

# Organisation of the education system in

**Romania**

2007/08

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# 1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

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General data:

- Situated in the South-Eastern part of Central Europe, at the crossing of the parallel 45°N with the meridian 25°E, on the lower course of the Danube; has access to the Black Sea
- Capital city: Bucharest (since 1862)
- Form of government: Republic
- Official language: Romanian
- National currency: Leu (RON)
- National Day: 1<sup>st</sup> December.

Emerging in 1990 from a totalitarian regime, Romania is nowadays a democracy with, democratic laws and market economy. Recent developments and short to medium term main concerns in all domains were oriented towards the accession to the European Union, objective accomplished at 1<sup>st</sup> January 2007.

## 1.1. Historical Overview

The Romanians lived in three neighbouring historical regions: Walachia, Moldavia and Transylvania. The process of the unification of the Romanians from the three historical regions led to the foundation of the Romanian State. On 24 January 1859 Walachia and Moldavia unified, is founded what historians refer to as the Modern National Romanian State. The unification process came to an end after the First World War with Transylvania unifying with Walachia and Moldavia on 1 December 1918 – the date of the foundation of the National Unitary Romanian State.

The first Constitution was promulgated in 1866 and then successively changed in 1923 and 1938. Until the Second World War, Romania was a Constitutional Monarchy with a market-economy and important political and economic relations with numerous European countries. In 1940, due to the historical context, the 1938 Constitution was suspended and military dictatorship was established until 1945.

After the Second World War, under the military pressure of the former Soviet Union, the Monarchy was abolished on 30 December 1947 and Romania became a Republic with a communist regime. A new Constitution was promulgated in 1948 and then successively changed in 1952 and 1965. Society and economy were forced to transform according to imported patterns. Unilateral state property, central rigid planning and state-controlled market led to an unbalanced and inefficient economy with major repercussions on social welfare. Exercising most of the basic civil rights was restricted for the majority of the population.

The effects of the economic and social disaster built up in the late 80s leading in December 1989 to an open protest of the population. The protest transformed into a Popular Revolution has as effect, on 22 December 1989, the overthrowing of the communist regime and proclamation of democracy.

Starting 1990 Romania's efforts in the transition into a democratic society involved shift in two domains:

- in political life – moving from a totalitarian to a democratic government;
- in economy – shifting from planned economy to a market economy, based on competition.

A new Constitution was passed in a referendum on 8 December 1991, providing a new legal framework for political pluralism and private initiative. As a result of political, social and economic developments since 1991

and the perspectives for accession to the European Union, the Constitution was amended through a referendum, in October 2003.

A first period of transition to a democratic society imposed the re-establishment of "historical political parties", respectively the most important parties existing before the instauration of the communist regime. During this period 200 political parties, of various orientations, appeared.

After the first free elections, organised in 1992, the political scene started to resolve slowly. This implied both the fading away of the political parties with unclear or uncertain political platforms and the merging of other political parties in main traditional political currents. The political scene refined even more during 1996 - 2000, through the decrease of the number of political parties and the covering of all political orientations. A specific characteristic of the Romanian political scene is the presence of a number of political parties organised on ethnic criteria – like the Democratic Union of the Hungarians in Romania (Uniunea Democrată a Maghiarilor din România – UDMR) or the Democratic Forum of the Germans in Romania (Forumul Democrat al Germanilor din România – FDGR). Furthermore, regardless the results of the elections, the presence in the Parliament of the representatives of national minorities is guaranteed by the Constitution.

Regarding the economy, the most important strategic goal of the reform process is the structural reform by reducing the role of the State and stimulating private initiative. New financial mechanisms have begun to stimulate economic growth. The expanded role of competition led to pervasive changes in structure and performance of the economy. National output declined at the beginning of the reform process and recovered only very slowly thereafter. The pace of democratic reforms has been faster than that of the economic ones.

Joining the European Union was largely supported and it has become a national priority. Negotiations for the accession of Romania to the European Union were opened in February 2000. Based on regular assessments, a Roadmap was established in November 2002 and the 1st of January 2007 became the date of accession of Romania to the European Union.

[Enciclopedia de istorie a României](#)

[Istoria Romaniei în date](#)

[Istoria românilor de la origini pîna astazi](#)

[Constituția Romaniei](#)

## 1.2. Main Executive and Legislative Bodies

Romania is a Republic organized according to the principle of separation of the legislative, executive and judicial powers, within the frame of a constitutional democracy.

[Constituția Romaniei](#)

### 1.2.1. Parliament

The legislative body is the Parliament elected for a 4-year period through universal suffrage. The Parliament of Romania is bicameral and includes the Chamber of Deputies and the Senate. The election conditions and the number of the members of each chamber of the Parliament are established through the Election Law.

According to the Constitution, a chair in the Chamber of Deputies is granted for each political organization of the citizens belonging to national minorities (See 1.4.) that did not pass the election threshold. The Parliament passes constitutional laws (concerning the revision of the Constitution), organic laws (endorsed by the majority suffrage of each chamber) and ordinary laws.

The Constitution expressly stipulates the domains governed by organic laws. According to the Article 73, letter n) of the Constitution, the general organization of education is specified by an organic law.

Constituția României

### 1.2.2. Presidency

The President of Romania is elected for a 5-year period through universal suffrage. The President of Romania represents the Romanian State and is the warrant of the national independency, unity and territorial integrity of the country. The President of Romania guards the observance of the Constitution and the good functioning of the public authorities, acting as a mediator between the state powers and between the state and the society at large. The President of Romania nominates the candidate for the post of Prime Minister, on the basis of consultations with the political party or coalition holding the majority in the Parliament.

Constituția României

### 1.2.3. Government

The Government is the executive body, invested by the Parliament on the basis of the Governing Programme proposed by the candidate for Prime Minister. According to the Constitution, the investiture of the Prime Minister and of the Government requires the majority suffrage of the Parliament.

Government Programme establishes the development strategy of the country for a 4-year period and reflects both the commonly assumed national priorities and the political platform of the party or the coalition holding the parliamentary majority. Education and training policy is an integral part of the Government Programme.

Constituția României

### 1.2.4. Central Public Administration

Central public administration comprises Ministries and institutional structures subordinated to the Government, Supreme Council of National Defence and various autonomous administrative authorities, established by organic laws. The number and the specific domains of competence of the ministries and autonomous administrative authorities are established by law.

Education and training sector is managed at national level by the Ministry of Education, Research and Youth. In exercising its specific attributions, the Ministry of Education, Research and Youth cooperates at the central level with other Ministries and institutional structures subordinated to the Government. More specifically, the Ministry of Education, Research and Youth cooperates closely with:

- The Ministry of Public Finance for projection and execution of the national budget for education and training;
- The National Agency for Governmental Strategies, the National Prognosis Commission, the National Institute of Statistics and various other ministries in designing the development strategies for education and training;
- The Ministry of Labour, Social Solidarity and Family in establishing the professional qualifications and the certification system of qualification levels and professional competences acquired in vocational education and training;
- The Ministry of Health, the National Authority for Child Protection and Adoption and the National Authority for Handicapped Persons in providing education and training as well as offering specific support for students with special educational needs;

- The Ministry of European Integration for facilitating the access to the European support related to the development of the education and training sector as well as in the implementation of the acquis communautaire in the field of education and training;
- The Ministry of National Defence, the Ministry of Administration and Interior, the Ministry of Justice, the Romanian Intelligence Service and other institutions for regulating, organising and providing military education in specific institutions;
- The Ministry of Culture and Cults in organising and providing theological education as required by the officially recognised religious cults;
- The Ministry of Foreign Affairs for facilitating the learning of mother tongue by Romanians living abroad;
- The Ministry of Culture and Cults and the National Agency for Sports in providing specific support for high-performance activities in sports and arts;
- The Ministry of Health in providing practical training for students in hospitals and other medical units, as well as for regulating postgraduate medical studies;
- Various ministries and institutions for regulating the provision of postgraduate studies related to their domains

Agentia Nationala pentru Sport

Agentia pentru Strategii Guvernamentale

Agenția Națională pentru Ocuparea Forței de Muncă

Autoritatea Nationala pentru Persoanele cu Handicap

Autoritatea Nationala pentru Protectia Drepturilor Copilului

Institutul National de Statistica

Ministerul Afacerilor Externe

Ministerul Apararii

Ministerul Culturii si Cultelor

Ministerul Economiei si Finantelor

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Integrarii Europene

Ministerul Internelor si Reformei Administrative

Ministerul Justitiei

Ministerul Muncii, Familiei si Egalitatii de Sansa

Ministerul Sanatatii Publice

Serviciul Român de Informatii

Constituția României

### 1.2.5. The Regional Public Administration

From the administrative-territorially point of view, Romania is organised in 41 counties. The capital city Bucharest counts as the 42 administrative-territorial unit. Functioning of administrative-territorial units is based on the principle of decentralisation and autonomy. In administrative-territorial units where the population belonging to a national minority is significant, the use of the national minority language in the local public administration is guaranteed by the Constitution.

Regional public administration is composed of County Councils, elected for a 4-year period and in charge with the coordination of the activities of the Local Councils, related to the provision of public services of county interest.

In each county and in the capital, Bucharest, a Prefect is appointed by the Government, as the representative of the Government in the county, having the responsibility to co-ordinate at this level the de-concentrated public services of ministries and of other bodies of public administration. There are no subordination reports between Prefects and Chairs of County Council or the Local Councils, respectively Mayors.

To ensure balanced regional development and to fully make use of the social and economic potential of all the counties, 8 development regions were set up, each comprising several counties. Development regions are not administrative-territorial entities and do not have legal personality.

As a part of public services, education and training are coordinated by the County School Inspectorates, which have specific attributions regarding the development of education and training at regional level.

### Constituția României

## 1.3. Religions

The Constitution guarantees the freedom of religious beliefs and the equality of all citizens regardless their belief and stipulates the basic principles for religious freedom and the organisation of religious cults in Romania. Religious cults are freely organised according to their own statutes and are autonomous from the State. According to the Constitution, the State supports the officially recognized religious cults through:

- Facilitating religious assistance in the army and in hospitals, penitentiaries, asylums and orphanages;
- Guaranteeing the freedom of religious education according to the specific requirements of the cults;
- Ensuring conditions for religion to be taught in public schools, according to the religious beliefs and requirements of students and/or parents.

Any forms, means, acts or actions of religious enmity in the relationships among religious cults are expressly prohibited by the Constitution.

The general legal framework provided by the Constitution regarding religion is developed and detailed through various legislative acts. Therefore, a specific law stipulates the general regime of the religious cults and exertion of religious freedoms (Law 489/28.12.2006). The Ministry of Culture and Cults is the authority of the central public administration to elaborate and implement strategies and policies in the domain.

The large majority of Romania's citizens are of the orthodox belief – according to the 2002 census, approximately 18.8 million persons, meaning 86.8% of the Romanian population. Beside the orthodox religion, in Romania various other religious cults, organisations and churches are recognised officially, more important being the following cults: Catholic, Protestant, Evangelic, Islamic and Mosaic.

Religious cults freely elect their leaders and nominate their clerical servants, without any interference from the State. Education of the clerical servants is accomplished through schools, faculties and theological institutes of the religious cults, most of these being part of the public education and training system. Religious cults are guaranteed the right to use the mother tongue of the believers in confessional manifestation, administration and education as well as the right to:

- Establish and maintain charity and humanitarian institutions;
- Manufacture, acquire and use cult objects and materials;
- Publish and distribute religious publications;
- Ask for, receive and freely use voluntary contributions, including financial ones, from individuals and institutions;

- Initiate and maintain contacts with other cults or personalities, at national or international level, without any approval or control from public administration authorities;
- Celebrate religious holidays and other ceremonies.

The State guarantees the financial independence of the religious cults and their ownership over the religious facilities. The State also provides financial support for the officially recognized religious cults – for the education and remuneration of the clerical servants, for building new places of worship and for the conservation and rehabilitation of the existing ones.

