1st meeting of the EFA High – Level Group, Paris, France October 2001.	Education United Nations Educational, Scientific and Cultural Organization
2002	2nd meeting of the EFA High – Level Group, Abuja, Nigeria, 19-20 November 2002.	Education United Nations Educational, Scientific and Cultural Organization
2003	3rd meeting of the EFA High – Level Group, New Delhi, India, 10 -12 November 2003.	
2004	4th meeting of the EFA High – Level Group, Brasilia, Brazil, 8-10 November 2004.	
2005	5th meeting of the EFA High – Level Group, Beijing, China, 28-30 November 2005.	
2006	6th meeting of the EFA High – Level Group, Cairo, Egypt, 14-16 November 2006.	
2007	7th meeting Dakar of the EFA	

	High –Level Group, Senegal, 11-13 December 2007.	
2008	8th meeting of the EFA High – Level Group, Oslo, Norway, 16 to 18 December 2008	
2010	9th meeting of the EFA High – Level Group, Addis Abeba, Etiopia, 2010	
2011	10th meeting of the EFA High – Level Group, Jomtien, Thailand, 2011.	
2015	At the World Education Forum (Dakar, Senegal) in 2000, the international community affirmed their commitment to achieving Education for All (EFA) by 2015 through the adoption of the Dakar Framework for Action. UNESCO, as the global lead coordinating agency for EFA, will organize the World Education Forum 2015 (WEF 2015) in order to take stock of how well countries have delivered on their commitments to EFA, to reach agreement on a new education agenda and to adopt a global framework for action for the years to come. The outcomes of the Forum will be promoted by all stakeholders as an agreed position on education and as part of the global development agenda post-2015 to be adopted at the United Nations Summit meeting in September 2015. As reflected in UNESCO's Programme and Budget 2014-2017, the government of the Republic of Korea (ROK) has generously accepted to host the WEF 2015, in May in Incheon.	The *2015 Education for All Global Monitoring Report* will review how much the Education for All (EFA) movement, revitalized at the World Education Forum (WEF) in Dakar in 2000, has contributed to ensuring that all children, young people and adults enjoy their right to a quality education that meets their basic learning needs. The Report will provide a definitive global assessment of overall progress toward the six EFA goals established at the WEF, paying particular attention to gaps between those who benefited and those who did not. While approaching the end of 2015, countries in different regions of the world, will conduct a comprehensive review of achievements and experiences in EFA since 2000 This assessment will identify new problems and new challenges to highlight best practices to identify key lessons and to define prospects in education for years to come.

ANNEXES

It will be reviewed the progress in the achievement the objectives below (5)

1. Goal 1: Early childhood care and education;
2. Goal 2: UPE (Universal primary education);
3. Goal 3: Youth and adult learning needs;
4. Goal 4: Youth and adult literacy;
5. Goal 5: Gender parity and equality in education'
6. Goal 6: Quality of education.

The analyze of the above objectives should take into account the response to the question: "Is the world on a good track?"

OBJECTIVE GOAL 1

- **• Table A1. Gross enrollment rate in preschool education (3 to 5/6 years)**

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total	74,7	76,2	77,6	77,8	78,4	78,8	78,4	90,2
Urban	79,6	79,3	81,8	81,3	80,7	80,9	81,0	93,2
Rural	70,5	73,4	73,7	74,4	76,0	76,6	75,5	86,7
Female	75,3	76,8	78,0	78,3	78,7	79,1	78,8	90,5
Male	74,3	75,7	77,2	77,3	78,1	78,5	78,0	89,9

Gross enrollment rate in preschool education has increased steadily in recent years, from 74.7% in 2005-2006 to 78.4% in 2011/2012. In the 2012/2013 school year has been a significant increase of almost 12 percentage points from a year earlier to stand at 90.2% (Table A1). This apparent increase in the value of the indicator is primarily a result of the inclusion of preparatory class in compulsory education: decreased corresponding theoretical preschool age group from 3-6 years to 3-5 years, while a significant proportion of children the age of six and even seven years remained enrolled since kindergarten.

Amid the positive evolution of the indicator, continues to keep discrepancies by residence at the expense of rural areas. These differences were however are reduced from one year to another, from 9 pp in 2005-2006 to a difference of 6.5 p.p. in 2012/2013 school year (93.2% in urban and 86.7% in rural areas). Analysis of the age-specific value rates, explains this difference by residence as follows: less than children of 3 years are enrolled in kindergarten in rural areas, compared to urban areas.

The option of rural parents to send their children to kindergarten at older ages is determined both by the various difficulties of access (for example, often large distances between home and nursery) and by the time availability of childcare which the families in rural areas they have, compared to urban areas. These data highlight the need to continue supporting rural areas through projects and specific measures on the development of pre-school education and participation in early childhood education.

Until 2011/2012 indicator percentage of pupils entering for the first time in the first grade who attended preschool education showed an upward trend. In the 2011/2012 school year, only 7% of students who entered first grade I did not attend kindergarten. In the 2012/2013 school year, official statistics do not provide information on the kindergarten children who were enrolled in the preparatory class.

- **Table A2. Gross enrollment in preschool education (3 to 5/6 years)**

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total	74,7	76,2	77,6	77,8	78,4	78,8	78,4	90,2
Urban	79,6	79,3	81,8	81,3	80,7	80,9	81,0	93,2
Rural	70,5	73,4	73,7	74,4	76,0	76,6	75,5	86,7
Female	75,3	76,8	78,0	78,3	78,7	79,1	78,8	90,5
Male	74,3	75,7	77,2	77,3	78,1	78,5	78,0	89,9

- **• Table A3. The number of students per teacher in pre-university**

		Preschool
2005/2006	Total	18
	Urban	16
	Rural	21
2006/2007	Total	18
	Urban	16
	Rural	20
2007/2008	Total	17
	Urban	16
	Rural	20
2008/2009	Total	17
	Urban	16
	Rural	19
2009/2010	Total	17
	Urban	16
	Rural	19
2010/2011	Total	18
	Urban	17
	Rural	20
2011/2012	Total	18
	Urban	17
	Rural	20
2012/2013	Total	16
	Urban	15
	Rural	18

Note: The indicator was calculated by dividing the number of students to the number of teachers (individuals) For upper secondary education is estimated data, the indicator is calculated by dividing the number of students in high school and vocational (cumulative) to number teaching staff from high school and vocational (cumulative). In this case, for the residence environment was taken into account of the locality category where the school is located. Source: Calculated on the basis of INS information, 2004-2013.

Pupils per teacher ratio recorded in the year 2012/2013 relatively constant values compared to the previous school year for most levels of education. Exceptions are preschool and primary education as a result of the measure introducing Preparatory class in primary. So, is decreased the number of children in kindergartens / educator from 18 to 16, this trend is observed in both rural and urban.

Simultaneously the number of students/teacher in primary education increased, but this trend is observed only for urban areas (from 20 to 21 students /teacher). We expect that in the coming school years, at see the stabilization of the teaching staff employed in accordance with the evolution of school population in all levels of education.

The lowest ratio (11 students/teacher) continued to register for middle school education, while primary education has the highest value (19 students/teacher).

Area of residence remains an important differentiating factor for this indicator, except high school and vocational education where, we find in both cases a ratio of 16 students/teacher. If in preschool education the average is significantly higher in rural areas, while primary and middle school education the average ratio is reversed for the urban. Differences seem to remain constant in recent years.

Since 2004/2005 school year, in middle school education in rural areas is registered the lowest teacher / student ratio from the whole education system: 10 students to 1 teacher. This demonstrates that personnel policies and measures to rationalize the network of rural schools not yet have the expected effectiveness.

Romania needs to find in the near future a better balance for this indicator, given that most schools have resources that are currently allocated by the mechanism per capita. Also, the policies in the area of continuing vocational training of teachers remains a priority and should consider a higher position of the current disparity in education, in terms of the average number of students who are working in the classroom .

OBJECTIVE GOAL 2

- Gross enrollment rate in primary and middle school

Changing the structure of the education system had caused changes in enrollment rates at different levels of education. Thus, in the school year 2012/2013 participation rate at primary and middle school level has decreased substantially over the previous year, reaching 90.6%.

Cycles are still differences of schooling. At primary level there has been a vast reduction of the indicator (88.4%), while this level of study included preparatory class, but still significant proportion of children of 6 old stayed in kindergarten. At the middle school level there was a slight increase in enrollment comparing to the previous year (93.4%).

Rural areas continue to be disadvantaged in the rate of participation in education, particularly at middle school education level, where differences had reached values of over 20 percentage points between rural and urban.

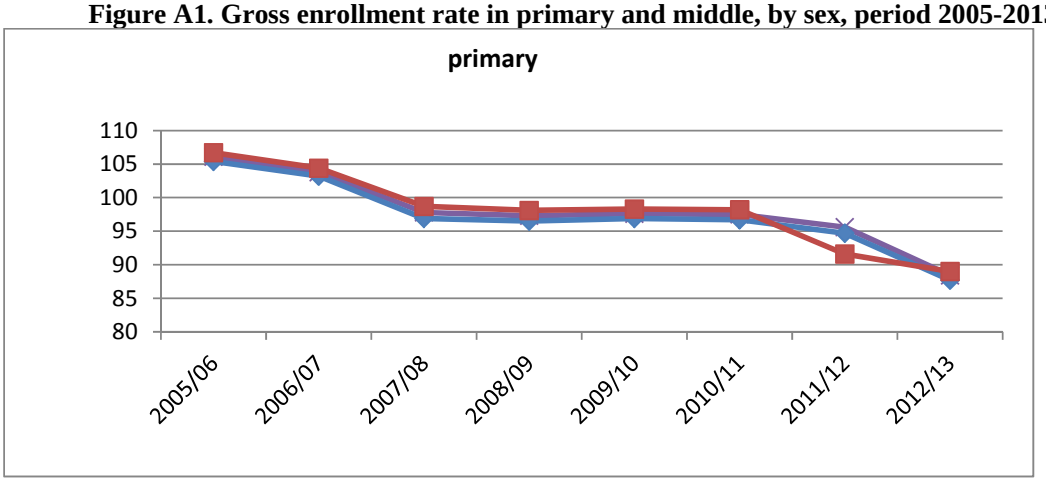
In the 2012-2013 school year, primary and secondary education has included 1,727,600 of students enrolled in 3925 schools.

Values enrollment rates reflect the ability of the education system to include all children in the officially appropriate age group to a certain level of education. Thus, any change in the structure of the education system directly determines the changes in the rates of enrollment.

In the 2003/2004 school year, gross school enrollment rate in primary and middle education has increased considerably, at above 100%, due to application of the provisions where is stipulated the

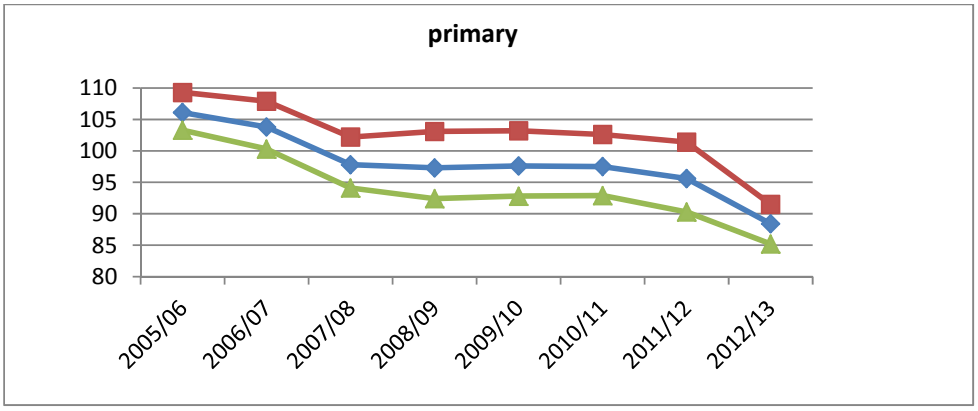
start of school at six years (thus was determined concomitant entry of 6 and 7 years children, in first grade, in this school year). Subsequently this indicator decreased gradually from year to year. In 2012/2013, **gross enrollment rate in primary and middle education** as a whole was 90.6%, down by 3.6 pp compared to previous year.

