

**National summary sheets on
education system in Europe
and ongoing reforms**

2009 Edition

ROMANIA

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1. Education population and language of instruction

On July 1, 2007, the number of persons aged 0-29 was 8 211 080 (38.13 % of the total population).

In 2007/08, total of enrolled population was 4 404 581 with the following distribution by level of education ⁽¹⁾:

- 650 324 – Pre-school education;
- 865 175 – Primary education;
- 924 518 – Secondary education;
- 791 348 – High school education;
- 220 335 – Vocational education;
- 45 528 – Post-secondary education and foremen education;
- 907 353 – Higher education.

The official language of instruction is Romanian but, for all levels, teaching is also given in the language of linguistic minorities (Bulgarian, Polish, Hungarian, German, Serbian, Ukrainian, Czech, Croatian, Turkish, Rromany, Russian and Slovakian).

2. Administrative control and extent of public-sector funded education

In 2007/08, a percentage of 90.04 % of all pupils attend public schools funded by the State. Private educational establishments, administered and organised by non-governmental organisations, are more common at higher education level.

The Ministry of Education, Research and Innovation consists in several departments that are responsible for different tasks and education levels. The Ministry of Education, Research and Innovation has the responsibility to establish and implement the national educational policy and has

⁽¹⁾ Source: *Romanian Statistical Yearbook – 2008*. National Institute of Statistics, Bucharest, 2008.

initiative and execution rights in financing and human resources policies in education.

In exercising its specific attributions, the Ministry of Education, Research and Innovation cooperates at the central level with other Ministries and institutional structures subordinated to the Government.

The decision-making process at the national level is assisted by experts' bodies established by the Ministry of Education, Research and Innovation and by consultative bodies established by the law: the National Council for Education Reform, the National Council for Attesting Higher Education Titles, Diplomas and Certificates, the National Council for Financing Higher Education, the National Council for Scientific Research in Higher Education, the Libraries National Council, the National Council for Continuing Education and Training, the subject national commissions, and the management structures of the reform projects.

Pre-university education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Innovation through the County School Inspectorates acting as regional level decentralised specialised bodies.

Each County School Inspectorate evaluates annually the education system at the county level and, based on this evaluation and the national educational policy, establishes the management plan for the next school year – detailing objectives, activities, resources and responsibilities. The management plan is discussed with the consultative bodies. After being approved by the administration council of the County School Inspectorate, the management plan becomes compulsory for all managerial structures of the education system at the county level.

The Consultative Council of the County School Inspectorate comprises heads of schools, highly estimated teachers and professors, representatives of the parents, of the local public administration authorities, of the economic agents and of other social partners.

Considering that special attention is required in the consultation process for the projection and development of the technical and vocational education (TVET), Local Development Committees for Social Partnership in VET were established in each county through Ministerial Order. These are consultative bodies cooperating with the County School Inspectorates in projection of the educational network and pupils' enrolment quotas, local curriculum and educational offer, qualifications and specialisations offered etc.

Management of Pre-tertiary educational institutions is ensured by heads of schools. When exercising their managerial duties, the heads of schools rely on *the teachers' council* and *the administrative council*. *The teachers' council* of the school comprises all teaching staff of the school, regardless their specific employment status (permanent or substitute teachers), and is chaired by the head of school. *The administration council* of the school, with decision role in the administrative area, comprises 5 to 11 members and is chaired by the head of school.

As regards school inspection, head teachers and general inspectors must elaborate annual reports on the situation of education under their supervision. Each report is then submitted to local authorities and to the Ministry of Education, Research and Innovation.

3. Pre-primary education

In 2008/09 school year, pre-primary education covered the 3- to 6-year-old age group. This type of education is provided in special institutions – Kindergartens (*grădinițe*), most of them public, organised in three types of programmes, offered in the same kindergarten or in different kindergartens: normal, extended and weekly programme.

Attendance is optional and free of charge (according to the Education Law, Law 84/1995, republished, subsequently amended and completed); but for children attending extended or weekly programmes, parents or legal guardians have to pay a fee which partially covers the costs of the meals and accommodation (compensation to the public subventions provided).

Both public and private kindergartens offer education activities through: normal programmes (5 hours per day), long-type programmes (10 hours per day) and weekly programmes (5 days per week). Pre-primary education is organised by age groups: 3- to 4-, 4- to 5-, 5- to 6-year-old age groups.

In 2007/08, the attendance rate in pre-school education as a whole was 81.8 %.