Ministerul Culturii si Cultelor

Legea nr. 489/28/12/2006 privind libertatea religioasa si regimul general al cultelor

Constituția României

## 1.4. Official and Minority Languages

Article 13 of the Constitution stipulates that in Romania the official language is Romanian. The Constitution and the legislation recognise all the nationalities (ethnic groups) other than Romanian and living in Romanian territory as national minorities of Romania and their mother tongues as national minorities' languages. The Constitution explicitly states that:

- Romania is the common and indivisible country of all its citizens, regardless their race, nationality, ethnic origin, tongue, religion, gender, opinion, political orientation, wealth or social origin (Article 4, paragraph 2). All citizens are equal before the law and public authorities, without privileges and discrimination (Article 16, paragraph 1);
- The State recognises and guarantees to the persons belonging to the national minorities the right to conserve, develop and express their ethnic, cultural, linguistic and religious identity (Article 6, paragraph 1);
- The protection measures endorsed by the State in order for the persons belonging to the national minorities to conserve, develop and express their identity have to conform to the principles of equality and non-discrimination with respect to the other Romanian citizens (Article 6, paragraph 2);
- Education and training at all levels is provided in Romanian (Article 32, paragraph 2). The right of the persons belonging to national minorities to learn their mother tongue and the right to be instructed in their mother tongue is guaranteed; the modalities to exercise these rights are established through law (Article 32, paragraph 3).

According to the 2002 census, of the total population of Romania 89.48% were Romanians, 6.60% Hungarians, 2.47% Romas (Gypsies), 0.28% Ukrainians, 0.28% Germans and approximately 0.9% other nationalities (see 1.7.).

Most part of the population belonging to the more than 24 national minorities live in certain geographical areas of the country, as a result of the historical context that led to their establishment within nowadays Romania territory. As for example, the majority of the Hungarians – the most important national minority in what regards the population – live in the counties located in Northern, Central and Eastern part of the historical region Transylvania (the counties Harghita, Mures, Covasna, Bihor, Satu Mare and Cluj). However, this is not the case for the Roma population that is roughly uniformly distributed within the country, with some higher densities in the counties located along the Western frontier and in the Central and the Southern part of the country.

Applying the provisions of the Constitution, the Education Law (Law 84/1995, republished, subsequently amended and completed) states that:

- Education and training at all levels is provided in Romanian Language. Education and training can also be provided in the national minorities languages and in foreign languages of international circulation (Article 8, paragraph 1);
- Schools or classes are organized and function with tuition in Romanian and, as required, in the national minorities languages in each locality or schooling is ensured in the national minorities languages in the nearest locality where this is possible (Article 8, paragraph 2);
- Learning in school of Romanian, as the official language, is compulsory for all Romanian citizens, irrespective of their nationality. The curriculum frameworks shall ensure the necessary number of classes and conditions for mastering the official language (Article 8, paragraph 3);
- The persons belonging to the national minorities have the right to study and be instructed in their mother tongue at all levels and forms of education as well as in all types of education providing there is a sufficient demand (Article 118).

The Education Law (Law 84/1995, republished, subsequently amended and completed) regulates in detail, under Chapter 12, the specific conditions for organizing and accomplishing education for persons belonging to national minorities.

The study "The Dimensions of Education for the National Minorities in Romania" – General Directorate for Education in the Languages of National Minorities and Access to Education, - presents in detail the recent developments and the main characteristics regarding the education for the national minorities in Romania. The Romanian education system provides for the national minorities three different types of education at the Pre-tertiary level:

- Educational structures with tuition in the mother tongue for the Czech, Croatian, German, Hungarian, Serbian, Slovakian and Ukrainian national minorities;
- Educational structures with partial tuition in the mother tongue. This form of study is characteristic for the Croatian, Turkish and Tartar national minorities for whom some vocational subjects are also taught in the mother tongue.
- Educational structures in Romanian language in which mother tongue is studied as a separate subject. Such structures are organized for the Armenian, Bulgarian, Czech, Croatian, Greek, German, Hungarian, Italian, Polish, Roma, Russian, Serbian, Slovakian, Turkish, Tartar and Ukrainian national minorities.

Study streams in Hungarian and German for students belonging to these national minorities are organised in several higher education institutes. For some minority languages, specific departments are organized, either in higher education institutes or in pedagogical colleges, in order to ensure the initial training of staff involved in teaching these languages.

*Dimensiuni ale învățământului pentru minoritățile naționale din România – ediție jubiliară 1993-2003*

*Ministerul Educației, Cercetării și Tineretului*

*Constituția României*

*Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)*

## 1.5. Demographic Situation

Romania's population at 1<sup>st</sup> July 2006 was of 21.584.365 inhabitants, with the average density of 90.9 inhabitants per sq. km (the area of Romania is 238.391 sq. km).

The evolution of the population has been influenced by the serious decline of the birth rate, combined with the negative balance of the external migration, both leading to an average annual decreasing rate of -0.5%.

In 2006, 55.2% of Romania's population lived in urban areas and 44.8% in rural areas. Demographic decline is present both in urban and in rural areas.



During 2004-2006, average life expectancy was of 72.22 years, being of 75.80 years, for women and 68.74 years, for men. During the last 25 years, a constant process of ageing can be observed. This process of demographic ageing is more important in rural areas than in urban areas.

[Anuarul Statistic al României 2007](#)

[Anuarul Statistic al României 2006](#)

[Recensământul populației și al locuințelor \(martie 2002\)](#)

## 1.6. Economic Situation

### 1.6.1. Economic Development

Romania has started the transition process in 1990. The policies of the former communist regime emphasized excessive focus on heavy industry and large infrastructural projects. The rapid repayment of the approximately 11 billion USD foreign debts (20-30% of GDP) during the 80s imposed severe strains on the population, with deep cuts in imports and a widening of the technological gap. Towards the end of the 80s the Romanian economy was on the verge of collapse.

This difficult inheritance has combined at the beginning of '90s with the challenges of political changes from a totalitarian regime to a democratic society. Within this context and seeking to protect vested interests and to minimize the social costs associated with the transition to a market economy, the approach to the reform was gradualist. Most of the radical measures required – like hard budget constraints and rapid privatisation of large state-owned enterprises – were significantly delayed. The severe deprivations in the 80s, led to high social pressure to reduce exports and boost imports of both consumer and intermediate goods.

Fragile growth and inflation reduction, achieved in during 1994-1995, were replaced with economic recession (1996-1999), driven by highly import-dependent branches, which contributed to economic recovery.

In 2007, main economic indicators registered significant growths, comparing to the situation in 2006.

As compared to 2006, **industrial production** was by 5.4% higher, this growth being supported by manufacturing (+6.4%). Mining and quarrying decreased with 0.4%, electric and thermal energy, gas and water also decreased with 0.9%.

**Labour productivity in industry** registered a growth of 9.9% in 2007 as against 2006, this trend being registered in all the sectors of industrial activity.

[Anuarul Statistic al României 2007](#)

[Anuarul Statistic al României 2006](#)

[Agenția Națională pentru Ocuparea Forței de Muncă](#)

[Autoritatea pentru Privatizare și Administrarea Participațiilor Statului](#)

[Institutul Național de Statistică](#)

## 1.7. Statistics

Please see the subsections for details.

### 1.7.1. Demographic Data

Total population (1 July 2006): 21.584.365 inhabitants

Average population density (2006): 90.9 in habitants per sq. km

**Structure of population by nationality (ethnic group) (2002 census):**

Nationality (ethnic group)	Population	%
Total	21680974	100
Romanians	19399597	89.48
Hungarians	1431807	6.60
Rromas (Gypsies)	535140	2.47
Ukrainians	61098	0.28
Germans	59764	0.28
Lippovan Russians	35791	0.17
Turks	32098	0.15
Tartars	23935	0.11
Serbs	22561	0.10
Slovakians	17226	0.08
Bulgarians	8025	0.04
Croatians	6807	0.03
Greeks	6472	0.03
Jewish	5785	0.03
Czechs	3941	0.02
Poles	3559	0.02
Italians	3288	0.02
Chinese	2243	0.01
Armenians	1780	0.01
Other nationalities	18116	0.09
Not stated	1941	0.01

Source: Census of population and dwellings, March 18 – 27 2002, National Institute of Statistics

The structure of population by age group (1 July 2006)

<b>Age group (years)</b>	<b>Number of persons</b>
Total	<b>21584365</b>
0 - 4	<b>1057804</b>
5 - 9	<b>1098663</b>
10-14	<b>1177605</b>
15-19	<b>1653027</b>
20-24	<b>1599535</b>
25-29	<b>1778735</b>
30-34	<b>1689369</b>
35-39	<b>1869153</b>
40-44	<b>1192648</b>
45-49	<b>1463532</b>
50-54	<b>1528720</b>
55-59	<b>1310266</b>
60-64	<b>977303</b>
65-69	<b>1041631</b>
70-74	<b>913325</b>
75-79	<b>675967</b>
80-84	<b>391080</b>
85 and over	<b>166002</b>

Source: Romanian Statistical Yearbook - 2007, National Institute of Statistics

The structure of population by age groups participating in economic activity (2006)

Age groups	percentage				
	Total population	Economically active persons			Non-economically active persons
		Total	Employed	Unemployed	
Total	100.0	46.5	43.1	3.4	53.5
Under 15 years	100.0	-	-	-	100.0
15 - 64 years	100.0	63.7	58.9	4.8	36.3
of which:					
15 - 24 years	100.0	31	24.5	6.5	69
25 - 34 years	100.0	79.4	73.3	6.1	20.6
35 - 44 years	100.0	84.5	79.5	5.0	15.5
45 - 54 years	100.0	75.7	71.5	4.2	24.3
55 - 64 years	100.0	42.8	41.7	1.1	57.2
65 years and over	100.0	14.2	14.2	-	85.8

Source: Romanian Statistical Yearbook - 2007, National Institute of Statistics

[Anuarul Statistic al României 2007](#)

[Anuarul Statistic al României 2006](#)

[Recensământul populației și al locuințelor \(martie 2002\)](#)

[Institutul National de Statistica](#)

## 1.7.2. Economic Data

Synthesis of main economic indicators

	Percent increase in 2007, comparing to 2006
Industrial production – total (unadjusted series)	105,4
- of which:	
Mining and quarrying	102
Manufacturing	114,2
Electric and thermal energy	103,5
Labour productivity in industry	109,9
Construction works	133,6
FOB exports of goods	113,7
CIF imports of goods	125,1
Commercial deficit (FOB/CIF balance)	145,0

Source: National Institute of Statistics, Press release, 12 March 2008.

[Anuarul Statistic al României 2007](#)

[Anuarul Statistic al României 2006](#)

[Institutul National de Statistica](#)

## 2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION

The general legal framework to organise, administrate and provide education in Romania is established through the Constitution, the Education Law (Law 84/1995, republished, subsequently amended and completed) – organic law, ordinary laws and governmental ordinances. Specific procedures and regulations are established through Government Decisions and Orders of the Minister of Education, Research and Youth.

Implementation of the legislation and general administration and management of the education and training system is ensured at the national level by the Ministry of Education, Research and Youth. In exercising its specific attributions, the Ministry of Education, Research and Youth cooperates at the central level with other Ministries and institutional structures subordinated to the Government (See 1.2. ).

Universities and other higher education institutions are autonomous and are guaranteed by the law the right to establish and implement their own development policies, within the general provisions of the in-force legislation. The Ministry of Education, Research and Youth coordinates the activity of the universities and other higher education institutions, complying with the principles of university autonomy.

Institutions belonging to State Pre-tertiary education (pre-primary, primary, secondary and post-secondary non-tertiary education) are subordinated to the Ministry of Education, Research and Youth through County School Inspectorates. These inspectorates ensure observance of the legislation and evaluation of the education system and process, as well as the implementation at county level of education policies, established at central level.

Internal and external consultations related to the administration of the education system are explicitly specified by the current legislation.

Public education is financed in Romania at a minimum of 4% of GDP. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), public education is financed from the state and the local budgets (town, commune); economic agents, individuals and institutions with legal personality can also finance directly education and training activities. Expenses covered from the state budget, respectively from the local budgets, depend on the education level and type of institution, the entire financing process being regulated by means of the law. Public education institutions of all levels can raise and use their own funds, in accordance with the current legal provisions.

Current legislation provides the general framework for the establishment of private education institutions at all levels. In order to be recognised as part of the national education system, private education institutions have to be accredited through specific procedures established by the law. Diplomas and certificates emitted by the accredited private education institutions produce the same effects as the ones emitted by the public education institutions. Organizing bodies of private education institutions are entirely responsible of the administration and financing of the activities within the established legal framework.

Please refer to the subsections for more details.

Ministerul Educației, Cercetării și Tineretului

Constituția României

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 2.1. Historical Overview

From the historical point of view, the evolution of the education in Romania up to the Modern Era is mainly characterised by two developments, accomplishment of education provided in Romanian language and, later on, establishment of a national education system.