Figure A1. Gross enrollment rate in primary and middle, by sex, period 2005-2013



Major differences are found **by the area of residence**, to the detriment of rural areas. Enrollment rate in urban areas was elevated in past 10 years, more than 100%; in 2012/2013 the value of the indicator decreases to 97% (Figure A 2). In rural areas, the rate was constant downward trend in the last decade, with 84.6% value in the reference school year.The difference of 12.4% to urban remains high but is improving compared to the last four years - most likely as a result of various structural funds projects implemented in recent years to support participation in education and preventing early school leaving (examples: *All in the kindergarten, all in the first grade; Integrated programs to increase access to education and the educational level of children from disadvantaged communities, especially Roma; School - a chance for everyone; Choose the school!; School after school - the first step to educational and vocational success*).

Figure A2. Gross enrollment rate in primary and middle education, by residence, period 2005-2013



The downward trend recorded gross enrollment rate in primary and middle school in the 2012/2013 school year manifest different **on school cycles**.

Gross enrollment rate in primary education had values over 100% in 2003-2006 (due to the implementation of the school debut at age 6), and showed slight fluctuations in the period 2007 - 2012,

with successive increases and decreases between 0 1-2 %. In the 2012/2013 school year the indicator had a significant decrease from the previous year by 7.2 % .

Table A4. Gross enrollment rate in primary education

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total	**106,1**	**103,8**	**97,8**	**97,3**	**97,6**	**97,5**	**95,6**	**88,4**
Urban	109,3	107,9	102,2	103,1	103,2	102,6	101,4	91,5
Rural	103,3	100,3	94,1	92,4	92,8	92,9	90,3	85,2
Female	105,4	103,2	96,9	96,5	96,9	96,7	94,7	87,7
Male	106,7	104,4	98,7	98,1	98,3	98,2	96,4	89,0

Source: Calculated on the basis of INS information, 2005-2013.

Reducing the rate of enrollment in primary education is the consequence of changing the structure of the school system: Preparatory class passed in primary structure, but a significant percentage of old 6 children - 17.6% - remained enrolled in kindergarten. It is expected that the gross enrollment rate to record positive trends in the coming years, by increasing the number of children of 6 years who will attend preparatory class.

Data analysis by residence area reveals that decreasing the rate of enrollment in primary education was more extended in urban areas. Thus the enrollment rate has dropped by almost 10 pp previous year in urban and in rural areas with only 5 pp. This decrease is more pronounced in urban areas due to the lower share of children of 6 years who were enrolled in the preparatory class, compared to the rural areas. However, rural education continues to be disadvantaged compared to the cities, on participation in primary education (85.2% rural and 91.5% urban).

In 2011/2012 school year, the school dropout rate has remained at the previous year value: 1.8% of children of primary school and middle school, are leavers. Rural area, middle school, male school population or starting grades cycle in primary and middle school are still recorded elevated school dropout values. Thus the highest dropout rate values were at the middle school level, in rural areas (2.1%), of boys in rural areas (2.2%) and the V grade classes (2.6%).

At the end of the 2011/2012 school year, the primary and middle school education comprised 1,584,900 of students. Of these, 96.4% were declared promoted, 3.1% repeaters, while 0.5% of school non-concluded situations (by teachers) .

Across primary and middle school dropout rate (calculated by the method of "input-output"). In the 2011/2012 school year was 1.8% (percentage representing 28,300 students) - a value similar to that previous year. Indicator values do not differ significantly by residence globally. Regarding the school dropout by gender differences is an increase from the previous year until 0.5 p.p. to the boys detriment. The overall dropout rate of primary and middle education was in 2012/2013 at 1.5% of girls and 2.0% of boys.

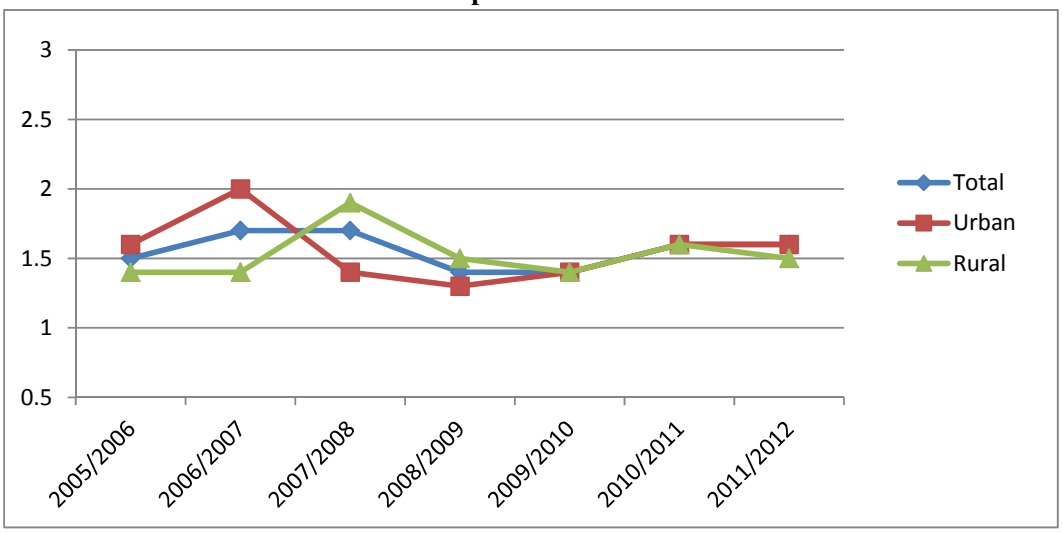
On each level of study, it highlights specific issues. **In primary education**, school dropout constantly increased after the transition to the 10 - year compulsory school and the situation has improved slightly in recent years. In 2012/2013 school year, the index was 1.6% (Table A 5, Figure A 3). Differences by residence are not significant. Is recorded a constant gap by gender: more boys drop out of primary school than girls.

Table A5. School dropout rate in primary education

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Total	**1,5**	**1,7**	**1,7**	**1,4**	**1,4**	**1,6**	**1,6**	
Urban	1,6	2,0	1,4	1,3	1,4	1,6	1,6	
Rural	1,4	1,4	1,9	1,5	1,4	1,6	1,5	
Female	1,3	1,5	1,5	1,3	1,3	1,5	1,4	
Male	1,7	1,9	1,9	1,6	1,6	1,7	1,7	

Source: Data calculated from the INS information from 2005 to 2013.

Figure A3. Dropout rate in primary education, by residence, period 2005-2013



In middle school, the school dropout decreased after the 2006/2007 year. In the 2012/2013 school year, the dropout rate was 1.9%. Differences by residence area were 0.3 pp to the detriment of rural areas. At this level of study is highlighted the advantage of girls than boys (0.5 percentage points to the detriment of boys) (Table A 6, Figure A 4).

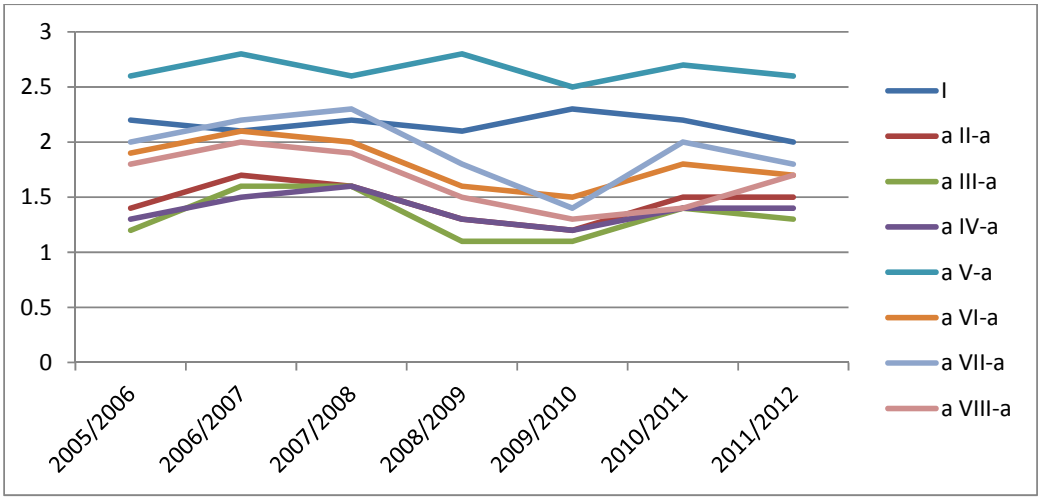
Relevant in the present context is the dropout analysis **by grade level**. Data show that **the highest drpout rates recorded of start grades cycles of education**: I grade and V grade (over 2%), to the other classes being reduced the rate values (Table A 6, Figure A 4) .

Table A6. Dropout rate in primary and lower secondary education, by grades and residence area

School year	Residential area	Grade							
		I	II	III	IV	V	VI	VJJ	VII
2005/2006	Urban	2	1,5	1,2	1,4	2,7	2	1,8	1,5
	Rural	2	1,3	1,1	1,2	2,5	1,8	2,3	2,1
	Total	**2**	**1,4**	**1,2**	**1,3**	**2,6**	**1,9**	**2**	**1,8**
2006/2007	Urban	3	2	1,9	1,7	2,9	2,2	2,1	1,9
	Rural	2	1,4	1,3	1,2	2,7	2	2,4	2,1
	Total	**2**	**1,7**	**1,6**	**1,5**	**2,8**	**2,1**	**2,2**	**2**
2007/2008	Urban	2	1,5	1,4	1,2	2,4	1,7	1,9	1,5
	Rural	2	1,8	1,8	1,9	2,9	2,3	2,8	2,4
	Total	**2**	**1,6**	**1,6**	**1,6**	**2,6**	**2**	**2,3**	**1,9**
2008/2009	Urban	2	1,1	1	1,1	2,6	1,4	1,5	1,1
	Rural	2	1,4	1,2	1,4	3	1,8	2,2	1,9
	Total	**2**	**1,3**	**1,1**	**1,3**	**2,8**	**1,6**	**1,8**	**1,5**
2009/2010	Urban	2	1,2	1,1	1,2	2,5	1,5	1,2	1,1
	Rural	2	1,3	1,1	1,1	2,4	1,6	1,7	1,6
	Total	**2**	**1,2**	**1,1**	**1,2**	**2,5**	**1,5**	**1,4**	**1,3**
2010/2011	Urban	2	1,5	1,4	1,4	2,8	1,8	1,8	1,2
	Rural	2	1,5	1,4	1,3	2,6	1,9	2,1	1,6
	Total	**2**	**1,5**	**1,4**	**1,4**	**2,7**	**1,8**	**2**	**1,4**
2011/2012	Urban	2	1,5	1,3	1,4	2,6	1,7	1,8	1,7
	Rural	2	1,5	1,3	1,4	2,6	1,7	1,8	1,7
	Total	**2**	**1,5**	**1,3**	**1,4**	**2,6**	**1,7**	**1,8**	**1,7**

Source: Calculated on the basis of INS information, 2005-2012.

Fig. A4. Dropout rate in primary and lower secondary education classes, during 2005-2013 period



Clearly, this is due to adjustment difficulties faced by students in the transition from pre-school to primary and from primary to lower secondary school: different teaching styles, more complex requests in curricular area, not least significant differences in the number of hours / week at the transition from pre-school to first grade and from IV grade to V grade.

Mention: the downward trend in the dropout rate from the debut grade in a cycle of education to the final grade of this cycle - due, most likely, the students gradually adapt to the demands of school. Discrepancies in rural areas remain the significant disadvantage especially in secondary education: the dropout of students in rural schools keep significantly higher values especially the final grades (VII, VIII) compared with the corresponding rate of the urban environment.