4. Compulsory education

(i) Phases

	Age Group
<i>Școala primară</i> (primary level)	6-10 years
<i>Gimnaziul</i> (first phase of general lower secondary level)	10 – 14 years
<i>Liceul</i> – ciclul inferior (second phase of general or specialised lower secondary level) or <i>Școala de Arte și Meserii</i> (vocational lower secondary level)	14 – 16 years

Compulsory education lasts 10 years and is divided in three phases: primary education (4 years), first phase of lower secondary education – general (4 years) and second phase of lower secondary education, which provides general, specialised or vocational courses (2 years).

Beginning with 2003/04 school year, pupils start compulsory education at the age of 6 instead of 7. However, pupils may begin compulsory education at the age of 7 provided that their parents or legal representatives put forward a written request. They may also start before the age of 6 if they will reach the age of 6 until the end of the year and their psychosomatic development is adequate enough.

Starting from 2003/04 school year, duration of compulsory education is extended with two years after general lower secondary education and pupils may choose to continue their education either in the lower cycle of *Liceu*, which offers comprehensive education and includes pre-specialisation elements necessary for the guidance towards the continuation of studies in upper secondary education, or in *Școală de Arte și Meserii* (Arts and Trades School), which provides vocational education, corresponding to various occupational domains and leading to employment; in this case graduates should follow a completion year (*An de completare*) before entering in upper secondary education.

(ii) Admission criteria

The enrolment quotas for all education levels in public education are established yearly through Decision of the Government, based on the Ministry of Education, Research and Innovation proposition. According to the Education Law (Law 84/1995, republished, subsequently amended and completed), the Ministry's proposition is preceded by a multi-step consultation-projection process involving: local public authorities, County School Inspectorates, the Local Development Committees for Social Partnership in VET, teachers' unions, and other players. In each county the exact allocation of placements in public schools is established through Ministerial Order, according to the provisions of the Decision of the Government and the conclusions of the consultation process.

The admission requirements are established by education level as follows:

- In *Gymnaziu* (grades V to VIII; general education) are admitted all pupils that have completed primary education (grades I to IV);
- In *Liceu* – lower cycle and Arts and trades school (*Școala de arte și meserii*) (grades IX to X) are admitted graduates of gymnasium, according to the results obtained during this cycle and based on a selection and repartition procedure established by the Ministry of Education, Research and Innovation;

(iii) Length of the school day/week/year

The school year 2008/09 comprises 172 days (35 weeks) of teaching, divided in two semesters. Courses are distributed over five days a week. The number of periods (lasting 50 minutes) per week varies from 18/20, in the first years of primary education, to 29/30, in the last years of the first phase of general lower secondary education (*Gymnaziu*), and up to 30, in Arts and Trades School or 32 in the lower cycle of high school respectively (*Liceu*).

The minimum number of hours of teaching a year (calculated on basis of the number of periods per week, the number of weeks and the duration of a period) is 554 for primary school, 788 for *Gymnaziu* (first phase of general lower secondary school), 962 for Arts and Trades School, and 933 for lower cycle of the high school.

(iv) Class size/student grouping

In 2008/09, the number of pupils per teacher was 17 at primary school level and 11 at lower secondary level. The average class size was 20. The number of pupils per class required by law is between 10 and 30. The classes are co-educational and made up of pupils of the same age. In lower secondary education level, pupils who are two years (or more) older than the pupils in the corresponding year, can attend evening classes. In primary schools, subjects are taught only by one teacher (except for religion, foreign languages, physical education and music). At lower secondary level, a specialist teacher teaches each subject.

(v) Curricular control and content

The curriculum framework for primary and lower secondary education, set up by the Ministry of Education, Research and Innovation, allows schools to design their own timetable schemes and includes: the core curriculum and the curriculum at school's disposal. Subjects are grouped according to 7 curricular areas: language and communication, mathematics and natural sciences, people and society, arts, physical education, technologies, counselling and guidance. The main subjects are Romanian, foreign languages, the history of Romania and physical education (half of the number of weekly hours).

Teaching methods are not imposed by official regulations, but there are some recommendations concerning alternative textbooks, homework, and didactic use of ICT.

(vi) Assessment, progression and qualifications

Pupils are assessed by teachers throughout the school year. Pupils in difficulty can be made to repeat the year.