At the beginning of the 14th century the consolidation of the smaller states surviving the invasions of the migratory peoples from the Eurasian steppe led to the formation of the medieval Romanian states Valachia and Moldavia, whilst the Romanians living in Transylvania came under Hungarian rule beginning the 11th century. Considering their language and origins, Romanians were related to the Latin peoples of Western Europe. However, the geographical location and the historical context determined the Romanians to have closer links with the Byzantine and Slavic world. Romanians, along with the Greeks and the Albanians, do not preserve in their collective memory a precise date for their adoption of Christianity. Historians consider the essence of Christianity inherited in Latin from the Roman ancestors and preserved as such until the accomplishment of an ecclesiastical hierarchy under the influence of the Eastern Church through the Slavs established between the Byzantium and the Romanian territories. As a consequence, Orthodoxy became the common belief of all Romanians. At the beginning of the 14th century the Orthodox Romanians living in Transylvania counted for approximately two thirds of the total population. The support of Walachia and Moldavia helped strengthen Orthodoxy in Transylvania – this being most important for the preservation of the national identity and the development of education in the Romanian language in this historical region.

The Middle Ages in the Romanian territories lasted from the 14th to the 18th century. During the first part of the Middle Ages education in the Romanian territories was provided mainly in Slavonic and in settlements established around monasteries and churches. Later on, schools with tuition in Greek and Latin – like the Trei Ierarhi school (1640, Iași), Schola greca e latina (1646, Târgoviște) or Academia Domnească de la Sf. Sava (around 1680, Bucharest) – as well as Slavonic-Romanian schools were established.

According to historical sources, the Romanian language was present in schools from the very beginning of the formal education and Slavonic, Latin and Greek were taught as foreign languages for religious and official use. Due to the specific condition of the Romanians in Transylvania, the Orthodox Church strongly supported tuition in Romanian and the teaching-learning of the Romanian language in this historical region – the first school attested in 1559 to provide tuition only in Romanian being the school in Scheii Brașovului.

At the beginning of the 19th century and the Modern Era the movement towards tuition in the Romanian language became stronger and combined with the unification desiderate of all Romanians. Gheorghe Lazăr (1779-1823), established in Bucharest in 1818 the first institute covering all education levels with tuition entirely in Romanian. The year 1818 is considered a breakthrough and Gheorghe Lazăr – the founder of the modern Romanian education.

The ideal of a national education system with tuition in Romanian crystallized during the 1821 and 1848 Revolutions and came in practice after the foundation in 1859 of the Modern National Romanian State (See 1.1.).

The first Education Law was promulgated in 1864 under the reign of Alexandru Ioan Cuza (1820-1873) and established the modern education system in Romania. According to the provisions of the law, starting September 1865 the education system was organised uniformly throughout the country with the following education levels and durations:

- primary education – 4 years (compulsory and free of charge);
- secondary education – 7 years;
- university education – 3 years.

In 1896 the Primary Education Law (Poni Law) established the duration of primary education to 5 years in rural areas and 4 years in urban areas, and founded the pre-primary education.

During the Modern Era the most important reforms were promoted by Spiru Haret (1851-1912) through the Secondary and Higher Education Law (1898) and the Vocational Education Law (1899).

Following the foundation of the National Unitary Romanian State on December 1st 1918, the development of the economy and the modernisation of the society meant increasingly higher requirements from the education system. In 1924, in order to address the problems of illiteracy and access to education, the Primary Education Law was promulgated extending the duration of compulsory education to 7 years, establishing classes for illiterate adults and setting up education in the mother tongue for national minorities during the first 4 school years.

The need to create an educated work force influenced the development of high school education. Together with theoretical education, technical and vocational education – with specific legislation promulgated between 1930 and 1940 – spread through the creation of agricultural, industrial, commercial and sanitary high schools, as well as arts schools. The Secondary Education Law promulgated in 1928 represented a step forward regarding the education of girls and reintroduced the [examenul de bacalaureat](#) suspended with the 1898 Law.

Higher education developed rapidly with the increasing demand of specialists and with the awareness of the importance of science, culture and free access to education. Higher education was provided during the two World Wars in the universities of Bucharest, Iași, Cluj and Cernăuți, the polytechnic institutes in Bucharest and Timișoara, the academy of architecture in Bucharest, the academies of fine arts in Bucharest and Iași, the academies of music and drama in Bucharest, Iași, Cluj and Cernăuți, the institute of physical education in Bucharest, the academies of industrial and commercial sciences and the agronomic academies in Bucharest and Cluj, and the War College in Bucharest. The course of study at these institutions ranged from three to six years, with some graduates continuing their training and research work and obtaining PhDs.

After World War II, the communist regime brought significant changes in the administration, structure, content and finalities of education in Romania, according to the new orientations and political priorities of the moment. During the Stalinist era, lasting up to the late 50s, education was organised according to the 1948 Education Law – authorising only public and laic (secular) education, establishing compulsory education to 4 years and centralising the education system.

At the beginning of the 60s, the communist authorities started a process of national reconciliation, altogether with the reorientation of the Romanian foreign policy. Intensification of the de-Russification campaign and reaffirmation of the Latinity of the Romanian language and of the national cultural values and heritage were all important steps taken by the authorities during this period.

The opening process intensified during the decade and by 1968 a new Education Law was promulgated: access to education was guaranteed for all, irrespective of nationality, race, gender or religion, education of all levels was established as being public and free, compulsory education, set in 1965 to 8 years, was extended to 10 years, religious cults recognised by the state were given the permission to organise schools for the clergy, national minorities were guaranteed the right to study in their mother tongue, etc.

Starting with 1971, Romania entered in the phase of "cultural revolution". Preserving some of the provisions of the 1968 Education Law (basic principles, length of compulsory education, etc.), the new Education Law promulgated in 1978 by the totalitarian regime officially introduced ideological propaganda in schools and blended education with industrial production.

High schools and higher education institutions were put under the tutelage of the state-owned enterprises, pupils and students receiving production quotas. Even though legislation guaranteed access to education for all, altogether with the overload and high academic level of the syllabi, were real barriers in accessing education. At the same time, the economic policy promoted by the regime, the degradation of the technology and the blending of education with industrial production led to a narrow and highly specialised

technical and vocational education and training with severe effects on the professional mobility of the work force.

Requirements of the society and economy, related to education, have been radically changed by the transition to democracy and market economy, which began in 1990, after the fall of the communist regime. The education reform has been marked by three major stages.

During the first stage, which lasted from 1990 to 1995, because of the inadequacy of the Education Law (1978) and the preparatory work for a new education law, the education system was organised on the basis of provisions of the Constitution adopted in 1991 (see 1.1.) and Government decisions, emitted for each school/academic year. The reform measures applied during this stage envisaged mainly the content and finalities of education, as well as the support to improve the access to education for all, maintaining the structure established by the Education Law adopted in 1978. Facing the requirements for curriculum revision and improvement of access to basic education, compulsory education was reduced from 10 to 8 years. Curriculum revision consisted in the removal of contents related to the communist ideology and personality cult as well as the establishment of more appropriate standards and benchmarks. In 1993 the legal framework for the accreditation of higher education institutions and diploma recognition was established (Law 88/1993, amended by Law 144/1999) – setting the national quality standards for higher education providers.

Administration of the education remained highly centralised with almost no involvement of the local public authorities and high dependence of the schools on the County School Inspectorates. By the end of this first stage it became more and more evident that a new legislative framework was urgently needed.

On the basis of assessments concerning the various aspects of the education system, carried out at national and international level (World Bank), the Romanian Government launched, at the beginning of 1994, for a 5-year period, the Pre-tertiary Education Reform Project. In order to ensure financing of the project, the Romanian Government signed, in 1994, a 50 million USD loan agreement with the World Bank.

The beginning of the second stage of the education reform is marked by the promulgation on July 24 1995 of the Education Law (Law 84/1995, republished, subsequently amended and completed). It established the fundamental principles, the organisation and administration of the national education system as well as the structure, content and finalities of education of all levels, (See 2.3.). During this stage, the implementation of the Pre-tertiary Education Reform, financed from the state budget and the loan from the World Bank, led to important major changes in curriculum, teacher training, pupils' assessment and evaluation, occupational standards, school textbooks, management and financing of education, education conditions in rural areas etc. The implementation of the Project, altogether with the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), initiated a decentralization process of the administration of the education system: several institutions and structures external to the Ministry of Education were established (the National Council for Curriculum, the National Assessment and Examination Service, the National Commission for Pre-tertiary Education Evaluation and Accreditation, etc.).

Involvement of local authorities in the administration of education became more important, internal and external consultations in the decision making process at all levels became compulsory and autonomy of the schools increased significantly.

The reform of vocational education and training started in 1994 with the support of the European Union through the Phare programme (25 million ECU total budget) and has resulted in new curricula, fewer and broader occupational profiles, postponement of early specialisation, core skills and new training methods.

In 1997, the Romanian Government launched the Higher Education and University Science Research Project – financed from the state budget, adding to this financing a second 50 million USD loan from the World Bank and 9.6 million USD as non-refundable financial assistance from the European Union. Implementation of the



project led to the improvement of the management capacity of the higher education institutions, the elaboration of new curricula for higher education and continuing education and the development of post-graduate studies and research programmes. By the end of the second stage of the education reform, concerns regarding the education conditions, more specifically the condition of buildings, led to the launching in 1998 of the School Rehabilitation Project. The project led to the rehabilitation of more than 1,200 schools and was financed from the state budget, a 70 million USD loan from the World Bank and a 13.8 million USD loan from the Council of Europe Development Bank.

The current stage of the education reform began 2002, with the engagement to participate in the Lisbon Process. On the basis of evaluation of the progresses achieved in education reform and considering the common European objectives established through "Education & Training 2010" programme, the education policy focused on the following priorities: facilitating the access to education, developing human resources for the knowledge society and adjustment of vocational education and training to labour market requirements, in order to ensure economic and social cohesion.

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[Istoria românilor de la origini pînă astăzi](#)

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[Istoria învățămîntului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățămîntului din România \(1864-1978\), Vol. I-II](#)

[Învățămîntul românesc în date](#)

[National Center for Curriculum and Assessment in Pre-university Education](#)

[Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățămînt superior și recunoașterea diplomelor \(republicata\)](#)

[Constituția României](#)

[Legea învățămîntului nr. 84/24/07/1995 \(republicata, cu modificările și completările ulterioare\)](#)

## 2.2. Ongoing Debates and Future Developments

The approach from a new perspective of the education reform led to the elaboration of the document "Strategy for development of Pre-tertiary education in Romania during the period 2001-2004. Prospective planning until 2010". In order to ensure the participation of various stakeholders, public debates have been initiated. Representatives of the Parliament, Delegation of European Commission in Bucharest, World Bank, as well as social partners and local public authorities were involved in these debates, and the concrete outcomes were fully taken into consideration.

Analyzing the existent situation in the context of the objectives agreed upon at the European level, the following strategic priorities for the development of Pre-tertiary education up to 2010 have been identified:

- Ensuring access to and improving quality of education for everyone. Priority domains:
  - Education in the rural area
  - Access to education for disadvantaged groups
- Developing human resources for the knowledge society. Priority domains:
  - Development and implementation of the e-Learning initiative
  - Reform of the compulsory education

- Enhancing access to and improving responsiveness of TVET to the labour market needs, in order to ensure economic and social cohesion

Ministry of Education, Research and Youth promotes the lifelong learning and the decentralisation of education administration. Some of the measures initiated address the following domains:

- school rehabilitation;
- restructuring the school network and ensuring pupils transportation in the rural areas;
- ensuring free of charge school supplies for pupils coming from disadvantaged families;
- providing free of charge daily snacks for pupils attending primary education and pre-primary education (normal programme);
- scholarships for pupils and students;
- ensuring appropriate conditions for the education of youngsters with learning potential (gifted pupils);
- ensuring free of charge textbooks for pupils attending pre-primary and compulsory education;
- developing education infrastructure.

Decentralisation of the administration and financing system for the Pre-tertiary education has been a major objective since the promulgation of the Education Law (Law 84/1995, republished, subsequently amended and completed). Government Ordinance 32/2001 (amendments in 2001 and 2002), Government Decision 538/2001 (amended through Government Decision 174/2003), as well as the Law 195/2006, have contributed essentially to the decentralisation of the financing system, leading to a more decentralised allocation of the funds and the execution of the budgets through the local public authorities. Local councils received essential attributions regarding the projection and execution of the budgets, including the task of ensuring from their own funds the current materials costs, subventions for boarding and schools canteens, for investments and major repairs. As a result of the modification of the Education Law, by the Laws 713/2001 and 529/2002, the property of the public domain of the communes, towns and counties over the public schools has been established.