Table A7 Number of pupils per teacher in pre-university education

		Primary
2005/2006	**Total**	**17**
	Urban	18
	Rural	16
2006/2007	**Total**	**17**
	Urban	19
	Rural	16
2007/2008	**Total**	**16**
	Urban	18
	Rural	15
2008/2009	**Total**	**16**
	Urban	18
	Rural	15
2009/2010	**Total**	**17**
	Urban	19
	Rural	15
2010/2011	**Total**	**18**
	Urban	20
	Rural	17
2011/2012	**Total**	**18**
	Urban	20
	Rural	17
2012/2013	**Total**	**19**
	Urban	21
	Rural	17

Note: The indicator was calculated by dividing the number of students to the number of teachers (individuals). For upper secondary education is estimated data, the indicator is calculated by dividing the (cumulative) number of students in secondary and vocational to the (cumulative) number of teaching staff in secondary and vocational education . In this case, the residence environment was taken into account of the locality where the school is located.
Source: Calculated on the basis of INS information, 2005-2013.

OBJECTIVE GOAL 3

- Gross enrollment rate in high school education and vocational

In 2012/2013 school year, nearly 95% of 15 - 18 years populaion, were included in high school education and vocational. Compared with previous years, the participation rate has fallen to the high school (in the context of the number of students who registered a sharp decline in this level) and increased the level of vocational education (in recent years due the implementation of specific education policy measures). Participation gap between urban and rural areas remains at a significant level: High School - 106.2% in urban and 80.8% in rural areas; vocational - 5.5% in urban and 0.9% in rural areas. Thus, a fifth of young people in rural areas do not have access to uppersecondary education.

In the past decade, **enrollment rate in upper secondary education** (high school and vocational education) showed an upward trend, driven by the implementation of various educational policies aimed at widening access to the higher levels of education (increasing the number of students in high school, setting of, for a period, a progressive route of study from VET and technical education, etc.). Since 2009/2010 school year amid of the measure of SAM liquidation, the enrollment in upper secondary education decreased slightly from one year to another. In 2012/2013 school year, in upper secondary education were enrolled 851,500 students:

- - 831,800 students in high school, enrolled in 1606 independent units and 1880 sections of other units;
- - 19,700 students in vocational education, enrolled in 9 independent education units and 492 sections in other units.

Over 95% of 15 - 18 years population, were included in upper secondary education (high school and vocational). When calculating the gross enrollment rate are eliminated the students from other countries, the indicator is 94.9% - with more than 1 percentage point less than in the previous school year (Table A 8).

Table A8 Gross enrollment rate in upper secondary education (high school and SAM / vocational education)

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total	**75,0**	**80,0**	**84,9**	**89,3**	**96,7**	**96,5**	**96,0**	**94,9**
Urban	86,6	92,5	96,2	101,4	110,6	111,0	107,3	110,2
Rural	59,9	63,9	70,7	75,4	81.9	82,6	85,2	81,5
Female	75,9	80,0	84,4	89,0	96,0	95,6	95,3	94,2
Male	74,2	80,0	85,4	89,6	97,4	97,7	96,6	95,6

Note: When calculating the indicator were not considered the foreign students. The indicator was obtained by reference to the population 15-18 years aged, officially appropriate age for high school education.
Source: Calculated on the basis of INS information , 2005-2013.

At the high school level the enrollment rate increased significantly from year to year, with over 40 pp the past eight years. The highest value (94.6%) was recorded in 2011/2012 (the time when they entered in ninth grade, students who had started the school in 2003/2004, together at 6 and respectively at 7 years old). In the 2012/2013 school year, 92.7% of students aged 15-18 years were

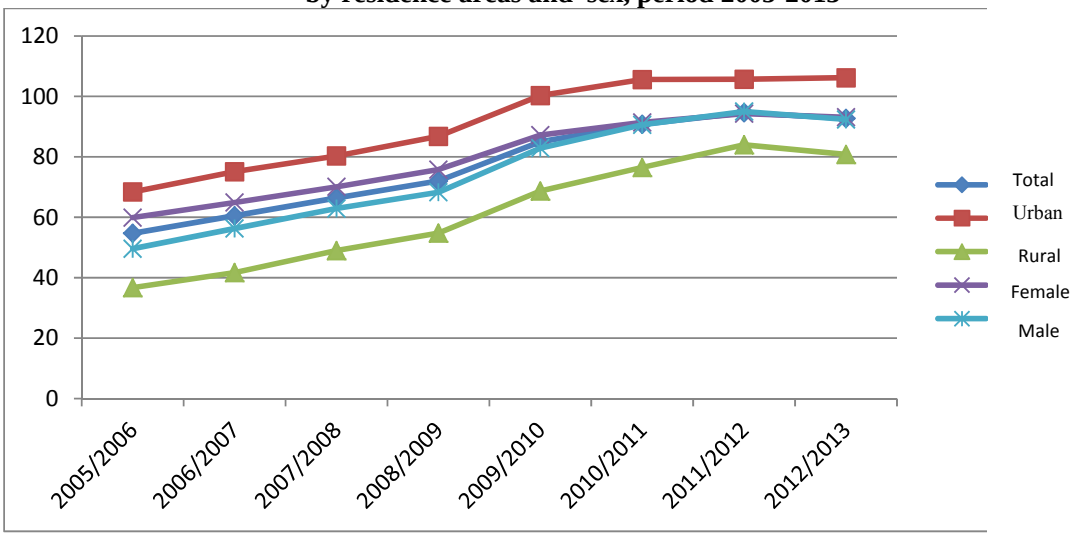
enrolled in school (Table A9, Fig. A5). Decreasing enrollment rate was influenced by the significant reduction in the number of students enrolled in this level of study (831,800 students, almost 57,000 less than the previous year).

Table A9 Gross enrollment rate in high school education

	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Total	54,7	60,5	66,4	72,0	85,0	90,8	94,6	92,7
Urban	68,4	75,1	80,3	86,8	100,3	105,6	105,7	106,2
Rural	36,7	41,7	49,0	54,8	68,7	76,5	84,0	80,8
Female	59,9	64,9	70,1	75,8	87,2	91,4	94,3	93,1
Male	49,6	56,3	62,9	68,3	82,9	90,6	95,0	92,4

Note: When calculating the indicator were not considered the foreign students. The indicator wa

Figure A5. Gross enrollment rate in high school education by residence areas and sex, period 2005-2013



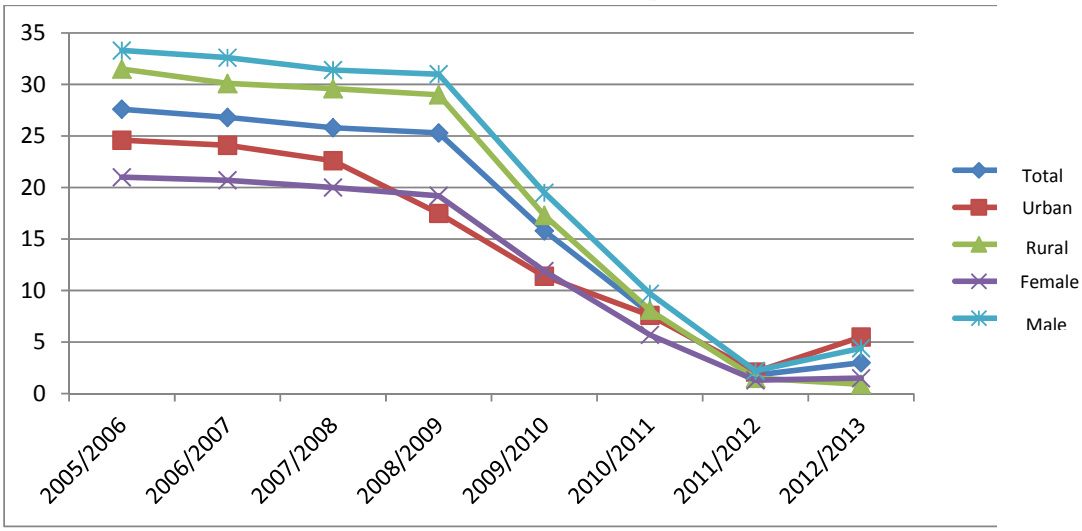
In the vocational education enrollment rates have fallen sharply in recent years as a esult of the abolition of SAM. Educational policies measures implemented in recent years - by applying: Minister's Order no. 5730/2010 on approving the Methodology for organizing and conducting stages of practical training for acquiring professional qualification at level 2; Ministerial Order no. 3168/2012 regarding the organization and operation of vocational education lasting two years; Governmental Decision 1062/2012 on how the state to Grant the costs for students attending vocational education - have determined the orientation of many students to this training pathway. So, in the school year 2012/2013 in vocational education were enrolled 19,700 students, almost two - thirds more than the previous year, and the gross enrollment rate increased from 1.8% in 2011/2012 to 3% 2012/2013 (Table A10, Figure A6).

Table A10. Gross enrollment rate in vocational education

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total	**27,6**	**26,8**	**25,8**	**25,3**	**15,8**	**7,8**	**1,8**	**3,0**
Urban	24,6	24,1	22,6	17,5	11,4	7,6	2,1	5,5
Rural	31,5	30,1	29,6	29,0	17,3	8,1	1,5	0,9
Female	21,0	20,7	20,0	19,2	11,9	5,7	1,3	1,5
Male	33,3	32,6	31,4	31,0	19,5	9,7	2,2	4,4

Note: When calculating the indicator were not considered the foreign students. The indicator was obtained by reference to the population 15-17 years aged, officially appropriate age for vocational education.
Source: Calculated on the basis of INS information , 2005-2013.

Fig. A6 Gross enrollment rate in vocational education, period 2005-2013



Gender analysis of the participation rate in upper secondary education in the period 2005 - 2013 shows a oscillating trend of the indicator. In recent years, the boys have better than girls participation in upper secondary education, with the differences in the two training routes: gross enrollment rates are higher in high school for girls (93.1% for girls and 92.4% for boys) (Figure A5), and in vocational education for boys (1.5% for girls and 4.4% for boys) (Figure A6).

Differences by residence enrollment rates in upper secondary education (calculated according to the students' parents residence, not the residence environment of the school) are the largest in the entire education system. As in previous years, 2012/2013, these differences were recorded both at the high school level and at the professional level: high school was over 25 pp to the detriment of rural areas (106.2% in urban and 80.8% in rural areas) (Table A9), and vocational education 4.6 pp (5.5% in urban and 0.9% in rural areas) (Table A10).

The fact that about one-fifth of rural youth relevant school age (15 - 18 years) do not have access to secondary level education warns the risk regarding the human capital development in rural areas.

The situation of rural disadvantage regarding participation in upper secondary education is determined primarily by the characteristics of the school network, who are especially in urban developed, determining differences in access to this level of education. Thus the school year 2012/2013:

- Only 17% of high schools, a third of the professional schools and less than 5% of schools postiliceale and foremen education are located in rural areas,

while:

- 46% of high school students, 64% of students in vocational education and 30% of pupils of post secondary school and foremen come from rural areas.

Analysis of participation in upper secondary education in branches (of study) and training profiles (Table A11) reveals the following situation:

- In upper secondary education, the high school continues to have the highest rate of enrollment.
- Share of 15-18 year period in high school TVET has increased significantly in recent years, from 24.6% in 2005-2006 to 49.4% in 2012/2013.
- Over half of students of 15 - 18 years enrolled in VET (Vocational Education and TVET). Corresponding percentage has decreased in recent years due the dissolution of SAM.

Table A11 The gross enrollment rate in high school education, the training pathways

Level of education	**2005/ 2006**	**2006/ 2007**	**2007/ 2008**	**2008/ 2009**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**	**2012/ 2013**
Total lower secondary education:	**75,0**	**80,0**	**84,9**	**89,3**	**96,7**	**96,5**	**96,0**	**94,9**
Total high school education, including:	**54,7**	**60,5**	**66,4**	**72,0**	**85,0**	**90,8**	**94,6**	**92,7**
- **Vocational and theoretical high schools**	30,1	32,0	33,9	36,5	39,5	40,3	41,7	43,4
- **Technological high schools**	24,6	28,5	32,6	35,5	45,5	50,4	53,0	49,4
Total Technological high schools, SAM/vocational education	**44,9**	**48,0**	**51,1**	**52,8**	**61,3**	**58,2**	**54,8**	**51,6**

Note: When calculating the indicator are not considered the foreign students. The indicator was obtained by reference to the population aged 15-18 years, appropriate official age of the ensemble group for upper secondary education.
Source: Data taken or calculated from the INS information, 2005-2013.