At the end of primary school, pupils move automatically on to the next level (with no final examination). At the end of *Gymnaziu*, based on a selection and repartition procedure established by the Ministry of Education, Research and Innovation, according to the results obtained during the four years of the first phase of general lower secondary education, pupils have to choose one of the two institutions for the continuation of lower secondary education: *Liceu* or *Arts and Trades School* (*Școală de Arte și Meserii*) respectively. There is no final examination at the end of lower secondary education (which coincides with the end of compulsory education stage).

Graduates of the lower cycle of *Liceu* are awarded a graduation certificate, a portfolio for further education and, on request, a copy of the record containing the marks received during compulsory education.

Graduates of the lower cycle of *Arts and Trades School* are awarded a graduation certificate, a portfolio for further education and, by request, a copy of the record containing the marks received during compulsory education. Besides, they may obtain, after successful passing the exam for certification of vocational skills, a level one vocational qualification certificate. In order to enter the upper secondary education, they have to attend the completion year (*Anul de completare*).

5. Post-compulsory education/upper secondary and post-secondary level

(i) Types of education

<i>Anul de completare</i> (vocational upper secondary)	16 – 17 years of age
<i>Liceu – ciclul superior</i> (general and specialised upper secondary)	16 – 18/19 years of age
<i>Școală postliceală</i> (post-secondary education)	18 – 20/21 years of age

The completion year offers the possibility to attain the necessary education level to participate in upper secondary education and to acquire a higher vocational qualification.

Upper secondary education (upper cycle of *Liceu*) provides general and specialised courses leading to the continuation of studies in postsecondary, or higher education.

Post-secondary education at *Școală postliceală* prepares students for a higher vocational qualification and should lead to employment.

(ii) Admission criteria

Admission in the completion year and in the upper cycle of Lyceum is based on the methodology defined by the Ministry of Education, Research and Innovation, and announced a year prior the beginning of a new school year.

In post-secondary education, only medical post-secondary schools require the baccalaureate diploma, awarded at the end of *Liceu*. As a general rule, all the post-secondary schools organise entrance examinations.

(iii) Curricular control and content

In the completion year and general and specialised upper secondary education, the curriculum framework set up by the Ministry of Education, Research and Innovation covers 7 curricular areas: language and communication, mathematics and natural sciences, people and society, arts, physical education, technologies, counselling and guidance. The importance of each group of subjects varies according to the type of school.

The Ministry of Education, Research and Innovation and the Ministry of Labour, Family and Social Protection set the curricula for post-secondary schools.

(iv) Assessment, progression and qualifications

Pupils are assessed by teachers continuously, in all subjects, during the whole school year. Teachers decide whether a pupil should repeat the year or not.

Graduates of completion year are awarded a graduation certificate, a portfolio for further education and, by request, a copy of the record containing the marks received. After facing a vocational examination, they may obtain a level two vocational qualification certificate. Graduates of completion year, who possess a graduation certificate and a level two vocational qualification

certificate, may attend upper secondary education, following the methodology of the Ministry of Education, Research and Innovation defined a year prior the beginning of each new school year.

There is a final examination (*examen de bacalaureat*) at the end of the upper cycle of *Liceu*. The diploma accompanying this examination (*diplomă de bacalaureat*) allows pupils to apply to take the entrance examination for higher education. Any pupil who completes upper secondary education, with or without a final leaving certificate, can apply to take the entrance examination for post-secondary education (however, medical post-secondary schools require the *diplomă de bacalaureat*). The post-secondary leaving certificate (*certificat de absolvire*) grants students access to the labour market.

6. Higher education

(i) Types of institution

In Romania, universities and other higher education institutions are autonomous and have the right to establish and implement their own development policies, within the general provisions of the in-force legislation. The university autonomy encompasses the domains of management, structuring and functioning of the higher education institutions, teaching and scientific research activities, administration and financing. From the financing point of view, the university autonomy is accomplished through the right to manage the funds from the state-budget and other sources, according to the provisions of the law and personal accountability. Public higher education is financed from the state budget based on financing contracts signed between the Ministry of Education, Research and Innovation and the higher education institutions. The entire material basis of higher education is the property of and administrated by the higher education institutions.

Higher education is accomplished through educational institutions such as: universities (*Universitate*), academies (*Academie*) and postgraduate schools (*Școală de studii academice postuniversitare*). The mission of the higher education institutions is either education and research or only education. Higher education institutions usually include several faculties, university colleges departments, chairs and units for scientific research, design and micro-production.