In parallel with legislative efforts, a series of studies regarding administration and financing of the public education have been elaborated by the National Council for Financing Public Pre-tertiary Education and experts of the World Bank. These studies formed the basis for the proposed reforms on administration and financing of Pre-tertiary education, included in the Law 195/2006. The most important reforms were intended:

- to increase the decision competences of local councils (town, commune);
- to increase decision competences of the schools' heads;
- to institute a flexible system for establishing the norm and the salaries of teachers;
- to promote quality in the school management.

[Cartea Albă a reformei învățământului din România](#)

[Educația și formarea profesională în România](#)

[Extinderea învățământului obligatoriu. Studiu privind condițiile de implementare](#)

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[Perspective asupra dimensiunii de gen în educație](#)

[Strategia dezvoltării învățământului preuniversitar pentru perioada 2001-2004, actualizată în 2002 - planificare prospectivă până în 2010](#)

[Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact](#)

[Ministerul Educației, Cercetării și Tineretului](#)

Hotărârea Guvernului nr. 174/13/02/2003 pentru modificarea art. 25 din anexa la Hotărârea Guvernului nr. 538/2001 privind aprobarea Normelor metodologice pentru finanțarea învățământului preuniversitar de stat

Hotărârea Guvernului nr. 538/07/06/2001 privind aprobarea Normelor metodologice pentru finanțarea învățământului preuniversitar de stat

Ordonanța de urgență a Guvernului nr. 32/26/02/2001 pentru reglementarea unor probleme financiare

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 2.3. Fundamental Principles and Basic Legislation

Basic principles regarding the education in Romania are established by the Constitution, Chapter II – Fundamental rights and liberties, Article 32 – Right to education. According to this article:

- The right to education is ensured through general compulsory education, high school (Liceu), vocational education and training (Școala de Arte și Meserii), higher education, as well as through other forms of instruction and professional development;
- Generally, education at all levels is provided in Romanian; education can be also provided in foreign languages used world-wide;
- The right of the persons belonging to national minorities to learn their mother tongue and the right to be instructed in their mother tongue is guaranteed; the modalities to exercise these rights are established through law;
- State education is free of charge. The State provides scholarships to children and youngsters from disadvantaged families or institutionalised;
- Education of all levels is provided in public, private and confessional institutions
- University autonomy is guaranteed;
- The state guarantees the liberty of religious education, according to specific requirements of each religious cult.

The actual Education Law (Law 84/1995, republished, subsequently amended and completed) was promulgated in 1995, following large consultations with various players involved in education. However, due to the reform process, this law has been amended several times. It regulates the organisation and functioning of the national education system and establishes:

- The education ideal, the general finalities of education, the fundamental principles in the organisation and functioning of the national education system and the length of compulsory education (Title I – General provisions);
- The structure of the national education system, detailing organisation and functioning of each education level – including types of schools and institutions, university autonomy, exams and moments in educational guidance, diplomas and certificates, provisions for special education, private education and education in the languages of national minorities, etc. (Title II – The national education system);
- The legal framework for the establishment of the content of education for each major education level – Pre-tertiary, higher education and continuous education – as well as for extra-school activities (Title III – The content of education);
- Institutions and structures that ensure the management and the evaluation of education at central and local level, their attributions, as well as the consultative bodies (Title IV – Management of the education);
- Categories of personnel employed in education, general conditions for teachers' employment, number of students per class and education level and general provisions for teachers and teachers' assistants continuing education (Title V – Human resources);

- Assets regime and the financing sources and mechanism for public education institutions (Title VI – Public education assets and financing);
- Special provisions regarding sanctions, parents rights and obligations, accreditation of private Pre-tertiary institutions, etc. (Title VII – Final and transitory provisions).

According to the Education Law (Law 84/1995, republished, subsequently amended and completed), education in Romania is a national priority and pursues the free, integral and harmonious development of the human individuality, and the development of the autonomous and creative personality (the educational ideal<sup>1</sup>). All Romanian citizens have equal access rights to all levels and forms of education, irrespective their social and financial condition, gender, race, nationality, political or religious orientation. The state promotes the principles of democratic education and guarantees the right to differentiated education based on educational pluralism, in the benefit of the individual and of the entire society, and promotes the principles of continuous education. The fundamental principles stated by the Education Law (Law 84/1995, republished, subsequently amended and completed) regarding the organisation and functioning of the national education system can be summarized as follows:

- Public education is free; certain activities can be charged within the conditions of the law;
- Financing of public education is ensured from the state and local budgets at a minimum of 4% of GDP;
- Education and training at all levels is provided in Romanian. Education and training can also be provided in the national minorities' languages or in foreign languages used world-wide;
- Religion is part of the core-curricula for primary, secondary and vocational education. Pupils choose the religion, subject to parents' or legally appointed guardians' consent. Upon the written request of the parents or legally appointed guardians, pupils may not frequent religion classes;
- The officially recognised religious cults may request the Ministry of Education, Research and Youth the organisation of theological education for the training of the clergy – according to the structure of the population by religion and only for lower or upper secondary graduates;
- The public education network is organised and approved by the Ministry of Education, Research and Youth in cooperation and with the support of the local public administration, according to the demographic evolution and the training requirements;
- Education is not subordinated to the purposes or doctrines of the political parties or other political organisations. In educational institutions creation and functioning of political parties or other political organisation as well as political propaganda and organisation of political activities is forbidden;
- Religious proselytize is forbidden in education;
- The national educational policy is established by the Ministry of Education, Research and Youth, based on consultations with other involved institutions and ministries;
- Organisation and content of education may not be based on ideological, political, religious or ethnic exclusivity or discriminatory criteria. Educational institutions established to respond to religious or linguistic needs and in which teaching is provided according to the pupils' parents or legally appointed guardians choice are not considered as based on exclusivity or discriminatory criteria;
- The Ministry of Education, Research and Youth is responsible for the elaboration of the national curriculum for Pre-tertiary education: curriculum frameworks, syllabi and textbooks. Higher education curricula are established according to the university autonomy;
- University autonomy is guaranteed;
- Private education can be organised according to the provisions of the law. Accredited private education institutions are part of the national education system. Diplomas and certificates issued by the accredited private education institutions produce the same effects as the ones emitted by the public education institutions. Privatisation of public education institutions is forbidden;
- Educational alternatives may be initiated and organised within the national education system with the agreement of the Ministry of Education, Research and Youth.

Within the framework established by the Constitution and by the Education Law (Law 84/1995, republished, subsequently amended and completed), certain domains regarding education are specifically regulated through ordinary laws (selection; chronological order):

- In the beginning of the 90s, responding to an existing demand and as a consequence of the strict limitations in the late period of the communist regime, a rather large number of higher education institutions, including private ones, were established. Considering the importance of preserving certain national quality standards in providing education, the Parliament promulgated in 1993, prior to the Education Law (Law 84/1995, republished, subsequently amended and completed), the Law on Higher Education Institutions Accreditation and Diplomas Recognition (Law 88/1993, amended through Law 144/1999). According to the legal provisions, higher education institutions can be set up only through dedicated laws, following an accreditation procedure to ensure compliance with the national quality standards. The accreditation and the 5-year periodic external evaluation of the higher education institutions is performed by the National Council for Academic Evaluation and Accreditation – an academic body nominated by and under the control of the Parliament.
- The Teaching Staff Statute was promulgated in 1997 (Law 128/1997) to establish the specific service conditions for teachers and teachers' assistants as well as for management, guiding and control personnel in education.
- Within the overall development towards the European Area of Education and promotion of professional and educational mobility, Romania ratified in 1998 the Convention on recognition of qualification concerning higher education in the European region, signed in Lisbon on April 11 1997 (Law 172/1998).
- The challenges of the knowledge based economy and the continuous influx of new technologies in the Romanian economy led to increasing demands towards the work-force – both regarding new competences and skills and higher professional mobility. Under these circumstances, and considering the rather general approach of the Education Law (Law 84/1995, republished, subsequently amended and completed) regarding continuing education and training, a more specific legislation to regulate the domain was required. In 1999 the National Council for Adults Training was established to coordinate and control at the national level: the authorisation of continuing education and training providers, the elaboration of the occupational standards, the evaluation and certification of professional competences acquired by adults within continuing education and training (Law 132/1999 amended through Law 253/2003). The legal framework for organisation and functioning of the continuing education system through educational institutions was established in 2000 (Law 133/2000) and the law on adults continuing training was promulgated in 2002 (Law 375/2002).

The current management and administration of the education system is performed at national level through Decisions of the Government and Orders of the Minister of Education, Research and Youth – both types of legislative acts implementing the provisions of the laws.

Consiliul National de Formare Profesionala a Adultilor

Ministerul Educatiei, Cercetarii si Tineretului

Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor (republicată, modificată și completată cu OG nr. 76/2004)

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 132/20/07/1999 privind înfiintarea, organizarea si functionarea Consiliului National de Formare Profesionala a Adultilor (republicata)

Legea nr 133/21.07.2000 pentru aprobarea Ordonantei Guvernului nr 102/1998 privind formarea profesionala continua prin sistemul educational

Legea nr. 172/2.10.1998 privind ratificarea Convenției cu privire la recunoașterea atestatelor obținute în învățământul superior din statele din Europa, adoptată la Lisabona la 11.04.1997

Legea nr. 253/10/06/2003 pentru modificarea și completarea Legii nr. 132/1999 privind înființarea, organizarea și funcționarea Consiliului National de Formare Profesională a Adulților

Legea nr. 375/11/06/2002 pentru aprobarea Ordonanței Guvernului nr. 129/2000 privind formarea profesională a adulților

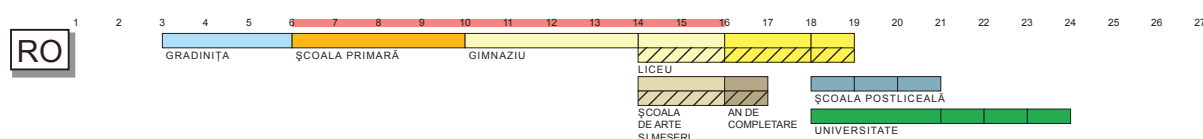
Legea nr. 88/17/12/1993 privind acreditarea instituțiilor de învățământ superior și recunoașterea diplomelor (republicată)

Constituția României

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 2.4. General Structure and Defining Moments in Educational Guidance

### Organisation of the education system in Romania, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0	ISCED 1
	ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

The assembly of all public and private educational institutions of all types, levels and forms of instruction and education constitutes the national education system. The national education system is structured into education levels such as to ensure coherence and continuity of instruction and education according to individual and age particularities of the pupils/students.

In 2007/2008 school year, the structure of the education system was the following:

- Pre-primary education – organised for children aged 3-6/7 in three age-groups: low (3-4 years), middle (4-5 years), high (5-6 years) and high, school preparatory group (5-6/7 years). Pre-primary education is not

compulsory. However, the Education Law (Law 84/1995, republished, subsequently amended and completed) stipulates that the local public administrations and the County School Inspectorates have to provide the material, human and financial resources necessary to include all children aged 5-6/7 into the high, school preparatory group;

- Primary education (compulsory) – organised for pupils aged 6-7/10 and including grades I to IV;
- Lower secondary education - organised in two successive cycles (both compulsory):
  - Gimnaziu – grades V to VIII for pupils aged 10-14;
  - Liceu - lower cycle or, alternatively, Școala de arte și meserii (Arts and Trades School) – grades IX and X for pupils aged 14-16;
- Upper secondary education, organised in:
  - Liceu - upper cycle (non-compulsory) – grades XI to XII/XIII for pupils aged 16-18(19)
  - Preceded by a completion year - for graduates of Școala de Arte și Meserii (Arts and Trades School);
- Post secondary non-tertiary education, including post-high schools and foremen schools;
- Tertiary education, including university and post-university education;

The pre-primary, primary, secondary and post secondary non-tertiary education comprise the Pre-tertiary education. Primary and lower secondary education are compulsory ( 10 years of study ). Pre-tertiary education is subordinated through the County School Inspectorates to the Ministry of Education, Research and Youth. Higher education is coordinated by the Ministry of Education, Research and Youth, complying with the principles of the university autonomy.