- Specific enrollment rates by age

Specific enrollment rates in secondary and vocational education, by age, had recorded oscillatory evolutions, directly influenced by changes in the structure of the education system. Since 2009/2010 (entry into liquidation SAM and the takeover of places at high school), have significantly increased participation rates in the corresponding age groups of high school and fell to "0" participation rates into vocational education groups appropriate age. It is noted steady increase in the specific rate of enrollment in high school of students 21 years and older who exceed the official age corresponding to this level, most likely due to the support measures for a flexible access to this training path.

Analysis of **specific rates for enrollment at the high school level**, by age, highlights oscillated evolutions in 2005-2008 period, followed by gradual increases since 2009/2010 (the entry into liquidation of SAM and take over places in high school) (Table A12 Figure A7).

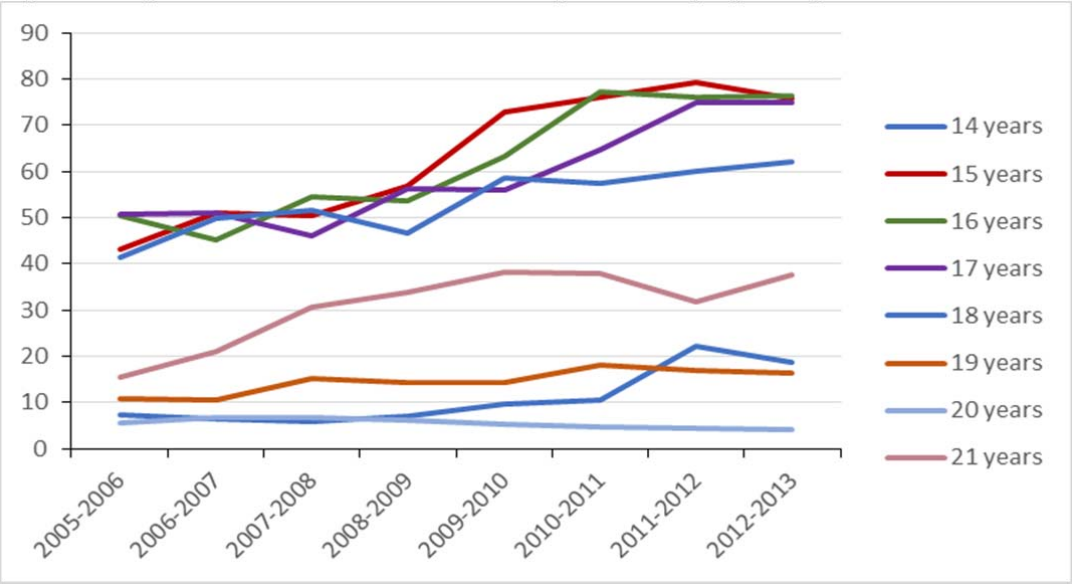
The highest values of specific rates recorded at 15, 16, 17 and 18 years, officialy appropriate age for high school. For 14 years age, it shows a sharp increase since the school year 2010/2011 (when they entered in ninth grade, students who took the school start in 2003/2004, together at 6 and respectively at 7 years old).

Table A12. Specific school enrollment rates, by age - high school

		2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
14 years	**Total**	**7,4**	**6,3**	**5,9**	**7,0**	**9,7**	**10,4**	**22,2**	**18,7**
	Female	8,9	7,6	7,1	8,4	10,5	11,4	24,1	20,2
	Male	5,9	5,1	4,8	5,7	8,9	9,4	20,5	17,3
15 years	**Total**	**43,0**	**51,1**	**50,3**	**56,9**	**73,0**	**76,2**	**79,3**	**75,8**
	Female	49,8	58,7	57,2	63,9	75,7	78,2	80,9	77,6
	Male	36,5	44,0	43,8	50,3	70,4	74,3	77,8	74,1
16 years	**Total**	**50,3**	**45,1**	**54,5**	**53,5**	**63,2**	**77,3**	**76,1**	**76,4**
	Female	58,2	51,7	62,0	60,2	68,1	78,7	77,4	79,1
	Male	42,6	38,7	47,4	47,0	58,6	75,9	74,9	73,8
17 years	**Total**	**50,6**	**51,1**	**46,0**	**56,3**	**56,0**	**64,7**	**74,8**	**74,8**
	Female	58,1	58,2	52,0	63,4	62,1	69,4	76,5	77,3
	Male	43,5	44,3	40,2	49,6	50,2	60,1	73,2	72,4
18 years	**Total**	**41,5**	**49,7**	**51,5**	**46,7**	**58,7**	**57,4**	**60,1**	**62,2**
	Female	45,8	53,7	55,2	49,6	61,5	59,6	60,7	63,1
	Male	37,4	45,9	47,9	44,0	56,0	55,4	59,5	61,4
19 years	**Total**	**10,7**	**10,6**	**15,1**	**14,2**	**14,3**	**18,2**	**17,0**	**16,4**
	Female	9,8	9,4	13,4	12,4	12,5	15,1	14,3	13,3
	Male	11,7	11,7	16,7	15,9	16,0	21,1	19,6	19,2
20 years	**Total**	**5,5**	**6,8**	**6,7**	**6,0**	**5,4**	**4,8**	**4,4**	**4,2**
	Female	4,3	5,6	5,6	5,4	4,5	3,9	3,4	3,2
	Male	6,6	7,9	7,7	6,5	6,2	5,7	5,3	5,2
21 years and over	**Total**	**15,4**	**21,0**	**30,6**	**33,8**	**38,1**	**37,9**	**31,7**	**37,5**
	Female	10,9	15,8	25,1	29,6	34,4	34,1	28,8	34,5
	Male	19,6	26,0	35,8	37,7	41,7	41,5	34,4	40,3

Source: Calculated on the basis of INS information, 2005-2013.

Figure A7. Specific school enrollment rate in high school, by age, the period from 2005 to 2013



It is noted: almost constant increased from one year to another specific enrollment rate of students who exceded the officialy age appropriate to upper secondary level (eg in 2012/2013 school year, 17% of the students were over 18 years).

It is noted: almost constant increased from one year to another specific enrollment rate of students who exceded the officialy age appropriate to upper secondary level (eg in 2012/2013 school year, 17% of the students were over 18 years).

This reality is determined by various aspects: delay in the onset of schooling; returning to the basic system of training of young people who have temporarily abandoned trials, respectively, increasing access to alternative shapes (evening classes, distance learning education); not least, repeating phenomenon.

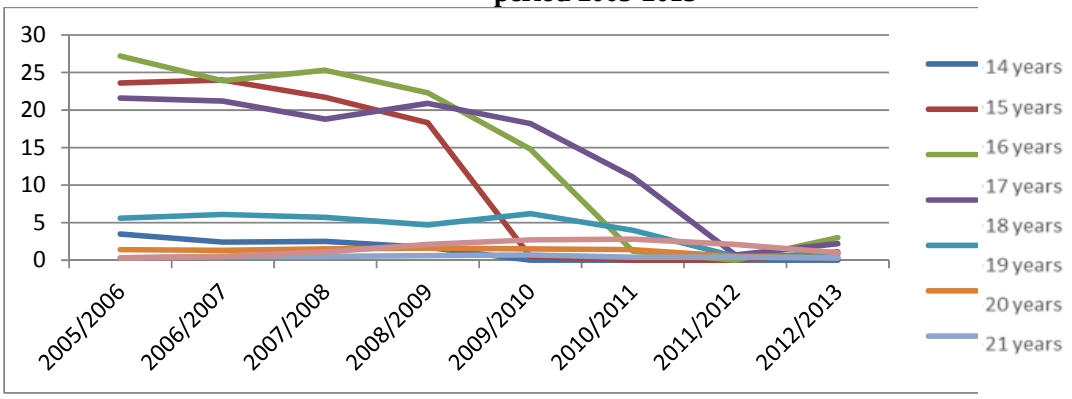
Entry into liquidation/dilution of SAM since 2009-2010 to cause a drop in enrollment rates at all appropriate ages to **vocational education** (Table A13, Figure A8). It is expected that the restructuring measures of the training routes to determine in the coming years, an increase in specific enrollment rates both for age group 15-17 years and for older group, given that is supported a greater access to vocational education for different groups (students in high school, persons who have abandoned high school, SAM graduates, etc.).

Table A13.- Specific school enrollment rates, by age - vocational education

		2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
14 years	**Total**	**3,5**	**2,4**	**2,5**	**1,7**	**0,0**	**0,0**	**0,0**	**0,0**
	Female	3,1	2,1	2,0	1,4	0,0	0,0	0,0	0,0
	Male	3,8	2,7	3,0	2,1	0,0	0,0	0,0	0,0
15 years	**Total**	**23,6**	**24,0**	**21,7**	**18,3**	**0,5**	**0,0**	**0,0**	**1,1**
	Female	19,6	19,5	17,4	13,5	0,4	0,0	0,0	0,5
	Male	27,5	28,3	25,9	22,9	0,6	0,0	0,0	1,6
16 years	**Total**	**27,2**	**23,9**	**25,3**	**22,3**	**14,8**	**1,2**	**0,0**	**3,0**
	Female	21,1	19,0	19,9	17,1	11,0	0,9	0,0	1,4
	Male	33,1	28,7	30,5	27,2	18,5	1,5	0,1	4,6
17 years	**Total**	**21,6**	**21,2**	**18,8**	**20,9**	**18,2**	**11,1**	**0,7**	**2,2**
	Female	16,6	15,7	14,3	16,0	13,5	7,8	0,3	0,8
	Male	26,3	26,4	23,1	25,7	22,6	14,2	1,1	3,5
18 years	**Total**	**5,6**	**6,1**	**5,7**	**4,7**	**6,2**	**4,0**	**0,5**	**0,8**
	Female	5,5	4,2	4,0	3,3	4,3	2,5	0,2	0,3
	Male	5,7	7,9	7,3	6,0	7,9	4,5	0,7	1,2
19 years	**Total**	**1,4**	**1,3**	**1,5**	**1,6**	**1,5**	**1,4**	**0,5**	**0,3**
	Female	0,9	1,0	1,0	1,1	1,0	0,9	0,3	0,2
	Male	1,8	1,7	1,9	2,0	1,9	1,8	0,6	0,5
20 years	**Total**	**0,3**	**0,5**	**0,5**	**0,6**	**0,7**	**0,4**	**0,4**	**0,3**
	Female	0,2	0,3	0,4	0,5	0,5	0,4	0,3	0,2
	Male	0,4	0,6	0,6	0,8	0,9	0,3	0,5	0,3
21 years and over	**Total**	**0,3**	**0,5**	**1,1**	**2,1**	**2,7**	**2,8**	**2,1**	**1,0**
	Female	0,2	0,3	0,9	1,9	2,5	2,5	1,8	0,8
	Male	0,4	0,6	1,3	2,2	2,9	3,1	2,4	1,1

Source: Calculated on the basis of INS information, 2005-2013.

Figure A8. Specific rates of enrollment in vocational education, by age, period 2005-2013



- • Transition rate to secondary education and vocational

In the 2012/2013 school year, 96.7% of students enrolled a year ago in the eighth grade are continued their studies at college or vocational education. Equal relative weights of girls and boys choose to continue their studies at school.

A very relevant indicator in terms of participation in post-secondary education is **the rate of transition from eighth grade to high school and vocational education**. It highlights the access to upper secondary education and capacity within the educational system for enrollment of students at this level of study.

During 2005-2013, the transition rate to upper secondary education has oscillating evolutions. In the 2012/2013 school year, 96.7% of students enrolled in a year ago in the eighth grade are continued their studies at high school or vocational education (Table A14). Transition rates from low secondary education to the upper secondary education have different values and evolutions depending on the branch of training.