Since the 2005/06 academic year all higher education institutions, private and public, have been obliged by the 2004 law to implement the three-cycle structure. The first (Bachelor's) cycle includes a minimum of 180 and a maximum of 240 transferable study credit equivalent with ECTS and lasts three to four years, depending on the field and area of specialisations. The second (Master's) cycle include a minimum of 90 and a maximum of 120 transferable study credit and lasts one or two years. Both cycles should enable the accumulation of at least 300 transferable study credits. Doctoral studies can be organised on a full- or part-time basis by higher education or research institutions. The length of doctoral courses corresponds to three years of full time work.

(ii) Access

According to the Education Law, only high school graduates holding a baccalaureate diploma – *diploma de bacalaureat* (or an equivalent certificate) can be admitted in higher education. The higher education institutions establish the admission methodology, according to the general criteria set by the Ministry of Education, Research and Innovation. The selection and admission procedure can rely on: the average mark obtained by the candidates at the national baccalaureate exam and at various subjects studied during high school, as well as in some cases the mark obtained at an entrance exam entirely organised by the higher education institution. In case an entrance exam is organised, the higher education institution has to take into consideration the approved alternative textbooks used in high school education. Candidates are allowed to undertake the entrance examination in the language they studied the respective subjects.

(iii) Qualifications

Finalisation of the bachelor's studies is accomplished through an exam – *examen de licență*, based on the general criteria established by the Ministry of Education, Research and Innovation. The content of the exams and the specific criteria are established by the university senates. Graduates passing the licence exam receive the title *licențiat* in the corresponding profile and specialisation, attested through a diploma issued by the higher education institution.

Successful students can go on to attend the second cycle of higher education, Master's. Master-degree studies end with a final exam and graduates receive a *diploma de Master*.

Doctoral studies are finalised through a thesis publicly defended and evaluated by a commission of specialists approved by the university senate. Graduates receive a *diploma de Doctor*.

7. Special needs

The policy of integration is currently being developed in Romania. Most children (16 861 pupils in 2007/08) with special educational needs attend the corresponding special schools. The structure of special education in these schools is very similar to that in the mainstream education.

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), special education is organised for children and pupils with deficiencies of the following nature: mental, physical, sensorial, language, socio-affective and behavioural, or associated deficiencies. Special education is provided according to the handicap/deficiency degree of the child.

School integration of the children with special educational needs is accomplished through the following forms of education: separated special education, partially integrated special education, full integrated special education.

Special education is free and, as a general rule, is organised as day-schooling. Special education uses alternative frame curricula, syllabi, textbooks and teaching methods, adapted to the disability of the children and approved by the Ministry of Education, Research and Innovation.

The content of special education is structured in curriculum frameworks, syllabi and textbooks, as well as teaching aids elaborated according to the type and handicap-degree and approved by the Ministry of Education, Research and Innovation. The frame curricula include, for all levels of special education, compulsory and optional subjects, organised in curricular areas.

The syllabi are elaborated by education level and type of deficiency. The frame curricula and the corresponding syllabi and textbooks for mainstream education may also be used. The syllabi for special education include methodological guidelines for accomplishing the general objectives of the educational institution, distributed over the educational cycles and development levels, as well as modalities to evaluate pupils' learning progress.

8. Teachers

'The Education Law' (Law 84/1995, republished, subsequently amended and completed) establishes the categories of personnel and teaching staff working in education, the professional training requirements for teaching positions, the types of in-service teacher training programmes and the institutions authorised to provide such programmes.

'The Teaching Staff Statute – *Statutul personalului didactic*' (Law 128/1997) represents the main legal framework for the teaching profession in Romania.

Teaching positions (also referred to as 'didactic functions') in Pre-tertiary education are established within the 'The Teaching Staff Statute' by education level: teacher in pre-primary education (*educator, institutor*); teacher in primary education (*învățător, institutor*); teacher in secondary education (lower and upper secondary education).

For higher education 'The Teaching Staff Statute' establishes the following teaching positions: academic assistant (*preparator universitar*), assistant (*asistent universitar*), lecturer (*lector universitar/Șef de lucrări*), associate professor (*conferențiar universitar*), university professor (*profesor universitar*) and consultant professor (*profesor universitar consultant*).

The selection, recruitment and appointment process for all teaching positions in public Pre-tertiary education is based on annual national competitive examinations. The competitive examination has an open character, meaning that it is open to any person complying with the initial training conditions established within 'The Teaching Staff Statute'. The competitive examination is based on written examinations and, for certain subjects, on eliminatory practical tests.

The selection, recruitment and appointment process for teaching positions in higher education is based on an open recruitment procedure. This means that the accredited or provisory authorised higher education institutions are fully responsible for organising and carrying on the entire selection, recruitment and appointment process for their teaching positions. Nevertheless, the process has to comply with the general provisions of 'The Education Law' and 'The Teaching Staff Statute'.