Children attend pre-primary education upon parents' request. Local public and educational authorities have to promote and support enrolment of children in pre-primary education, especially in the high, school preparatory group.

Children who were 6 years old by the beginning of the school year 2007/2008 were enrolled in the first grade of primary education, grade I, on the basis of the observation of a normal psychosomatic development.

Transition from primary education to lower secondary education is conditioned only by the successful graduation of primary education, respectively of the first four grades.

Graduates of gimnaziu may continue their studies in compulsory education, according to their options to continue their education either in the lower cycle of Liceu or in Școala de Arte și Meserii (Arts and Trades School), following a selection and repartition procedure, established by the Ministry of Education, Research and Youth.

The two alternative educational routes available for graduates of gimnaziu to complete their compulsory education are as follows:

- Liceu - lower cycle, further divided into the following branches of study: theoretical, TVET, and specific education and training (military, theological, sports, arts and pedagogical);
- Școala de arte și meserii (Arts and trades school) providing vocational education and training.

Graduates of liceu - lower cycle receive a graduation certificate – [certificat de absolvire](#) stating that they accomplished compulsory education, a personal portfolio for further education and, upon request, the registration paper – [foaia matricolă](#) listing all the subjects and marks. Graduates of arts and trades school receive the same graduation papers and, supplementary, if passing the vocational competences certification exam, organised at the end of the studies, they receive a level 1 vocational qualification certificate.

Graduates of școala de arte și meserii (Arts and Trades School) holding a level 1 vocational qualification certificate have to attain the Completion year in order to obtain a higher vocational qualification and to continue their studies in liceu - upper cycle.



The Completion Year ensures both further development of the vocational competences and completion of the general competences up to the curricular standards established for the high school lower cycle. Graduates of the Completion year receive a graduation certificate – [certificat de absolvire](#), the updated personal portfolio for permanent education and, upon request, the registration paper – [foaia matricolă](#). If the graduates pass the vocational competences certification exam organised at the end of the Completion year, they also receive a level 2 vocational qualification certificate. Graduates of the Completion year holding a level 2 vocational qualification certificate can continue their studies in liceu - upper cycle, subject to the selection and repartition procedure established by the Ministry of Education, Research and Youth.

Transition to liceu - upper cycle (grades XI to XII/XIII) depends on the educational route graduated and on the competences acquired during compulsory education. Access of the graduates of liceu - lower cycle to the different branches of study, profiles and specialisations provided within high school upper cycle is based on a specific methodology elaborated by the Ministry of Education, Research and Youth. In the case of a technical high school, the progressive route and the direct route, the access to a higher vocational qualification is realized through a specific methodology certifying their vocational skills.

Finalisation of the high school education (in liceu - upper cycle) is attested through a graduation certificate – [certificat de absolvire](#) that confers the right to attend, according to the provisions of the law, post secondary non-tertiary education, the right to sit the [examenul de bacalaureat](#) and the attestation exam. Graduates also receive the updated personal portfolio for permanent education and, upon request, the registration paper – [foaia matricolă](#).

High school graduates that sit and pass the [examenul de bacalaureat](#) receive the [diploma de bacalaureat](#) conferring to the holder the right to attend higher education, in the conditions established by the law. The [examen de bacalaureat](#) consists of 2 or 3 examinations on common subjects (Romanian language, a modern language and, as the case may be, mother tongue) and 3 examinations on subjects differentiated according to the profile and specialisation graduated. For certain educational profiles and specializations/ vocational qualifications (established by the Ministry of Education, Research and Youth) graduates can take a separate exam for certification or attestation of vocational skills, depending on the case. If passing the exam, graduates receive a level 3 vocational qualification certificate or a vocational qualification attestation respectively, neither conditioned by the passing of the [examen de bacalaureat](#) (except for the graduates of pedagogical high schools wanting to follow a teaching career in pre-primary or primary education).

The post secondary non-tertiary education comprises 1 to 3 years of study and is organised at the initiative of the Ministry of Education, Research and Youth or following the specific requests of firms and other interested institutions. Post secondary non-tertiary education is provided within "post-high schools" and "foremen schools" and may be attended only by high school graduates – holding or not a [diploma de bacalaureat](#).

Tertiary education is accomplished through universities, institutions, academies of study and post-university studies schools. The mission of the tertiary education institutions is either education and research or only education. Establishment of the higher education institutions is possible only through dedicated laws, according to the higher institutions accreditation and diploma recognition procedures (Law 88/1993 amended through Law 144/1999). The higher education institutions establish the admission methodology, according to the general criteria established by the Ministry of Education, Research and Youth. Only high school graduates holding a [diploma de bacalaureat](#) can be admitted in higher education. Specialisations and specialisations groups are established by the Ministry of Education, Research and Youth in cooperation with the Ministry of Labour, Social Solidarity and Family and upon consulting the National Council for Academic Evaluation and Accreditation, the higher education institutions as well as other interested players. Higher education institutions usually include several faculties, university colleges - [colegiu universitar](#), departments, chairs and units for scientific research, design and micro-production.



Until the 2005/2006 academic year, tertiary education was organised in short-term education (3 years, except pedagogical high schools graduates attending pedagogical colleges for whom the duration of the short-term education is 2 years) and long-term education (4-6 years).

Short-term higher education was provided in university colleges - [colegiu universitar](#) established within long-term higher education institutions. Finalisation of the short-term higher education was accomplished through a graduation exam, organised based on the criteria established by the Ministry of Education, Research and Youth and a methodology established by the university senates. Graduates passing the graduation exam receive a diploma specifying the acquired specialisation domain, whilst students that do not pass the graduation exam can receive, upon request, a short-term higher education certificate – [certificat de studii universitare de scurtă durată](#) and a copy of the matriculation fiche – [foaia matricolă](#). Short-term higher education graduates holding a graduation diploma can continue their studies in long-term higher education in the same or similar specialisations, based on admission criteria established by the long-term higher education institutions.

Long-term higher education was provided in universities, institutions and academies of study, within faculties and specialisations authorised or accredited. Finalisation of the long-term higher education is accomplished through an exam – examen de licență – organised based on the general criteria established by the Ministry of Education, Research and Youth. The content of the exams and the specific criteria are established by the university senates. Graduates passing the examen de licență receive the title [Licențiat](#) in the corresponding profile and specialisation. Graduates that do not pass the examen de licență can receive, upon request, a long-term higher education certificate - [certificat de studii universitare de lungă durată](#) and a copy of the registration paper – [foaia matricolă](#). Students or graduates wanting to pursue a teaching career have the obligation to attend and pass the courses organised by the Teacher Training Department.

Post-university education is organised in tertiary education institutions and post-university studies schools accredited for this purpose and is accomplished through: in-depth specialisation studies, master-degree studies, academic post-university studies, doctoral studies, specialty post-university studies and in-service training post-university studies. Except for the doctoral studies, admission for post-university studies is organised for higher education graduates, based on the general criteria established by the Ministry of Education, Research and Youth and the specific criteria established by the university senates. Admission, organisation and functioning of the doctoral studies are regulated through Government Decision.

Starting from the 2005/2006 academic year, tertiary education is organised in three successive cycles: Bachelor (3 years), [Master](#) (2 years) and Doctorate (3 years). Students enrolled in higher education before 2005/2006 academic year, continue their studies according to the old structure.

Education can be provided in the following forms: day-classes, evening-classes, part-time education, multiple-grades classes, distance learning and home schooling for certain children with special educational needs that can not be moved. As a rule, compulsory education is organized in day-classes. However, for persons exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms, according to the rules established by the Ministry of Education, Research and Youth. Depending on the existing conditions, schools can be organised with several different education levels.

In Pre-tertiary education, pupils can transfer between different schools and educational routes, profiles or specialisations on the basis of specific rules, established by the Regulation concerning the Organisation and Functioning of Pre-tertiary Education Units (Ministerial Order 4747/2001). At the higher education level, the open character is ensured through the University Charter. Pupils and students with exceptional aptitudes and performances can promote 2 grades in one school or academic year.

[Extinderea învățământului obligatoriu. Studiu privind condițiile de implementare](#)

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 2.5. Compulsory Education

According to the Education Law (Law 84/1995, republished, subsequently amended and completed), amended in June 2003, compulsory education has the following structure in the school year 2007/2008:

- Primary education (compulsory) – organised for pupils aged 6/7-10 and including grades I to IV;
- Lower secondary education - organised in two successive cycles (both compulsory):
  - Gimnaziu – grades V to VIII for pupils aged 10-14;
  - Liceu - lower cycle or, alternatively, Școala de arte și meserii (Arts and Trades School) – grades IX and X for pupils aged 14-16;

Regarding the school entry age, the Education Law (Law 84/1995, republished, subsequently amended and completed) stipulates that children who are 6 years old by the beginning of the school year are enrolled in the first grade of primary education by the local educational authorities. However, upon the written request of the parents or legally appointed guardians, children that are 6 years old by the end of the year can also be enrolled in the first grade of primary education, if their general development is consistent with the general requirements. At the same time, parents or legally appointed guardians can request postponement of the enrolment of their children even if they are 6 years old by the beginning of the school year. The obligation to attend day-classes compulsory education no longer adjourns at the age of 18 (two years over the normal age for graduating compulsory education).

Transition from primary education to gymnasium is conditioned only by the completion of primary education. In some cases, schools include in their profile fifth grade classes with intensive study of a modern language. It happens in these situations that the number of pupils passing the fourth grade and wishing to attend the specified fifth grade classes exceeds the actual number of available placements in the school. In these cases schools organise tests for the fourth grade graduates – including, at the school decision, evaluation of the communication competences in Romanian and in the respective modern language as well as basic competences in mathematics. This situation also occurs in some cases where certain schools – known for high performances – face a higher demand than their actual offer. However, the enrolment quota for the fifth grade is overall at least at the level of the number of the fourth grade graduates in each locality or in neighboring localities in the rural areas.

Graduates of gimnaziu are distributed among two alternative educational routes – according to their options and a selection and repartition procedure established by the Ministry of Education, Research and Youth.

The two alternative educational routes available for graduates of gimnaziu to complete their compulsory education are as follows:

- Liceu - lower cycle (grades IX and X), further divided into the following branches of study: theoretical, TVET, and specific education and training (military, theological, sports, arts and pedagogical);
- Școala de arte și meserii (Arts and trades school) (grades IX and X) providing vocational education and training.

Graduates of liceu - lower cycle receive a graduation certificate – [certificat de absolvire](#) stating that they accomplished compulsory education, a personal portfolio for permanent education and, upon request, the registration paper– [foaia matricolă](#) listing all the subjects and marks. Graduates of școala de arte și meserii (Arts and Trades School) receive the same graduation papers and, supplementary, if passing the professional competences certification exam organised at the end of the studies they receive a level 1 professional qualification certificate.

The enrolment quotas for all education levels are established yearly through Government Decision, based on the Ministry of Education, Research and Youth proposition. The Ministry's proposition is preceded by a multi-step consultation-projection process involving: local public authorities, County School Inspectorates, the Committees for the Development of the Social Partnership in Vocational Training, teachers' unions, and other players. The Ministry of Education, Research and Youth approves the final enrolment quotas for all education levels for each county – based on the provisions of the Government Decision. Enrolment quotas have been established such as to ensure to all graduates of gimnaziu the possibility to continue their studies within the subsequent education levels.

The parent or the legally appointed guardian is compelled through the Education Law (Law 84/1995, republished, subsequently amended and completed) to take all the necessary measures to ensure pupil's school attendance during compulsory education. Failing of the parent or legally appointed guardian to respect this provision is a contravention and is sanctioned through a fine between 50 and 200 RON. Ascertainment of the contravention and sanctioning of the parent or legally appointed guardian is performed by the authorities designated by the Ministry of Education, Research and Youth and the Ministry of Administration and Interior, on the basis of a common methodology. At the same time, according to the provisions of the law on the state allowance for children (Law 61/1993 amended through Law 261/1998), children that do not attend school during compulsory education do not benefit of the state allowance. This provision does not apply for children that are not attending school due to medical reasons.