Table A14 Rates of transition in high school and vocational education

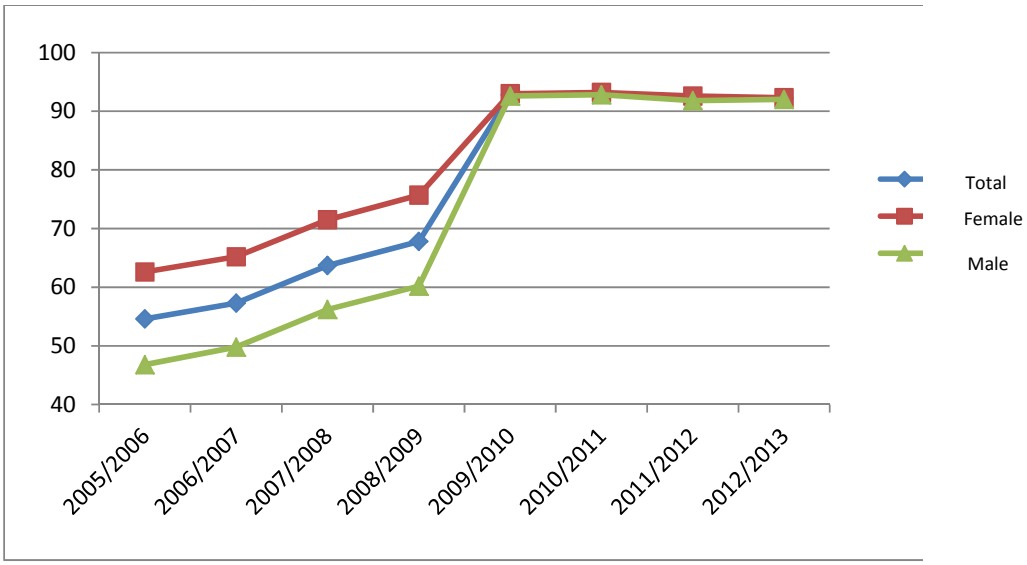
		2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010*	2010/ 2011*	2011/ 2012*	2012/ 2013
High school education	**Total**	**54,6**	**57,3**	**63,7**	**67,8**	**92,8**	**93,0**	**92,2**	**92,2**
	Female	62,6	65,2	71,5	75,7	93,0	93,2	92,6	92,3
	Male	46,8	49,8	56,2	60,2	92,6	92,8	91,8	92,0
Vocational education	**Total**	**36,2**	**33,1**	**31,5**	**26,1**	**2,2**	**-**	**-**	**4,5**
	Female	29,1	26,2	24,5	19,0	3,8	-	-	2,1
	Male	43,1	39,7	38,2	32,9	0,8	-	-	6,9
High school and vocational education	**Total**	**90,8**	**90,4**	**95,2**	**93,9**	**92,6**	**-**	**-**	**96,7**
	Female	91,7	91,4	96,1	94,7	94,2	-	-	94,4
	Male	89,9	89,5	94,4	93,2	90,9	-	-	98,8

** Beginning with the 2009-2010 school year, SAM training route went into liquidation.*
Source: Calculated on the basis of INS information, 2005-2013.

At the high school, the transition rate values were rising in the last decade, with significant increases since 2009/2010 school year, following the takeover of schooling from SAM. In 2012/2013, 92.2% of students enrolled in eighth grade a year ago have opted to continue their studies in high school.

If traditional high school transition rate was significantly higher for girls than for boys, the dissolution of professional route in 2009/2010 caused the virtually equalizing of gender indicator value (from a difference of 15.8 percentage points in 2005/2006 to 0,3 p.p. in 2012/2013) (Figure A9). Thus, we can say that relative weights equal between girls and boys choose to continue their studies at high school.

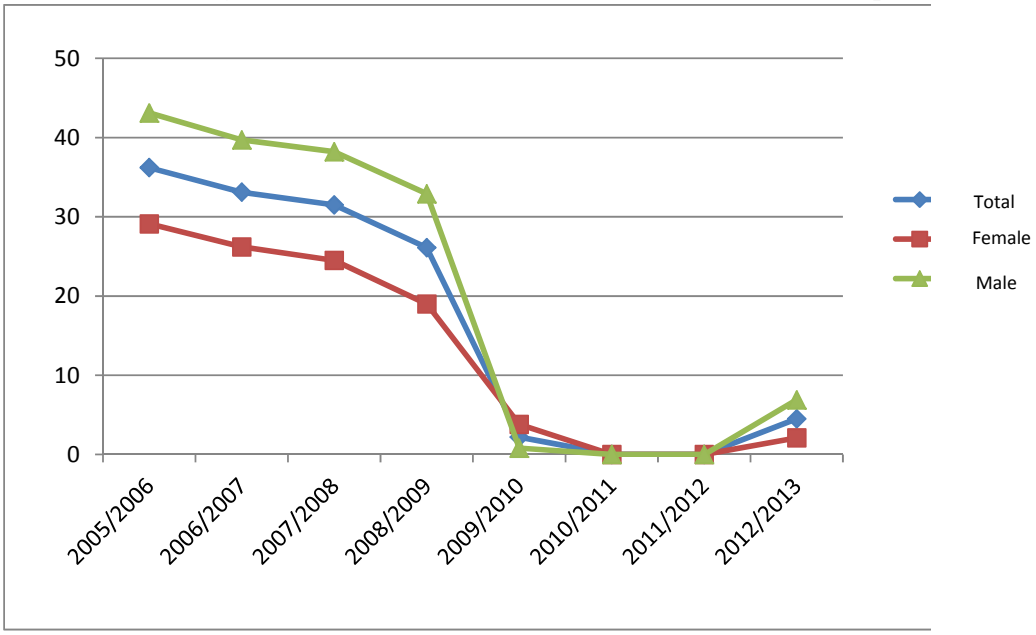
Figure A9. Transition rate in high school, during 2005-2013



In vocational education, transition rate trend has been steadily decreasing after the year 2003-2004, with a sharp drop in 2009/2010 (entry into disolution SAM). In 2012/2013, 4.5% of students enrolled in a year ago in VII class were oriented vocational education amid measures to revive of this training route.

In the vocational education, the transition rates always remained higher for male population (Figure A10).

Fig. A10. The rate in vocational education, the 2005-2013 period



- Dropout rate in secondary education and vocational

In high school, the school dropout rate increased with the entry into liquidation of SAM and taking over student places at high school. In the year 2011/2012 , 3.8% of high school students (33,900 students) are in dropout situation. Most of them come from technological high school, from the cycle onset classes, or rural high schools. The boys, (from high school) had more frequently school dropout compared to girls.

In vocational education, the indicator remained very high: 30.4% of students (3800) in SAM Completion year have left school in 2011/2012, a significant part of them continued their training in high school.

At the end of the school year 2011/2012, **high school education** included 809,500 students. Of these, 94.7% were declared promoted, 4.0% repeaters, while 0.3% are not ending school situation.

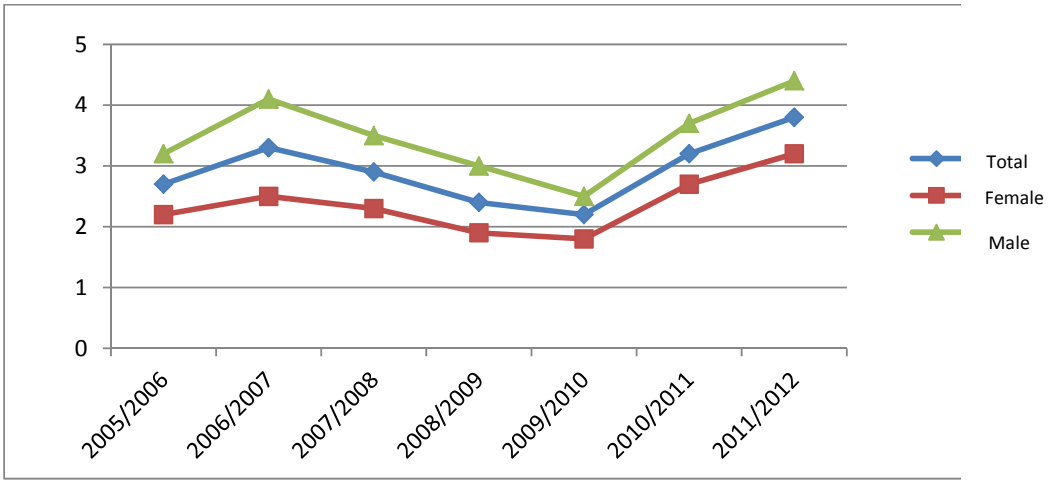
In the period 2005-2012, the school dropout in high school rate has fluctuated with increases to 2006 - 2007, and stable decrease until 2009 - 2010. Entry into liquidation of SAM (Vocational Schools - in romanian) and taking over student places at high school caused an increase in the percentage of students who have dropped out: one part of the students who traditionally would have chosen vocational school route they entered high school, but dropped out studies on way. Thus, in the year 2011 - 2012, 3.8% of high school students (33,900 students) were in dropout situation (Table A15, Figure A11).

Table A15. The school dropout in high school.

	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012
Total	2,7	3,3	2,9	2,4	2,2	3,2	3,8
Female	2,2	2,5	2,3	1,9	1,8	2,7	3,2
Malen	3,2	4,1	3,5	3,0	2,5	3,7	4,4

Source: Calculated on the basis of INS information, 2005-2013.

Fig. A11. High school dropout rate in the period 2005-2012



The training pathways, dropout situation is this: over two-thirds of students who dropped out from technological high schools (especially the forestry profiles, agricultural, administrative and veterinary). Students in vocational branch have recorded the lowest rate of school dropout (Table A16).

Table A16. School Dropouts in high school, by the paths and training profiles, 2011/2012

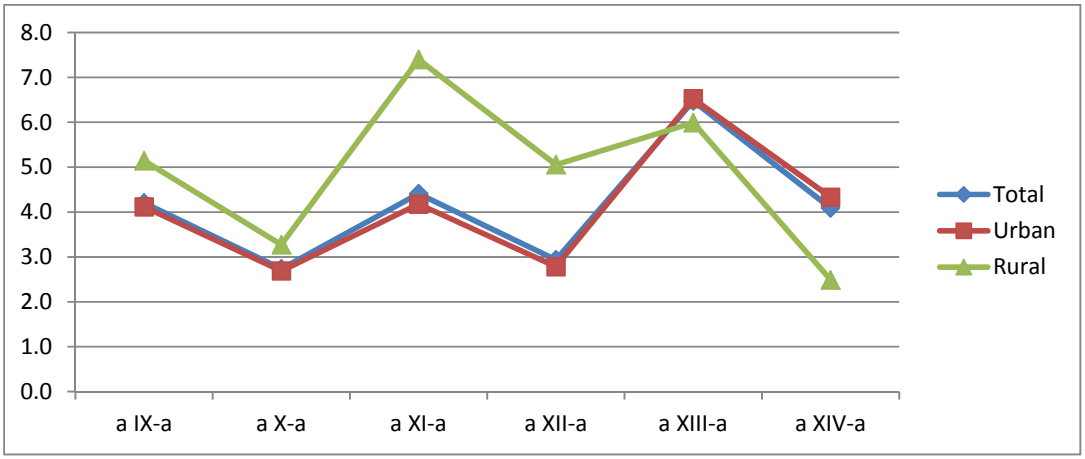
	Number of students at the begining of school year	**No. of students at the end of school year**	Number of students who dropped out	Dropou t rate
Total	**888768**	**854883**	**33885**	**3,8**
General branch of study	**343000**	**335786**	**7214**	**2,1**
- **real**	215876	209395	6481	3,0
- **human**	126713	125001	1712	1,4
TVET	**497015**	**470830**	**26185**	**5,3**
- **technical**	274278	258089	16189	5,9
- **natural resources and environmental protection**	73362	69576	3786	5,2

- **services**	149375	143165	6210	4,2
vocational education	**48753**	**48267**	**486**	**1,0**

Analysis dropout on classes highlights the highest values at the onset of high school, then in class XI and XIII (final grades for students in vocational training pathway). The lowest values are recorded in classes XII and XIV (Figure A12).