9. Current reforms and priorities

Romanian education system is under continuous changes and improvements in various domains and levels, according to economic, social, political and cultural changes identified within the society. The current priorities included the following main aspects ⁽²⁾:

Promoting decentralization university education

- Refining skills and institutional structures at central and local level:
 - Development of strategic documents and legal acts concerning the allocation of the decentralized powers in order to match the legislative framework with the general and specific objectives of administrative decentralization;
 - The transfer of share decision-making from national to county level to strengthen the autonomy of local units / educational institutions;
 - Review the curriculum policy by re-arrangements of the optional subjects;
 - The organization and the running competitions for the employment of the teaching jobs for the titulars and the nontitulars at the unit / institution for education groups by educational level and school inspectorates level.
- Developing institutional capacity for taking up and pursuit of new skills by educational units / educational institutions:
 - Defining the institutional powers and duties for the funding of educational services in pre-university education;
 - The optimizing of the professional training of the staff on the use of public funds for education.

⁽²⁾ Source: *Report on the status of national education system – 2008*. Ministry of Education and Research, Bucharest, 2008.

- The establishment of a system of cost and quality standards in order to delivery value and performance to educational services:
 - The establishment, the organization and the ensuring of functionality of CNFIP as key body in the decentralization in financing the pre-university education units/institutions.
- The optimizing of the monitoring, controlling and evaluating system of the activities in pre-university education.

Providing the quality of the education

- The developing of the institutional and operational framework for quality assurance in education and continues training:
 - Draft legislation on the reference standards for each level and type of pre-university education;
 - The developing of the institutional capacity of CNFP and the 16 Regional Training Centres for the Personnel in the pre-university education (CRFP) to ensure the quality of the continuing education system.
- The transforming of the education system in a network of units and institutions with measurable results in terms of the acquisition by students of knowledge, skills and abilities necessary to the knowledge society:
 - Commencement national review of the National Curriculum for preschool, primary, secondary and high school education, focused on training skills, based on the individual needs of the students and the labour market.
- The developing of a system of assessment for students focused on skills assessment:
 - Increase of the quality of the assessment in the national exams;
 - The developing / the updating / the reviewing / the testing / the implementation of the methodologies, the procedures for quality assurance, including the accreditation and the management of the training programs for the staff / the teaching staff and the trainers.
- The implementation and the diversification of the programs in the educational field for active living of the young people for social and professional integration:
 - The connecting of the actual legislation to European / international legislation in the educational field.
- To orientate the assessment / accreditation system in higher education for performance and maturation.
- The completing of the methodologies for domestic and foreign assessing of the universities and programs of study offered by them to the prospective student.
- Continued investment programs to ensure the optimal operation of the educational process.

The developing of the education staff training

- The developing of a flexible system of continuous training of the human resources in pre-university education in accordance with national and European standards; with the education sector and the labour market:
 - Developing and implementing the mechanisms for certification and the validation of competences acquired in different learning contexts (formal, informal and non-formal) in accordance with the laws in force;

- The validation and the generalization of the Transfer Training Credits (CPT) in the whole system of continuing training.
- Increase the quality and effectiveness of the continuous training of the teachers.
- Support the training programs in higher education.

Providing equal opportunities and increasing the participation in education

- Developing and implementing a system of educational management and inter-institutional cooperation and partnership to ensure the participation in education for all children and young people of school age.
- Increasing the funds allocated to support young people in disadvantaged groups, because they must be supported to pursue school and university courses.
- Expanding 'The second chance' programme at national level.
- Linking the policies of student lending programs of study, the academic performance of students and professional graduate route, for the purposes through promoting the best loans for those fields of study in which the state is interested to prepare the workforce and thus be encouraged to hire immediately after graduation.

Development of school infrastructure: strengthening, rehabilitations, investments

- Further development and modernization of school facilities.

Integrating information and communications technology (ICT) in pre-university education in Romania

- Reducing the gap in the use of ICT in teaching-training activities in Romania towards the European states:
 - Training programs for staff in pre-university education will include modules ICT adapted to the education needs always changing.
- Development of training programs for technical and vocational education in ICT:
 - Training for the teachers in order to develop SPP / curricula / materials for teaching-learning / assessment tools for ICT.