[Extinderea învățământului obligatoriu. Studiu privind condițiile de implementare](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Ministerul Internelor si Reformei Administrative](#)

[Legea nr. 261/31/12/1998 pentru modificarea si completarea Legii nr. 61/1993 privind alocatia de stat pentru copii](#)

[Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii \(republicata în baza Legii 261/31/12/1998\)](#)

[Legea învatământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 2.6. General Administration

General administration and management of the education and training system is ensured at the national level by the Ministry of Education, Research and Youth, a part of the central public administration. In exercising its specific attributions, the Ministry of Education, Research and Youth cooperates at the central level with other Ministries and institutional structures subordinated to the Government.

The national educational policy is established by the Ministry of Education, Research and Youth, based on consultations with other involved institutions and ministries. Public Pre-tertiary education is part of the local decentralized public services and is subordinated to the Ministry of Education, Research and Youth through the County School Inspectorates. These inspectorates ensure at local level observance of the legislation and evaluation of the education system and process as well as implementation of the educational policy established by the Ministry of Education, Research and Youth. Tertiary education is coordinated by the

Ministry of Education, Research and Youth, according to the university autonomy. Universities and other higher education institutions are autonomous and are guaranteed the right to establish and implement their own development policies by the law, within the general provisions of the in-force legislation.

The public Pre-tertiary education network is organised and approved by the Ministry of Education, Research and Youth in cooperation and with the support of the local public administration, according to the demographic evolution and the training requirements. Establishment of the higher education institutions is possible only through dedicated laws, according to the higher education institutions accreditation and diploma recognition procedures (Law 88/1993 amended through Law 144/1999).

Human resources policy in education is established by the Ministry of Education, Research and Youth, according to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed) and the Teaching Staff Statute (Law 128/1997) and based on consultations with teachers' unions. Management of the human resources in Pre-tertiary education is the responsibility of the Ministry of Education, Research and Youth and is performed at local level through the County School Inspectorates. The methodology for the teachers' mobility (recruitment, selection, appointment and permanent or temporary transfer) is established every year through Ministerial Order, within the limits set by the law. Furthermore, the Ministry of Education, Research and Youth coordinates and supervises through the County School Inspectorates all the activities concerning the mobility of the teachers. Management of the human resources in higher education is the responsibility of the higher education institutions, within the limits established by the law and according to the academic criteria set by the Ministry of Education, Research and Youth.

The Ministry of Education, Research and Youth is responsible for the elaboration of the national curriculum for Pre-tertiary education: curriculum frameworks, syllabi and textbooks. Schools, in cooperation with the County School Inspectorates and local community representatives, establish the school based curriculum (local development curriculum for T/VET). Higher education curricula are established according to the university autonomy.

Decentralisation of the administration and financing system for Pre-tertiary education has been a major objective since the promulgation of the Education Law (Law 84/1995, republished, subsequently amended and completed). Government Ordinance 32/2001 (amended in 2001 and 2002), Government Decision 538/2001 (amended through Government Decision 174/2003), as well as the Law 195/2006, have contributed to the decentralisation of financing system – determining a decentralised allocation of the funds and the execution of the budgets through the local public authorities. Local councils received attributions regarding the projection and execution of the budgets, including the task of ensuring from their own funds the current materials costs, subventions for boarding and schools canteens, investments and major repairs. As a result of the modification of the Education Law (Law 84/1995, republished, subsequently amended and completed) by the Laws 713/2001 and 520/2002, the property of the public domain of communes, towns or counties on public schools.

Public tertiary education is financed from the state budget based on financing contracts signed between the Ministry of Education, Research and Youth and the higher education institutions. The entire material basis of higher education is the property of and administrated by the Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 174/13/02/2003 pentru modificarea art. 25 din anexa la Hotarârea Guvernului nr. 538/2001 privind aprobarea Normelor metodologice pentru finantarea învățământului preuniversitar de stat

Hotarârea Guvernului nr. 538/07/06/2001 privind aprobarea Normelor metodologice pentru finantarea învățământului preuniversitar de stat

Ordonanta de urgenta a Guvernului nr. 32/26/02/2001 pentru reglementarea unor probleme financiare

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior și recunoașterea diplomelor (republicata)

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificările și completările ulterioare)

### 2.6.1. Textbooks and additional curriculum resources

According to Art.128 of the Education Law (Law 84/1995, republished, subsequently amended and completed), the educational institutions can only use textbooks approved by the Ministry of Education, Research and Youth. Moreover, it is specified that institutions of Pre-tertiary education may also use alternative textbooks.

According to HG no. 231/ 2007, in the field of textbooks' evaluation, the National Centre for Curriculum and Evaluation of Pre-tertiary Education has the following competences:

- to contribute to the elaboration and implementation of policies referring to the textbooks;
- to coordinate the development of textbooks' evaluation mechanisms for the Pre-tertiary education, according to the methodology approved through order of the minister of education, research and Youth;
- to realize expertise and polls in the educational institutions regarding the process of selection and use of the textbooks;
- to coordinate the development of textbooks' reevaluation mechanisms, on demand of the minister of education, research and Youth;
- to train textbooks' evaluation experts, by implementing programmes in this particular field;
- to organize the general framework of dissemination of textbooks in schools;
- to check if the publishing houses comply with the technical conditions of textbooks' publication;

These competences also represented the basis for establishing the goals to be realized since the institution was founded in March 2007. Therefore, regarding textbooks, the National Centre for Curriculum and Evaluation of Pre-tertiary Education realized the following goals:

- the reform of the methodological framework regarding textbooks used in the Pre-tertiary educational system;
- the organization and implementation of sessions to integrate the new textbooks in the Pre-tertiary educational system;
- the analysis of the implementation process of selection and use of the textbooks in the educational institutions;
- the organization and implementation of textbooks' reevaluation sessions;
- the organization and implementation of the process regarding the dissemination of textbooks in the educational institutions;

#### 2.6.1.1. The reform of the methodological framework regarding textbooks used in the Pre-tertiary educational system

In 2007, the National Centre for Curriculum and Evaluation of Pre-tertiary Education started the reform process of the methodological framework regarding textbooks used in the Pre-tertiary educational system by elaborating the *Methodology regarding textbooks for Pre-tertiary education*. The aim of this methodology is the insurance of accurate and high quality textbooks, according to the curriculum and syllabi in force for each subject/ vocational course.

By this methodology, all processes regarding textbooks used in the Pre-tertiary educational system have been established, namely:

- the evaluation/reevaluation and approval of projects regarding textbooks;

- the purchase of new textbooks and the completion of the initial supplies / reprinting;
- the exclusive use in Pre-tertiary educational system of textbooks approved through order of the minister of education, research and Youth;
- the regulation of textbooks' titles which are going to be purchased based on the funds assigned by the Ministry of Education, Research and Youth, as well as on the free market;
- keeping the record and administration of textbooks at national, regional and local level;
- the administration of the *Catalogue of textbooks for Pre-tertiary education*;
- the evaluation/ reevaluation and approval process of project regarding textbooks which are going to be purchased on the free market, especially for the post-compulsory education;
- the use, in the special educational system, of textbooks which have completed the process of elaboration, evaluation/ reevaluation, approval and reprinting of textbooks for the special education;
- establishing the responsibilities of the ones involved in the processes of evaluation/ reevaluation of textbooks' projects, purchase of new textbooks, completion of the initial supplies and administration of textbooks.

By the end of 2008, the *Methodology regarding textbooks for Pre-tertiary education* was approved by the Order of the Minister of Education, Research and Youth no. 5913/ 13.11.2008.

#### **2.6.1.2. The organization and implementation of sessions to integrate the new textbooks in the Pre-tertiary educational system**

In 2007 there were evaluated and approved, based on the criteria stipulated and legal implemented by the procedures and methodologies in force at that time, a number of 251 textbooks for the grades XI and XII and for the completion year.

Moreover, there were evaluated textbooks for *Romanian language, culture and civilization* (for the pupils who study abroad), *Aromanian language, History of communism in Romania*. In 2008, the National Specialized Committees for each subject approved the publication of textbooks realized according to the subject curricula for optional subjects or the curriculum established by the school itself.

#### **2.6.1.3. The organization and implementation of textbooks' reevaluation sessions**

In 2008, there were reevaluated, on demand of the minister of education, research and Youth, a number of textbooks which presented dysfunctions. Therefore, 4 textbooks were reviewed by the publishing houses and, after a suspension period of 2 years, they have been reintroduced in the *Catalogue of textbooks for Pre-tertiary education*.

#### **2.6.1.4. The Catalogue of textbooks for Pre-tertiary education**

*The Catalogue of textbooks for Pre-tertiary education* is an official document which contains all the titles of the textbooks approved through order of the minister of education, research and Youth and it is available online on the website of the Ministry of Education, Research and Youth and on the one of the National Centre for Curriculum and Evaluation of Pre-tertiary Education.

The catalogue is structured in three parts:

- textbooks in force for compulsory education;
- textbooks in force for upper secondary educational level;
- textbooks in force adapted for the special educational system.

*The Catalogue of textbooks for Pre-tertiary education* is realized based on the list of textbooks for the Pre-tertiary education approved through order of the minister of Education, Research and Youth. The National Centre for Curriculum and Evaluation of Pre-tertiary Education realizes, brings it up to date and modifies the catalogue, according to the official documents which certify the approval of the textbooks for the use in the



Pre-tertiary educational system and/ or the suspension/ temporary withdraw/ erase of the titles of textbooks and/ or together with the documents which certify the approval of reregistered in the *Catalogue of textbooks for Pre-tertiary education*.

The textbooks in force, contained in the *Catalogue of textbooks for Pre-tertiary education*, can be identified by specific codes for the educational level, grade, curricular area and language of instruction.

#### **2.6.1.5. The analysis of the implementation process of selection and use of the textbooks in the educational institutions**

In 2008, the National Centre for Curriculum and Evaluation of Pre-tertiary Education realized the expertise and the polls in the educational institutions regarding the selection and use of textbooks and used the data to organize and coordinate at national level the implementation of the process regarding the completion of the initial supplies by reprinting textbooks. These polls represented the starting point for the money distribution to each school inspectorate. Therefore, the following criteria were taken into account:

- the number of pupils in each district;
- the list with the titles of approved textbooks;
- the last acquisition price for 2006-2007, compared to the consumption price index for the Textbooks' expenses received from the National Institute for Statistics

#### **2.6.1.6. The organization and implementation of the process regarding the dissemination of textbooks in the educational institutions**

The decentralisation process of the purchase of textbooks regarding the completion of the initial supplies started in 2007, when the agreements for reprinting textbooks needed for the school year 2007-2008, purchased by the Ministry of Education, Research and Youth, were concluded by each School Inspectorate, respectively by the School Inspectorate of Bucharest, based on the number of pupils in each district. In 2008, the Ministry of Education, Research and Youth, through the National Centre for Curriculum and Evaluation of Pre-tertiary Education, continued reprinting the textbooks for the compulsory education, in order to complete the initial supplies of textbooks, taking into account the principle of decentralisation. For the first time, the School Inspectorates administered the budget needed for the reprinting of textbooks for the school year 2008-2009, based on a Calendar with all the stages of the reprinting process, taking into account the budget assigned by the Ministry of Education, Research and Youth and the list with textbooks in the *Catalogue of textbooks for Pre-tertiary education regarding the completion of the initial supplies/ reprinting for the school year 2008-2009*". Therefore, based on the decentralisation principle in the Pre-tertiary education, each County School Inspectorate/ School Inspectorate of Bucharest had the possibility to allocate money for certain titles or educational levels where the deficit of textbooks was higher. Hence, the process of purchasing textbooks became more efficient, because the percentages were no longer imposed and therefore the necessary number and the deficit of textbooks in schools were completed.

The amount of money assigned for reprinting textbooks for the school year 2008-2009 was 24.519.538 lei. This amount was increased, for the completion of the textbooks' supplies translated in the languages of the national minorities with 907.869,75 lei, representing 29% of the initial funds.

By the end of the process regarding the completion of the initial supplies by reprinting textbooks, the National Centre for Curriculum and Evaluation of Pre-tertiary Education had centralized the conditions in order to provide free textbooks in the educational institutions based on the reports realized by each County School Inspectorate/ School Inspectorate of Bucharest. The general percentage regarding the provision of free textbooks on national level was approximately 80% of the necessary number of textbooks, between 35% and 100%.