Depending on the residence environment of the school, drop outs is higher in high schools in rural areas compared to urban.

Figure A12. School Dropout in high school in the 2012/2013 school year, depending on the residence in which the school is located



The data also reveals that boys drop out of high school at a rate higher than girls (4.4% for boys and 3.2% for girls) (Table A15).

Regarding vocational education at the end of the school year 2011/2012 it included 79,800 students. Of these, 95.9% were declared promoted, 2.1% repeaters, 1.3% get expelled being eligible to re-enroll, and 0.7% are not ended school situation

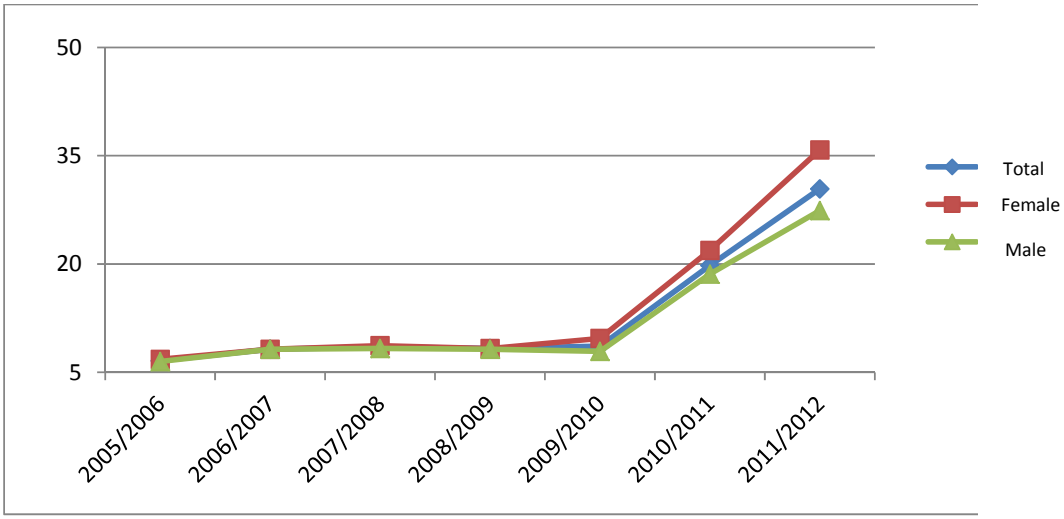
Analysis of dropout rate in vocational education noticed a slight upward trend up in 2005/2006 followed by large increases in the moment of entry into liquidation of this training routes. Thus, at the end of 2011/2012 (when in the education system there were only students of completing year SAM - Vocational school in romanian), the dropout rate was 30.4% (3800 students) (Table A17, Figure A13).

Table A17 School dropout in vocational education

	2005/ 2006	**2006/ 2007**	**2007/ 2008**	**2008/ 2009**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Total	**6,6**	**8,2**	**8,5**	**8,3**	**8,6**	**19,8**	**30,4**
Female	6,8	8,2	8,7	8,3	9,7	21,9	35,8
Male	6,5	8,2	8,3	8,2	7,9	18,6	27,4

Source: Calculated on the basis of INS information, 2005-2013.

Figure A13. Drop out rate in vocational education, the period 2005-2012



Most of those who dropped the professional route had attended evening classes, being in the second year of completion. A significant proportion of them (2,400 students) were recovered by further studies at the high school level.

- Gross enrollment rate in post-secondary education and foremen education

In the school year 2012-2013, **the gross enrollment rate in post-secondary education and foremen** continued the upward trend of recent years, reaching a value of 12.4%. Of the over 92,000 students enrolled at this level, almost half of them teach in private school area and cooperative, more than two thirds are girls, and nearly three-quarters are enrolled in healthcare post-secondary.

After a considerable reduction by 2006, the gross enrollment rate in post-secondary education and foreman have registered a steady growth in recent years, reaching a value of 12.4% in 2012-2013 (Table A18). Thus, in this school year, post-secondary education and foremen education has included 92,900 students enrolled in 101 independent units and 422 wards in school groups (of these units, almost half are private sector and cooperative).

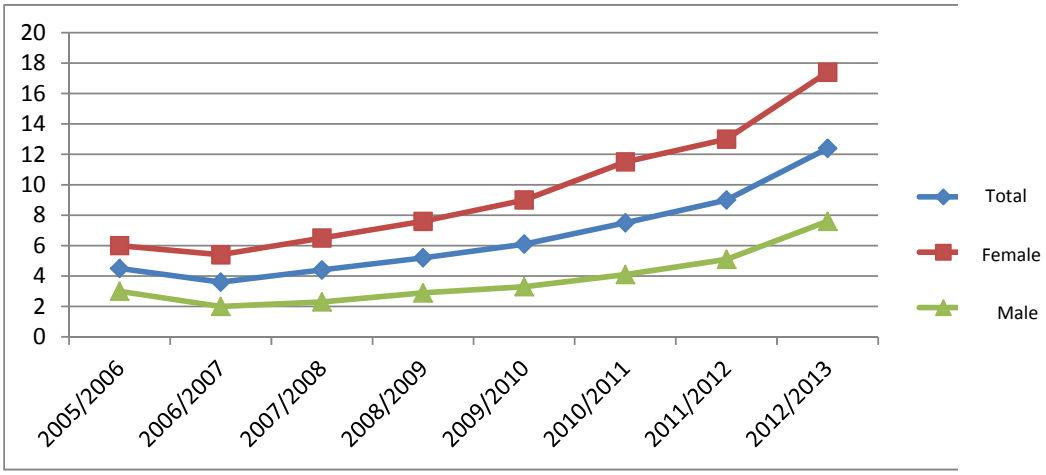
The significant increase in the number of students attending post-secondary education and foremen is because of the fact that this route has become an attractive option, given that in recent years the share of high school graduates without baccalaureate was increased and concomitantly decreased share of enrollment in higher education.

Table A18 Gross enrollment rate in post-secondary education and foremen education

	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Total	4,5	3,6	4,4	5,2	6,1	7,5	9,0	12,4
Female	6,0	5,4	6,5	7,6	9,0	11,5	13,0	17,4
Male	3,0	2,0	2,3	2,9	3,3	4,1	5,1	7,6

Note: In calculating the index, the report was made to the population of 19-21 years.
Source: Calculated data on the basis of INS information, 2005-2013.

Figure A14. Evolution of the gross enrollment rate, in post-secondary education and foremen education, 2005-2013



If we look at gross enrollment rates in secondary education and trades according to the residence area (depending to parents residence, not according to the school), it highlights the greater participation of students in urban: 16.4% urban and 7.9% in rural areas.

- The average attendance of post-secondary education and foremen education

In the 2012 - 2013, the time average attendance indicator for post-secondary and foremen education had a value of 0.4 years (based on theoretical duration of three years of this training routes).

Specific rates of enrollment on each age increased slightly from year to year. Almost two thirds of the students are in the age group 21 years and above, which shows that this form of education is an option increasingly attractive for certain categories of high school graduates (those who have not earned a high school graduation, those not go to college, those who were integrated in the labor market but do not have the qualification required).

Table A19 The average attendance time on post-secondary education and foremen education

	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Total	**0,1**	**0,1**	**0,1**	**0,1**	**0,2**	**0,2**	**0,2**	**0,4**
Female	0,2	0,2	0,2	0,2	0,3	0,3	0,4	0,5
Male	0,1	0,1	0,07	0,1	0,1	0,1	0,1	0,2

Source: Calculated on the basis of INS informations, 2005-2013.

Specific rates of enrollment in post secondary and foremen have been increased slightly from year to year (Table A20).

Table A20. Specific enrollment rate, by age, in post high school and foremen education

		2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
18 years	**T**	**0,3**	**0,3**	**0,3**	**0,3**	**0,2**	**0,4**	**0,2**	**0,4**
	F	0,4	0,5	0,6	0,5	0,4	0,6	0,3	0,6
	M	0,2	0,1	0,1	0,2	0,1	0,2	0,1	0,1
19 years	**T**	**1,6**	**1,1**	**1,1**	**1,7**	**1,6**	**2,3**	**2,7**	**3,5**
	F	2,1	1,7	1,7	2,7	2,6	3,7	4,2	5,3
	M	1,1	0,6	0,5	0,7	0,7	1,0	1,3	1,9
20 years	**T**	**2,4**	**1,7**	**1,6**	**1,9**	**2,2**	**2,2**	**3,4**	**4,4**
	F	3,3	2,7	2,5	3,2	3,7	3,5	5,2	6,3
	M	1,5	0,8	0,8	0,7	0,9	0,9	1,6	2,5
21 years	**T**	**9,5**	**7,9**	**10,6**	**11,4**	**14,0**	**16,4**	**18,4**	**28,4**
and over	F	12,7	11,5	15,7	16,0	20,0	23,5	26,0	39,4
	M	6,5	4,5	5,7	6,9	8,2	9,5	11,0	18,0

Source: Calculated on the basis of INS informations, 2005-2013.

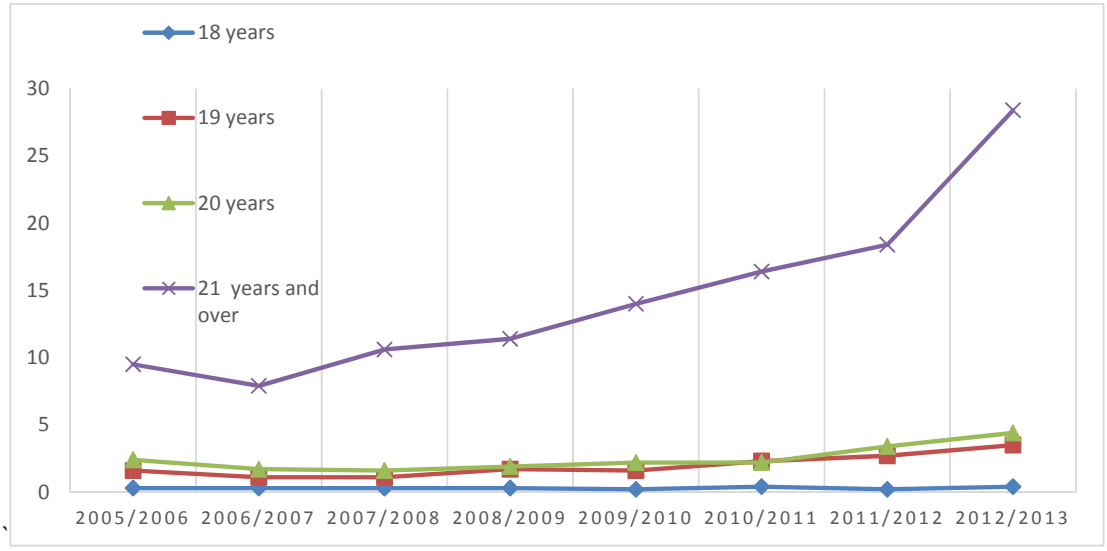
We note as that, in general, the specific enrollment rates are increasing with the age of the students, in the age group 21 years and over, is recorded the largest increase (Figure A15). It is possible to estimate that access to post-secondary education is generally after the age of 20 years:

- Almost two-thirds of post-secondary students are in the age group 21 years and over.
- A percentage of 28.4% of the population of 21 years attending this form of education.

Option for post-secondary schools and foremen education at an older age than the corresponding theoretical (19 - 21 years) is most likely due to several issues:

- Labor market insertion of high school graduates has led to awareness of the need for completing the vocational training, by the return in the education system.
- In recent years, increased the share of high school graduates without baccalaureate and concomitantly decreased the gross enrollment rate in higher education. For them, the alternative which valid remains is the post-secondary schools and foremen education.