Improving the education system by implementing the projects financed from European funds

- The development of the Romanian continuous training of teaching staff and pre-university education through projects financed from European funds.
- Improved the methodology for the recognition and the facilitating of the recognition of the studies carried out abroad.
- Encouraging the universities through financial support (Structural Funds dru SOP) in order to modernize the methods of management / governance the programs of study, informatic management of the students, computer resources management etc.

Promoting education for sustainable development

- Promoting sustainable development through the accreditation of continuous training courses with appropriate content.
- Ensuring the quality of educational act in the context of the access to a knowledge-based society:

- Creation of new inter-relationships and partnerships that contribute to increased the institutional performance;
- Providing the citizens access to the information of public interest.
- Promoting the active aging, full employment, increasing labour market participation of the teachers and maintaining them into the system for a longer period.

Develop the ongoing education and training

- Updating the legislative framework on lifelong learning (in partnership with MMFES):
 - Coherent and flexible legislative framework for ensuring the accessibility and the quality of continuing vocational training.
- The educating and the training of specialist staff involved in continuing vocational training (program evaluators, assessment of competencies, monitors):
 - Providing the necessary specialists among teachers for the vocational training and the continuous skills assessment.
- Diversification of the ways to promote by educational establishments and institutions, by education and training for lifelong: national and local events; partnerships, press campaigns.
- Methodological development of the generalization of transferable professional credits in Romanian education, throughout the whole teaching career.

Early education reform

- Developing the concept of early education and creating the framework for implementation of the national level:
 - Clearly define the necessary instruments for the implementation of the concept of early education (curriculum, standards, and employment of personnel, methodologies and specific regulations).
- Improving the quality of preschool education through the training of teachers in kindergartens and providing teaching materials.
- The infrastructure development in the preschool through the rehabilitation, the strengthening, the expanding, the execution of major repairs, the construction and the equipment furnished of 750 kindergarten through Project Early Education Reform in Romania'.
- Improve the effectiveness of the educational system by developing the informational system of education of MECT and creating The Resource Centres for Education and Development.

The updating and the implementation of the National Qualifications Framework

- Adapting the National Qualifications Framework (CNC) to the requirements of the European Qualifications Framework (EQF):
 - New occupational profiles in the educational sector.
- The further development and the completion by 2010 of the National Qualifications Framework to define in terms of powers of all academic qualifications in order to move towards employment.
- The development and the effective use of human capital in the Romanian education:
 - Increasing professionalism in the direction of qualified teachers due to the career development of new skills;

- Developing the occupational standards for the emerging / entering jobs in the education system (trainer, mentor, tutor, methodist etc.).

International dimension of higher education

- Creating an agency of the internationalization of the higher education. Continuing the policies of the attraction in Romanian universities of the Romanian specialists who were formed abroad and to develop proposals for teachers and researchers from abroad, other than the Romanian citizenship:
 - Increased the mobility of the students;
 - Increased the mobility of the teachers and the researchers.
- Strengthening the organization on three consecutive cycles of higher education in all fields of study and higher education institutions in the country, so that programs of study should be defined in terms of specific academic qualifications and the quality of their work to be judged according to how they can manage to ensure qualification announced by knowledge, expertises and skills learned during training:
 - Bologna system strengthening and harmonization with the EU systems;
 - In this process of developing the described academic qualifications, ACPART will provide technical assistance to the universities, and the compatibility with the European reference which ensure the understanding at the continental level of the national qualifications: European Qualifications Framework – EQF.
- The starting of a program of recognition of informal learning outcomes and non-formal degree at university level:
 - Widespread use of ECTS and the diploma supplement for all university studies programs as tools to support the international mobility of the students and of the graduates.
- Encouraging the Romanian universities to develop institutional arrangements for mobility of ERASMUS and ERASMUS MUNDUS license level and master level and to negotiate the collaboration with other European universities through joint training programs (joint or double degree programs), with priority at Masters and PhD level.
- Continue the participation in relations of the EU-Africa cooperation, the EU-Latin America and to the meetings of ASEM (The Asia-Europe Meeting):
 - Strengthening the partnerships of the Romanian universities with those of the ASEM states.
- Increased the institutional capacity for monitoring, assessment, strategic planning, development and implementation of public policies:
 - In this respect, will be created new agencies (Agency of Loans for Students, Agency for Internationalization of the Higher Education, Registry Single Roll) but at the same time, it will be necessary to create a mechanism to harmonize all the agencies nearby MECT, responsible in higher education.

For more detailed information on the education systems in Europe, you may consult the EURYDICE data base, EURYBASE (<http://www.eurydice.org>)