### **2.6.1.7. Additional curriculum resources**

Between March 2007 and December 2008, the National Centre for Curriculum and Evaluation of Pre-tertiary Education regarded especially the issue of the textbooks. The creation and reglementation of a methodological framework in this particular field represented the main goal of our institution. Once this methodological framework regarding textbooks will be completed and implemented, the additional curriculum resources will become the main goal of the National Centre for Curriculum and Evaluation of Pre-tertiary Education. Besides, between 2008 and 2013, one of the institutional development guidelines on the managerial activity of the National Centre for Curriculum and Evaluation of Pre-tertiary Education regarding textbooks, is represented by the development of politics promoting the additional curriculum resources.

### **2.6.2. General Administration at National Level**

The organisation and functioning of the Ministry of Education, Research and Youth is regulated through decisions of the Government, according to the general provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed). The Ministry of Education, Research and Youth has the responsibility to establish and implement the national educational policy and has initiative and execution rights in financing and human resources policies in education. In exercising its specific attributions, the Ministry of Education, Research and Youth cooperates at the central level with other Ministries and institutional structures subordinated to the Government (See 1.2.).

The decision-making process at the national level is assisted by experts' bodies established by the Ministry of Education, Research and Youth 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. In the consultation process the Ministry of Education, Research and Youth also involves national teachers' professional associations and, as social partners, teachers' unions and pupils' and students' associations recognised at national level.

Implementation of the major reform projects and the decentralisation process (See 2.1.) and 2.2.) has led to the establishment through laws or decisions of the Government of a number of institutions or institutional structures external to the Ministry of Education, Research and Youth, holding specific attributions: the National Centre for Curriculum and Evaluation of Pre-tertiary Education (founded in 2007 by the reorganization of the National Council for Curriculum), the National Service for Assessment and Evaluation, the National Centre for TVET Development, the National Commission for Pre-tertiary Education Evaluation and Accreditation, the National Council for Financing Public Pre-tertiary Education, the National Centre for In-service Training of the Pre-tertiary Education Staff, the National Centre for Recognition and Equivalence of Diplomas, etc. In order to implement at national level the European Union action programmes in the field of education and training, the Socrates National Agency and the National Centre Leonardo da Vinci. Both institutions joined in 2005, and formed the National Agency for Community Programmes in the Field of Education and Training, which presently manages the Community Programmes: Lifelong Learning and Youth in Action.

In November 2005, based on the Government Ordinance no. 75/2005 regarding quality assurance in education, the Romanian Agency for Quality Assurance on Pre-tertiary Education (ARACIP) was founded, which took over the patrimony, the rights and obligations, the logistic infrastructure, the stuff and the database of the National Commission for Pre-tertiary Education Evaluation and Accreditation. (CNEAIP).

In establishing, coordinating and implementing the national educational policy, the Ministry of Education, Research and Youth has the following attributions:



- To coordinate and control the national education system;
- To organise the public educational network and to propose the enrolment quotas to the Government, based on prognosis studies and consultations with the schools, local public authorities and interested economic agents;
- To approve and ensure observance of the National Curriculum and of the national evaluation system;
- To coordinate the scientific research activity in education;
- To ensure the framework for textbook production and to ensure schools financing for the acquisition of the textbooks, according to the provisions of the law;
- To establish the general higher education admission criteria;
- To approve establishment of high schools (lyceums) and post-high schools units;
- To approve, in the conditions of the law, the organising and functioning regulations of the subordinated units, except for the higher education institutions;
- To elaborate diagnose and prognosis studies in the domains of restructuring and modernisation of education and to contribute to the improvement of the legislative framework;
- To ensure the framework for designing, homologation and production of educational means;
- To ensure the organisational framework in selection and training of gifted pupils;
- To ensure specialised schooling and adequate psycho-pedagogical support for children and youngsters with physical, sensorial, mental or associated disabilities;
- To analyse social protection in education and to propose adequate measures to the Government and the local public authorities;
- To coordinate the activity of the subordinated higher education libraries;
- To assume the responsibility of initial and in-service teacher training;
- To coordinate for the subordinated units, according to the provisions of the law, the appointment, transfer, dismissal, retirement and evidence of the teachers, teachers' assistants and management, guiding and control personnel;
- To ensure repartition of the training national Fund, based on consultations with the interested players;
- To assume the responsibility of the national education system evaluation, according to the national standards;
- To elaborate and implement the medium and long-term education and training reform strategies;
- To elaborate in cooperation with other ministries the strategy for cooperation in the field of education and scientific research with other states and international bodies;
- To cooperate on a protocol-basis with the states where persons of Romanian nationality or origin live, in order to promote and provide education in the mother tongue;
- To elaborate specific norms for school buildings and endowments;
- To establish, based on internal norms, the means to recognise and validate the diplomas, certificates and scientific titles issued abroad, according to the international conventions;
- To establish the structure of the school year for Pre-tertiary education, exams sessions, terms for organising contests and school holidays;
- To control the observance of the norms for accounting-financial activity, budgetary execution and administration of the public national education system patrimony; to charge taxes, in RON and foreign currencies, to cover for the costs of study papers validation and recognition, according to the provisions of the law.

In 2008, structure of the Ministry of Education, Research and Youth was the following:

- Minister of Education, Research and Youth - top-level executive position in the Ministry of Education, Research and Youth; the Minister is assisted by three Secretaries of State, a Secretary General and two Presidents of National Authorities. A part of directorates and services are directly subordinated to the Minister. The other managerial structures of the Ministry are subordinated to the Minister through Secretaries of State, Secretary General, or Presidents of National Authorities, depending on specific domains. The structures directly subordinated to the Minister are the followings:

- General Directorate Budget-Financing, Patrimony and Investments;
- Directorate Audit;
- Directorate Public Relations;
- General Directorate International Relations and European Affairs;
- Minister's Control Department;
- Secretary of State for Higher Education - high level executive position for coordination of higher education. Subordinated structures:
  - General Directorate Management of Higher Education;
  - Intermediate Body of the Sectorial Operational Programme for Human Resources Development;
  - Secretary of State for Pre-tertiary Education - high level executive position for coordination of Pre-tertiary education. Subordinated structures:
    - General Directorate Management of Pre-tertiary Education;
    - General Directorate Management of Human Resources;
    - Management Unit of Projects for Pre-tertiary Education;
    - Management Unit of Projects for School Rehabilitation;
    - Secretary of State for Education in Languages of Ethnic Minorities and Relations with the Parliament - high level executive position for coordination of education for ethnic minorities and communication with the Parliament. Subordinated structures:
      - General Directorate Education in Languages of Ethnic Minorities and Relations with the Parliament;
      - National Centre for Recognition and Equivalence of Diplomas.
      - Secretary General - high level executive position for coordinating internal activities of the Ministry. Subordinated structures:
        - Directorate Judicial and Contentious;
        - Directorate Administration and Personnel;
        - Directorate Education Policies;
        - President of the National Authority for Scientific Research - high level position for co-ordination of scientific research.

President of the National Authority for Innovation - high level executive position for co-ordination of activities destined to young persons.

Romanian Agency for Quality Assurance on Pre-tertiary Education

Institutul de Stiinte ale Educatiei

Ministerul Educatiei, Cercetarii si Tineretului

Agenția Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale

Centrul National pentru Dezvoltarea Învatamântului Profesional si Tehnic

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Centrul National pentru Formarea Personalului din Învatamântul Preuniversitar

Consiliul National de Atestare a Titlurilor, Diplomelor si Certificatelor Universitare

Consiliul National pentru Finantarea Învatamântului Superior

Consiliul National al Cercetarii Stiintifice din Învatamântul Superior

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 2.6.3. General Administration at Regional Level

From the administrative-territorially point of view, Romania is organised in 41 counties. The capital city Bucharest counts as the 42 administrative-territorial unit.

Pre-tertiary education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Youth through the County School Inspectorates acting as regional level deconcentrated specialised bodies with the following attributions:

- To supervise the organisation and functioning of the Pre-tertiary educational network in accordance with the national educational policy;
- To ensure implementation and observance of the legislation in organizing, management and deployment of the educational process;
- To ensure quality of the education and observance of the national standards through the school inspection;
- To establish, based on the Ministry of Education, Research and Youth endorsement, public schools as: kindergarten - grădinița (for children from 3 up to 6 years old), primary (from the 1-St up to the 4-Th grade), gimnaziu (from the 5-Th up to the 8-Th grade) and VET schools;
- To propose to the Ministry of Education, Research and Youth the pupils' enrolment quotas for each education level, route, profile and specialisation at the county level – based on prognosis studies and following consultations with schools, local public administration authorities, economic agents and interested social partners;
- To ensure together with the local public administration authorities schooling of the pupils during compulsory education;
- To coordinate teachers' recruitment, according to the provisions of the Teaching Staff Statute (Law 128/1997);
- To organise and guide the in-service teacher training as well as scientific research and other complementary activities in Pre-tertiary education;
- To coordinate together with the local public administration authorities utilisation, development and preservation of the didactic material basis of the schools;
- To coordinate schools' admission and graduation exams as well as the educational competitions;
- To control the activities and the Pre-tertiary educational services provided by the economic agents, foundations, associations, religious cults and other bodies within the county; to ascertain observance of the legislation and to take the legal measures as required;
- To coordinate the activity of the libraries in the Pre-tertiary education units subordinated;
- To coordinate and control the Teaching Staff Centre – resource center for in-service teacher training.

County School Inspectorates design and implement their own budgets and are financed by the state through the Ministry of Education, Research and Youth budget. The County School Inspectorates have specific attribution in financing certain educational institutions and activities, as established by the law (See 2.8.).

The structure of the County School Inspectorates is established through Order of the Minister of Education. In the counties where tuition is provided also in the national minorities languages, the structure of the County School Inspectorates includes school inspectors for this type of education. Considering the specific problems of the Roma population, each County School Inspectorate appoints an inspector for Roma population education. The consultation and decision-making processes at the County School Inspectorate level are ensured through the Consultative Council, the Committees for the Development of the Social Partnership in Vocational Training and the administration council (See 2.7.2.).

The administration council of the County School Inspectorate comprises 9-11 members: the General School Inspector, the Deputy General School Inspectors, the head of the Teaching Staff Centre(CCD), the technical-

administrative director, the chief accountant, the legal advisor and school inspectors. The General School Inspector is the chair of the administration council. The County School Inspectorates periodically organise county level conferences of the teaching staff for consultative, participative and didactic reasons.

The management of County School Inspectorate is ensured by General School Inspectors and Deputy General School Inspectors, appointed on a contract-basis by the Minister of Education, Research and Youth. The General School Inspector coordinates the entire activity of the County School Inspectorate and is subordinated to the Minister of Education, Research and Youth through the Secretary of State for Pre-tertiary Education. School inspectors (guiding and control personnel at the level of the County School Inspectorates) are appointed on a contract-basis by the General School Inspector (See 8.4.). School inspection is usually performed by teams of school inspectors, according to the procedures, rules and regulations established through Ministerial Order (See 9.4.2.).

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.

Ministerul Educației, Cercetării și Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Constituția României

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

#### **2.6.4. General Administration at Local Level**

According to the in-force legislation, all the public schools buildings are the property of the local public domains and public Pre-tertiary education is financed from the local budgets (town, commune; county – only for special education). However, certain costs are supported from the state-budget through the County School Inspectorates budgets.

Part of the Local Councils (town, commune) has established school service units as institutional structures of the local public administration authorities, acting independently from the County School Inspectorates. The main functions of the Local Council school service are to ensure maintenance of the buildings and to support schools in establishing and executing the yearly budget, according to specific financing rules and the needs of the schools and the local community.

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Legea nr. 128/12/07/1997 privind Statutul personalului didactic

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Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

#### **2.6.5. Educational Institutions, Administration, Management**

Management of Pre-tertiary educational institutions is ensured by heads of schools assisted, according to the concrete conditions and the provisions of the law, by deputy heads of schools. When exercising their managerial duties, the heads of schools rely on the teachers' council and the administrative council. Organisation and functioning of these bodies, as well as the specific attributions of the heads of schools and

of the deputy heads of schools are established through the Education Law (Law 84/1995, republished, subsequently amended and completed), the Teaching Staff Statute (Law 128/1997) and the Regulation for Organisation and Functioning of the Pre-tertiary Education Institutions (Ministerial Order 4925/2005).