Figure A15. Specific rate on ages, of enrollment in post-secondary education and foremen education, period 2005 - 2013



- Dropout rate in post high school education and foremen education

Dropout rate in post high school education increased in 2011/2012 school year to the value of 6.1%. As in other training routes, is similar difference between the gender indicator: more boys than girls drop out of the post high school studies.

At the end of 2011/2012 school year, the high school and foremen education included 74,600 students. 96.8% of these, were declared promoted, 1.2% repeaters, 1.5% expelled eligible to re-enroll, and 0.5% of outstanding academic situation. In the same school year reference school drop outs equaled 6.1% (4900 students) (Table A21).

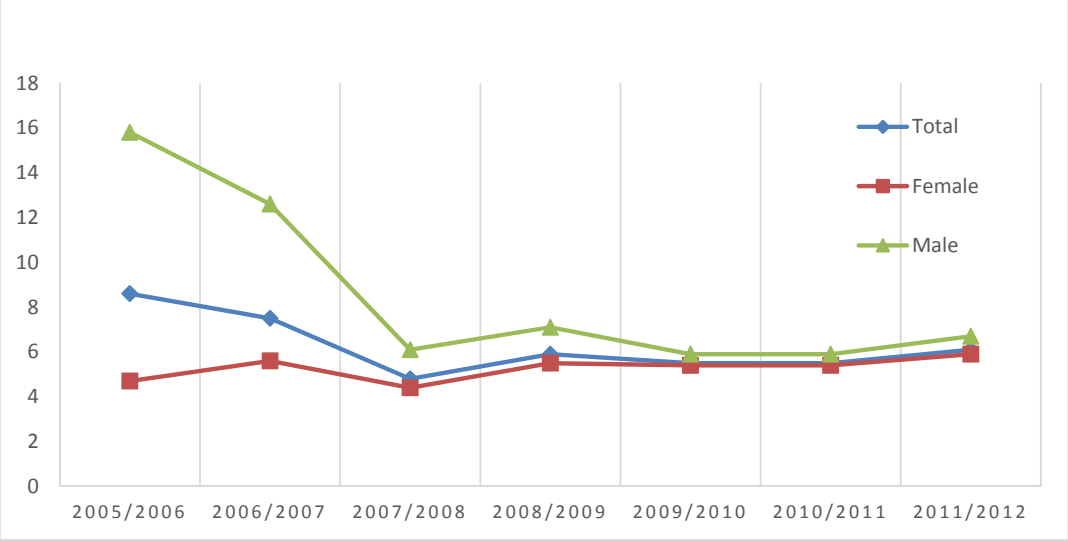
Table A21. Dropout rate in post high school education and foremen education

	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012
Total	**8,6**	**7,5**	**4,8**	**5,9**	**5,5**	**5,5**	**6,1**
Female	4,7	5,6	4,4	5,5	5,4	5,4	5,9
Male	15,8	12,6	6,1	7,1	5,9	5,9	6,7

Source: Calculated on the basis of INS information, 2005-2013

As in the rest of the reporting period, analysis by gender shows a higher percentage of dropout among men compared to female population (6.7% for boys and 5.9% for girls). The major differences between the two populations recorded until 2006, however, have a tend to decrease from one year to another (Figure A16).

Figure A16. Dropout rate in secondary education and foremen education, period 2005-2013



OBJECTIVE GOAL 4. IMPROVING ADULT LITERACY LEVEL

Indicator number 1 Adult literacy rate (over 15 years) - we do not have
Indicator number 2 - Share of adults (over 15 years) by highest level of education we do not have, but we have share the active population (15-64 years) by level of education and sex

Table number A22 The share of active population (15-64 years), the level of education, residence and sex, 2005-2012

				University	Post secondary	High school	Vocational	Low secondary	Primary
		Nr.	%	%	%	%	%	%	%
2005	**Total**	**9387493**	**100**	**12,7**	**4,8**	**32,3**	**27,1**	**18,1**	**5,0**
	Male	5211930	100	11,8	4,6	28,4	34,0	16,6	4,7
	Female	4175563	100	13,8	5,2	37,1	18,6	19,9	5,4
2006	**Total**	**9356603**	**100**	**13,7**	**4,8**	**33,3**	**26,7**	**17,4**	**4,1**
(IV	Male	5249015	100	12,4	4,7	29,2	33,0	16,6	4,1
qarter)	Female	4107588	100	15,3	4,9	38,4	18,8	18,4	4,2
2007	**Total**	**9307653**	**100**	**14,6**	**4,6**	**33,7**	**26,4**	**16,8**	**3,9**
(IV	Male	5196830	100	13,3	4,1	30,4	32,4	15,8	3,9
qarter)	Female	4110823	100	16,3	5,2	37,8	18,8	18,1	3,9
2008	**Total**	**9332298**	**100**	**15,4**	**4,4**	**33,1**	**26,1**	**17,4**	**3,6**
(IV	Male	5231332	100	13,6	3,9	30,2	32,4	16,5	3,8
qarter)	Female	4100966	100	17,7	5,1	37,1	18,3	18,5	3,5
2009	**Total**	**9350269**	**100**	**16,4**	**4,2**	**33,9**	**24,3**	**18,0**	**3,3**
(IV	Male	5235478	100	14,2	3,6	31,7	30,8	16,7	3,2
qarter)	Female	4114791	100	19,2	5,0	36,8	16,1	19,5	3,4
2010	**Total**	**9389206**	**100**	**17,5**	**4,1**	**34,1**	**23,1**	**18,1**	**3,1**
(IV	Male	5274638	100	15,1	3,5	31,9	29,2	17,2	3,2
qarter)	Female	4114568	100	20,7	4,9	36,9	15,4	19,2	2,9
2011	**Total**	**9410745**	**100**	**18,8**	**3,9**	**35,3**	**21,7**	**17,9**	**2,5**
(IV	Male	5279628	100	16,3	3,3	34,0	26,6	17,1	2,7
qarter)	Female	4131117	100	21,9	4,5	37,0	15,4	18,9	2,3
2012	**Total**	**9533433**	**100**	**18,7**	**3,8**	**35,3**	**22,1**	**17,7**	**2,3**
(IV	Male	5372718	100	16,4	3,3	33,4	27,6	16,9	2,4
qarter)	Female	4160715	100	21,7	4,6	37,8	15,0	18,7	2,3

Source: Calculated on the basis of information INS (AMIGO 2005-2013 – Romanian LFS Survey)

Analysis of the share of active population by level of education completed shows a relatively stable trend compared to previous years. Next highest share registers people with high school (35.3%) and professional (22.1%) while the share of active population with university education remains below 20%. People with low levels of education (low secondary education, primary or no education) continues to have a large proportion of the working population (20%). In other words, in the age group 15 - 64 years, one in five is currently a very low level of education, with little chance to be provided to them a gainful employment qualified and have a stable job.

Indicator number 3 - Number and distribution percentage of adult literacy programs and basic education continuing, by program type - we do not have

Indicator number 4 - Number and distribution percentage of core continuing education programs for adults by program type - we do not have

Indicator number 5 - Number and percentage distribution of learners (apprenants), participating in literacy programs and basic continuing education, by program type and gender - we do not have; but we have like followings:

In the period 2007-2012, Romania has not made significant progress on **the participation of adults aged 25-64 in lifelong learning**, the indicator value registered a small increase from 1.3% in 2007 to 1.6% in 2011 Together with Bulgaria (1.2%), Romania occupies the last two places among EU countries on this indicator. In these circumstances, Romania is still far from the EU target for 2020 who projected a 15% share.

Indicator number 6 - Number and percentage distribution of learners (apprenants), participating in basic education programs, by program type and gender - we do not have

Indicator number 7 - Graduation rate of adult literacy programs and / or continue basic education, by program type and gender - we do not have

Indicator number 8 - Number and the percentage distribution of facilitators of adult literacy programs and basic education, by program type and gender - we do not have

Indicator number 9 - Expenses allocated to adult literacy and basic education continue as a percentage of total public expenditure on education - we do not have

GOAL 5 - PARITY AND GENDER EQUALITY IN EDUCATION

Indicator number 1 - Percentage of women in the total student population by level of education (preschool, primary, lower secondary and upper secondary education**)** – we do not have

Indicator number 2 - Percentage of women in the total number of teachers in primary, lower secondary and upper secondary education; We have like shown below:

Table A23. Share of women in total staff teachers

		Preschool	Usual primary	Special primary	Usual Middle school (Low secondary)	Special Middle school (Low secondary)	High school	Vocational (SAM)	Post secondary
2005/2006	**Total**	**99,8**	**86,7**	**88,3**	**67,6**	**78,2**	**67,6**	**55,6**	**72,1**
	Urban	99,8	91,5	88,5	71,7	78,7	68,2	57,9	72,2
	Rural	99,7	83,1	86,5	64,0	73,1	60,4	48,7	50,0
2006/2007	**Total**	**99,7**	**86,6**	**89,0**	**67,7**	**78,5**	**66,1**	**55,0**	**74,8**
	Urban	99,8	91,6	89,2	71,4	79,0	66,4	57,0	75,2
	Rural	99,7	82,8	86,6	64,3	73,8	60,2	50,7	0,0
2007/2008	**Total**	**99,7**	**85,9**	**87,3**	**68,0**	**78,4**	**66,7**	**57,6**	**67,6**
	Urban	99,8	90,4	87,5	71,4	78,6	67,1	58,7	67,9
	Rural	99,6	82,4	85,0	65,0	75,8	60,2	55,5	16,7
2008/2009	**Total**	**99,7**	**85,7**	**89,3**	**67,7**	**80,0**	**67,3**	**57,3**	**69,9**
	Urban	99,8	90,2	89,4	70,9	80,1	67,8	57,8	70,2
	Rural	99,6	82,2	86,3	64,9	78,4	60,1	56,4	37,5
2009/2010	**Total**	**99,7**	**86,0**	**88,6**	**67,7**	**80,8**	**67,8**	**58,3**	**68,4**
	Urban	99,8	90,1	88,6	70,7	80,9	68,3	59,2	68,5
	Rural	99,6	82,8	88,8	65,0	78,3	60,5	56,8	40,0
2010/2011	**Total**	**99,6**	**86,7**	**87,9**	**68,1**	**81,6**	**68,1**	**50,9**	**69,9**
	Urban	99,8	90,9	87,9	71,3	81,9	68,5	51,4	69,9
	Rural	99,5	83,4	87,3	65,5	77,2	62,5	40,0	75,0
2011/2012	**Total**	**99,7**	**86,9**	**87,8**	**68,1**	**81,7**	**68,7**	**56,3**	**72,0**
	Urban	99,8	91,2	87,7	71,2	82,1	69,1	56,5	73,4
	Rural	99,5	83,3	88,2	65,4	76,2	63,2	50	38,9
2012/2013	**Total**	**99,7**	**88,1**	**88,6**	**68,6**	**82,2**	**68,9**	**52,7**	**74,7**
	Urban	99,7	92,1	88,7	71,7	82,4	69,4	55,6	75,7
	Rural	99,6	84,6	87,1	66	78,5	63,3	26,7	38,6

Note: For high school, vocational and post high school, for the residence is considered the locality where the school is located.

Source: Calculated on the basis of information INS, 2005-2013.

Data on the share of female teachers in the Romanian education system argue facts that are recorded at the European level: the highest percentage of women are teachers at primary and lower secondary; As the children /students are younger, the number of female teachers is higher.

Compared to the previous school year, in 2012-2013 the share of female staff increased slightly (see Table A25). In the entire pre-university system, female teachers are more than three quarters of all teachers.

Indicator number 3 - Percentage of women occupying the position of director of school by levels of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 4 - Percentage of women who are responsible of education in public institutions responsible of education at national, provincial, regional and local - we do not have

Indicator number 5 - The gender parity index, next indicators - we do not have

GOAL 6 - QUALITY OF EDUCATION

Indicator number 1 - Number and percentage distribution of teachers by university degree, the level of education (preschool, primary, lower secondary and upper secondary) and after sex - we do not have

Indicator number 2 - The percentage of trained teachers holding a certificate of proficiency according to the national education by level of education (preschool, primary, lower secondary and upper secondary) and after sex – we do not have but to become professor (permanent employee, indefinitely) is required for the teacher to be graduate of "The Teacher Training Department" and more recently according to the National Education Law, it is mandatory to be graduate of The Teacher master

Indicator number 3 - Report students - teachers by level of education (preschool, primary, lower secondary and upper secondary)

Table A24. Number of students per teacher in pre-university education

		Prescool	Primary	Low secondary	High school and vocational
2005/2006	**Total**	**18**	**17**	**11**	**15**
	Urban	16	18	12	15
	Rural	21	16	10	18
2006/2007	**Total**	**18**	**17**	**11**	**16**
	Urban	16	19	12	15
	Rural	20	16	10	18
2007/2008	**Total**	**17**	**16**	**11**	**15**
	Urban	16	18	12	15
	Rural	20	15	10	15
2008/2009	**Total**	**17**	**16**	**11**	**15**
	Urban	16	18	12	15
	Rural	19	15	10	15
2009/2010	**Total**	**17**	**17**	**11**	**16**
	Urban	16	19	12	16
	Rural	19	15	10	15
2010/2011	**Total**	**18**	**18**	**12**	**16**
	Urban	17	20	13	16
	Rural	20	17	10	16
2011/2012	**Total**	**18**	**18**	**11**	**16**
	Urban	17	20	13	16
	Rural	20	17	10	16
2012/2013	**Total**	**16**	**19**	**11**	**16**
	Urban	15	21	13	16
	Rural	18	17	10	16

Note: The indicator was calculated by dividing the number of students to the number of teachers (individuals). For upper secondary education are estimated data, the indicator being calculated by reporting the number of students from the upper secondary and vocational (cumulative) divided at number of teaching staff in upper secondary and vocational education (cumulative). In this case, the residence was taken into account of the locality where the school is located.
Source: Calculated on the basis of information INS, 2005-2013.

The ratio of pupils per teacher recorded in the year 2012/2013 relatively constant values, compared to the previous school year for most levels of education. Is an exception: preschool and primary education as a result of the measure of introducing the preparatory class in primary structure. The decreasing number of children/ educator in kindergartens, from 18 to16, this trend was recorded in both rural and as well as in urban. Simultaneously the number of students / teacher in primary education increased, but this trend is observed only for urban areas (from 20 to 21 students / teacher) (Table A24). We expect that in the coming school years, to assisting in stabilizing the teaching staff employed in accordance with the evolution of school population in each of all levels of education.

Levels of study, the lowest ratio (11 students / teacher) continue to register for the low secondary education, while primary education has the highest value (19 students / teacher).

Area of residence remains an important differentiating factor of this indicator. Exception, upper secondary education and vocational education, which recorded in both cases a ratio of 16 students / teacher. In case of the preschool education, the average is significantly higher in

rural areas, while primary and low secondary education the ratio is reversed for the average urban differences seem to remain constant in recent years.

In the last ten years in secondary education in rural areas is recorded the lowest teacher / student ratio from the whole education system: 11 students to 1 teacher. This demonstrates that personnel policies and measures to rationalize the network of rural schools had not yet the expected effectiveness. Romania needs to find in the near future a better balance for this indicator, given that most schools have resources that are currently allocated by the mechanism per capita. Also, the policies in the area of continuing vocational training of teachers, remains a priority and is compulsory to consider a higher position of the current disparity in education, in terms of the average number of students who are working in a classroom .

Indicator number 4 - Number of pupils / classroom by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 5 - Number of students per textbook, by level of education (preschool, primary, lower secondary and upper secondary) and after school discipline - we do not have

Indicator number 6 - Share of public expenditure on the purchase of textbooks and other learning materials by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 7 - Remuneration of teachers as a percentage of public expenditure by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 8 - Percentage of schools that have a good level of access to safe water by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 9 - The percentage of schools that have good toilets (and toilet for girls) by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have

Indicator number 10 - The percentage of students who have basic skills according to national standards (especially reading, writing, calculating and skills needed in everyday life) by year of study and by sex

According to the OECD (PISA 2006 and PISA 2009), **Romania is among the countries with the lowest scores recorded by the age students 15 in the EU** in international tests regarding writing skills and lecture, mathematics and science. In PISA 2009, four in ten students (40.4%) are below 2 performance level at international testing compared to the EU-25 average (19.6%). This means that a high percentage of Romanian students aged 15 years have low reading skills and reading. Romania recorded similar scores at math and science: in 2009, almost half of Romanian students (47%) had very low scores in math, compared with the EU

average (22.2%). For science, the percentage of low achievers is slightly lower (41.4%), but is still well above the EU average (17.7%).

Table A25. The proportion of pupils with poor performance in reading and lecture, mathematics and science, sex distribution (PISA 2006 - PISA 2009)

	Reading				Maths				Science			
	2006	2009			2006	2009			2006	2009		
	Total	Total	Boys	Girls	Total	Total	Boys	Girls	Total	Total	Boys	Girls
EU 25 countries	**23.1**	**19.6**	**25.9**	**13.3**	**24.0**	**22.2**	**21.0**	**23.5**	**20.3**	**17.7**	**18.6**	**16.8**
Belgium	19.4	17.7	21.5	13.8	17.3	19.1	16.8	21.4	17.0	18.0	17.9	18.2
Bulgaria	51.1	41.0	52.0	29.1	53.3	47.1	48.2	45.9	42.6	38.8	43.3	34.0
Czech Republic	24.8	23.1	30.8	14.3	19.2	22.3	21.7	23.1	15.5	17.3	17.9	16.5
Denmark	16.0	15.2	19.0	11.5	13.6	17.1	14.7	19.4	18.4	16.6	15.2	17.9
Germany	20.0	18.5	24.0	12.6	19.9	18.6	17.2	20.2	15.4	14.8	15.0	14.5
Estonia	13.6	13.3	18.9	7.3	12.1	12.7	11.9	13.5	7.7	8.3	8.6	8.1
Ireland	12.1	17.2	23.1	11.3	16.4	20.8	20.6	21.0	15.5	15.2	16.0	14.3
Greece	27.7	21.3	29.7	13.2	32.3	30.3	28.4	32.1	24.0	25.3	28.2	22.4
Spain	25.7	19.6	24.4	14.6	24.7	23.7	21.4	26.1	19.6	18.2	18.3	18.2
France	21.7	19.8	25.7	14.2	22.3	22.5	21.6	23.4	21.2	19.3	20.5	18.0
Italy	26.4	21.0	28.9	12.7	32.8	24.9	23.5	26.4	25.3	20.6	22.3	18.9
Cyprus	:	:	:	:	:	:	:	:	:	:	:	:
Latvia	21.2	17.6	26.6	8.7	20.7	22.6	23.2	22.0	17.4	14.7	16.8	12.6
Lithuania	25.7	24.3	35.5	13.0	23.0	26.2	28.1	24.4	20.3	17.0	20.0	14.0
Luxembourg	22.9	26.0	32.9	19.1	22.8	23.9	22.2	25.7	22.1	23.7	24.0	23.4
Hungary	19.4	17.7	23.6	11.4	21.2	22.3	21.7	22.9	15.0	14.1	15.3	12.9
Malta	:	36.3	48.4	24.4	:	33.7	37.4	30.1	:	32.5	38.7	26.3
Netherlands	15.1	14.3	17.9	10.7	11.5	13.4	11.2	15.6	13.0	13.2	12.3	14.0
Austria	21.5	27.5	35.2	20.3	20.0	23.2	21.3	25.1	16.3	21.0	21.6	20.3
Poland	16.2	15.0	22.6	7.5	19.8	20.5	21.2	19.9	17.0	13.1	15.5	10.8
Portugal	24.9	17.6	24.7	10.8	30.7	23.7	22.6	24.7	24.5	16.5	18.4	14.7
Romania	53.5	40.4	50.7	30.4	52.7	47.0	46.9	47.2	46.9	41.4	44.7	38.2
Slovenia	16.5	21.2	31.3	10.7	17.7	20.3	20.9	19.7	13.9	14.8	17.8	11.6
Slovakia	27.8	22.3	32.0	12.5	20.9	21.0	21.4	20.7	20.2	19.3	20.4	18.2
Finland	4.8	8.1	13.0	3.2	6.0	7.8	8.1	7.5	4.1	6.0	7.5	4.5
Sweden	15.3	17.4	24.2	10.5	18.3	21.1	21.4	20.8	16.4	19.1	20.3	17.9
United Kingdom	19.0	18.4	23.1	14.0	19.8	20.2	17.5	22.8	16.7	15.0	14.6	15.5
Croatia	21.5	22.5	31.2	12.6	28.6	33.2	31.8	34.6	17.0	18.5	20.5	16.3
Montenegro	:	:	:	:	:	:	:	:	:	:	:	:
Iceland	20.5	16.8	23.8	9.9	16.8	17.0	17.9	16.1	20.6	17.9	19.3	16.6
MK*	:	:	:	:	:	:	:	:	:	:	:	:
Serbia	:	:	:	:	:	:	:	:	:	:	:	:
Turkey	32.2	24.5	33.4	15.0	52.1	42.1	40.4	44.1	46.6	30.0	33.3	26.5
Liechtenstein	14.3	15.6	21.2	9.4	13.2	9.5	7.7	11.5	12.9	11.3	9.2	13.7
Norway	22.4	14.9	21.4	8.4	22.2	18.2	18.0	18.3	21.1	15.8	16.9	14.5

Source: OECD (PISA 2006 & PISA 2009) and ACER (2011). Notes: ":" = data not available *MK: The former Yugoslav Republic of Macedonia; see Annex 2.1.

However, compared with PISA 2006, Romania is one of the EU countries with the most important improvement compared to the results from PISA 2009. Thus, in PISA 2006, the share of low achievers decreased by 13.1 p.p. reading and lecture 5.7 p.p., mathematics and 5.5 p.p. science.

In **view of the European target of 15% of low achievers in PISA tests in 2020,** Romania has to make significant efforts to improve the quality of education in the coming years to reduce the current gaps.

According to PISA 2009 results, as in other EU countries, in Romania, **the discrepancies of performance by sex** are significant. At the lecture and at reading the performance share of boys (50.7%) is significantly higher than that of girls (30.4%) while in science 44.7% of boys get performare results below level 2 compared 38 2% of the girls. At mathematics the results on sex are relatively close (boys - 46.9%, girls - 47.2%). Low scores of students in Romania

in reading, mathematics and science are also associated with **significant discrepancies between rural and urban schools.**

In terms of **language skills in a foreign language**, Romania is one of the EU countries where compulsory curriculum provides learning two foreign languages. For upper secondary education, Romania is among the countries with the highest average number of foreign languages learned in school (2.0-2.4). However, it is difficult to assess in a comparative perspective the language skills of students in Romania, because our country did not participate in the European survey on language competences, launched by the European Commission in 2008.

The Digital skills represents also a challenge for future educational policies in Romania, given that in our country in 2011 was recorded the largest share of the EU population aged 16-74 years who had no skills to use a computer (61%). According to the study conducted in Europe in 2011, only about 4 in 10 people aged 16-74 years have some digital skills and only about 1 in 10 people have high skills to use a computer. Besides a generational gap regarding the skills to use a computer (for the younger generations advantage), digital skills are positively correlated with the education level. To develop the digital skills in the population is important that education and training system to promote the integration of the digital educational resources and integration of ICT in the school and the classroom activities level.

The analysis of PISA results in national context (IEA 2012) stressed the need to improve quality of: education and of school management, curriculum and teaching approaches to develop specific skills, rooted in real learning contexts. Piloting some innovative programs of teaching, learning and assessment of competence in reading and lecture, mathematics and science, with the participation of researchers and teachers involved in specific training programs may be from this perspective of educational policy options and priority actions.

Indicator number 11 - Life expectancy in School - we do not have

Indicator number 12 - Percentage of teachers who are exempt from a number of teaching hours by level of education (preschool, primary, lower secondary and upper secondary education) - we do not have