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. Auxiliary teaching staff (support personnel; teachers' assistants) can participate in the teachers' council meetings when issues regarding their activity are discussed. Subject to the topics of the meetings, the head of school can also invite representatives of the parents, of the pupils' consultative council, of the local public administration authorities, etc. Participation of the teachers to the meetings of the teachers' council is compulsory. The teachers' council has the following attributions:

- To debate and approve the medium-term development plan of the school;
- To debate and approve the activity reports, the semester activity programmes and the annual activity plan;
- To elect the teachers for the administration council;
- To propose to the head of school the members of the schools' commissions and departments;
- To validate the semester and annual reports on the academic situation of the pupils;
- To analyse and decide on the sanctioning of the teachers and teachers' assistants failing to respect the provisions of the law or of the internal regulation of the school;
- To decide on the disciplinary sanctioning of the pupils;
- To decide the rewards to be granted to pupils, teachers and teachers' assistants, according to the provisions of the law;
- To validate the pupils' behaviour marks lower than 7 (on a 1 to 10 marking scale);
- To establish the optional subjects provided within the school based curriculum;
- To approve the project for the enrolment quota;
- To approve curricular projects developed in the school;
- To elaborate synthetic appreciations on the activity of the teachers requesting the merit salary or the merit grade (forms of salary incentives to promote quality teaching);
- To approve in extraordinary meeting, in the presence of all school personnel, the internal regulation of the school, elaborated with the representatives of the teachers' unions.

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. According to the provisions of the law, the members of the administration council are as follows: the head of school, the deputy head(s) of school, the chief accountant, elected representatives of the teachers, the representative of the parents and of the local public administration authority (town, commune). The representative of the teachers' union participates as an observer to the administration council meetings. The administration council also includes representatives of the economic agents that ensure practical training of the pupils. The high schools and post-high schools administration councils include representatives of the pupils/students. The kindergartens or primary schools that do not have full legal personality are affiliated and coordinated by another school but nominate 1 or 2 teachers in the administration council of the coordinating school. The administration council of each school has the following attributions:

- To ensure observance of the Education Law (Law 84/1995, republished, subsequently amended and completed), the Teaching Staff Statute (Law 128/1997), legislative acts issued by the Ministry of Education, Research and Youth and decisions of the General School Inspector;
- To elaborate the short-term educational strategy of the school;
- To elaborate in cooperation with the representatives of the teachers' unions the internal regulation of the school;
- To elaborate in cooperation with the teachers' unions the job descriptions for the non-teaching staff of the school, as well as the evaluation criteria for their professional performance;

- To evaluate annually the individual professional performance and to establish the corresponding annual ratings for all school personnel, based on the propositions of the chairs of the school's commissions/departments;
- To approve, according to the provisions of the law and following the proposition of the head of school, granting of the merit salary for the school personnel;
- To establish the monthly primes to be awarded to the school personnel;
- To establish, following teachers' unions consultation, the leave periods for the school personnel, based on individual written requests and the propositions of the head of school;
- To establish the members and the attributions of the operational commissions of the school;
- To control periodically the accomplishment of the syllabi and the rhythmic evaluation and assessment of the pupils, based on the synthetic reports of the chairs of the schools' commissions/departments;
- To approve granting of the scholarships, according to the provisions of the law;
- To analyse and propose for approval the annual budget project;
- To establish the strategy for attracting and use of the extra-budgetary funds, according to the provisions of the law.

Members of the administration council co-ordinate and assume responsibilities for various domains, as a result of the delegation of managerial responsibilities by the school heads. They make proposals to administration council concerning various commissions and working groups with specific responsibilities in schools.

Universities and other higher education institutions are autonomous and are guaranteed by the law the right to establish and implement their own development policies, within the general provisions of the in-force legislation. The Ministry of Education, Research and Youth coordinates the activity of the universities and other higher education institutions, complying with the principles of university autonomy. The university autonomy is correlated with the principle of personal and public accountability for the quality of the entire teaching and scientific research activity accomplished by the higher education institution.

Rights and obligations, as well as the norms that regulate university activities within each area are established through the University Charter of the higher education institution, adopted by the university senate. The university autonomy encompasses the domains of management, structuring and functioning of the higher education institutions, teaching and scientific research activities, administration and financing, and is mainly accomplished through:

- Establishment of the internal structure of the higher education institution, according to the provisions of the law;
- Programming, organisation, deployment and improvement of the educational process; establishment of the curricula in accordance with the national strategies and standards for higher education development; organisation of the admission of the students and definition of the evaluation standards for students' academic and professional performances;
- Projection, organisation and establishment of the post-university forms of study, confirmed through the accreditation of the study programmes; establishment of the domains in which diplomas and certificates issued can be used – in cooperation with the Ministry of Education, Research and Youth and other public authorities, economic agents and nationally recognised professional associations;
- Selection and promotion of the teaching staff and other categories of employed personnel as well as establishment of the criteria for evaluation of the teaching and scientific research activity; granting of the didactic, scientific and honorific titles, according to the provisions of the law;
- Organisation of the scientific research and documentation; organisation of publishing activities; organisation of the audio-visual activities; establishment of cooperation programmes with other higher education and research institutions;
- Eligibility of all management bodies through secret suffrage;

- Establishment of the financial and material needs; use and administration of the funds, according to the provisions of the law; identification and establishment of supplementary financing sources; organisation and control of the economic-administrative services;
- Solving social issues of the university community; conceding of study and research scholarships;
- Organisation of scientific, cultural and sport manifestations;
- Establishment of foundations, according to the provisions of the law; establishment and use of logos and symbols;
- Ensuring order and discipline in the university area.

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 Youth and the higher education institutions. The entire material basis of higher education is the property of and administrated by the higher education institutions.

According to the Education Law (Law 84/1995, republished, subsequently amended and completed) and the Teaching Staff Statute (Law 128/1997), the management structures at the higher education level are the university senate, the faculty council, the college council, the department council and the chair bureau. The higher education institution is managed by the university senate chaired by the rector. Each faculty of the higher education institution designates representatives in the university senate – academic staff and students, according to the provisions of the law and of the University Charter. In the university senate students are represented in proportion of 1/4 of the total number of members of the senate. Deans of faculties and directors of departments and colleges are members of the university senate. Operational management of the higher education institutions is ensured by the university senate bureau chaired by the rector and comprising the pro-rector(s), the scientific secretary, the general administrative director and a representative of the students, member of the senate. Except for the general administrative director, all other members are elected by the senate. According to the provisions of the University Charter, the senate can include in its bureau deans or department/colleges directors.

The faculty council is chaired by the dean and is elected by the permanently employed academic staff and researchers holding a PhD degree from the departments and the chairs subordinated to the faculty. In the faculty council students are represented in proportion of 1/4 of the total number of members of the council. The department council is chaired by the department director and is constituted based on the university senate or faculty council decision. The chair is the basic structural unit of the faculty or department and function with minimum 15 teaching positions. Management of the chair is ensured by the chair bureau, comprising the chair head and minimum 2 elected members from the corresponding chair.

All the management structures and positions of higher education institutions are elected through secret suffrage for a 4-year period, according to the provisions of the law and of the University Charter. A person can not hold the rector/dean position for more than 2 successive mandates. The specific attributions and competences of the management structures and positions are established through the University Charter, according to the provisions of the law. The management positions in the higher education institutions, except for the rector, are confirmed by the university senates. The rector is elected by the senate and is confirmed through Ministerial Order. The general administrative director is appointed through open recruitment procedure.

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar



Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 2.7. Internal and External Consultation

The Education Law (Law 84/1995, republished, subsequently amended and completed), the Teaching Staff Statute (Law 128/1997), the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005) and the University Charter of each higher education institution specifically establish the organisation (including composition) and functioning of the management structures at different education levels.

According to these legislative acts, participation to the decision-making process of the pupils/students, teaching staff, representatives of the social partners (teachers' unions, professional associations, students' unions, etc.) and players in society at large (parents, local public administration authorities, economic agents, religious cults, etc.) is guaranteed at all education levels of the system. The legislation also establishes the organisation and functioning of various external consultative bodies, stating the domains in which consultation is mandatory. In various administrative matters the documents issued by the administrative bodies produce the envisaged legal effects only if endorsed by the representatives of the external consultative bodies established by the law.

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 2.7.1. Internal Consultation

At the school level, internal consultation process and participation of the pupils and teaching staff to the decision-making process is ensured through the pupils' council, the teachers' council and the administration council.

The pupils' consultative council comprises all prefects of the classes and is organised and functions according to the internal regulation of the school. The prefect is designated by the tutor-teacher of the class based on consultations with the pupils. The pupils' consultative council elects a chair and the representative of the pupils in the administration council of the school (usually the chair) among its members. Meetings are held at the initiative of the chair or of the head of school and focus on matters concerning pupils' activity in the school: educational conditions, discipline, cultural and social activities, teacher-pupil relations, participation in various school projects, etc. Following decisions taken in the meetings, the chair of the pupils' consultative council presents to the head of the school or to the administration council concrete propositions regarding improvement of the school activity. The decision to implement or reject the propositions is taken either by the head of school or by the administration council – depending on the exact area concerned.

The teachers' council of the school, which has a decision-making role in the instruction and education area, comprises all teaching staff of the school, regardless their specific employment status (permanent or substitute teacher), and is chaired by the head of school. Auxiliary teaching staff (support personnel; teachers' assistants) can participate in the teachers' council meetings when issues regarding their activity are discussed. Subject to the topics of the meetings, the head of school can also invite representatives of the parents, of the pupils' consultative council, of the local public administration authorities or of the social partners. Participation of the teachers to the meetings of the teachers' council is compulsory. The teachers' council meets at the beginning and at the end of each semester and whenever the head of school considers it to be necessary. The teachers' council can also meet in extraordinary session upon the request of minimum



one third of its members. Decisions are taken by vote and are binding for the entire personnel of the school. According to the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005), the teachers' council has specific attributions in evaluating and planning the educational activity, in deciding on the school based curriculum, pupils' enrolment quota, awards and sanctions, etc. (See 2.6.4.).

The administration council of the school, which has a decision-making role in the administrative area, comprises 5 to 11 members and is chaired by the head of school. According to the provisions of the law, the members of the administration council are as follows: the head of school, the deputy head(s) of school, the chief accountant, elected representatives of the teachers, the representative of the parents and of the local public administration authority (town, commune). The representative of the teachers' union participates as an observer to the administration council meetings. The administration council also includes representatives of the economic agents that ensure practical training of the pupils. The high schools and post-high schools administration councils include representatives of the pupils/students. The pre-schools or primary schools that do not have legal personality and are affiliated to another school, nominate 1 or 2 teachers in the administration council of the coordinating school. The administration council meetings are held monthly or whenever the head of school or one third of the members consider it to be necessary. Decisions are taken by vote and are binding for the entire personnel of the school. According to the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005), the administration council has specific attributions in ensuring observance of the legislation in the school, evaluating and planning the administrative activity, human resource development and management, monitoring personnel's activity, etc.(See 2.6.4.).

Participation of students, teaching staff and researchers in the decision-making process at the level of higher education institutions is guaranteed by the Education Law (Law 84/1995, republished, subsequently amended and completed), the Teaching Staff Statute (Law 128/1997) and the University Charter of each higher education institution. All the management structures and positions of higher education institutions are elected through secret suffrage for a 4-year period, according to the provisions of the law and of the University Charter. Students are represented in proportion of 1/4 of the total number of members of the university senate and faculties councils respectively. The senate elects one of its student-members in the senate bureau – the operational management body of the higher education institution.

[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## **2.7.2. Consultation involving Players in Society at large**

In 2006 was founded The National Students Council as advisory body of the ministry. It works on the Regulation of organization and functioning of the National Students Council, adopted by Order of Minister. The Executive Office of the National Council of Students is comprised of 11 members (President, Vice-president 8 - democratically elected in the regions of development, 2 executive secretary). The 8 Vice-presidents are presidents in the regions of origin.

At the school level, parents' support and consultation is ensured through the council of parents' representatives, whilst parents' participation to the decision-making process is ensured through the administration council.

The class parents' committee is elected every year in the general assembly of all pupils' parents in that class and comprises: a chair, a member and a treasurer. The class parents' committee represents the interests of the parents in the general school parents' assembly, the council of parents' representatives and the teachers'

council. Communication between the class parents' committee and the school is ensured by the tutor-teacher.

The general school parents' assembly comprises all the chairs of the class parents' committees in the school and elects every 2-3 years the council of parents' representatives and the censors' commission. The council of parents' representatives comprises 5 to 7 members: a chair, a vice-chair and members with specific attributions. Communication between the school and the council of parents' representatives is ensured by the head of school. The chair of the council of parents' representatives is a voting-member of the administration council and represents parents' interests within this management structure (See 2.6.4.). According to the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005), the council of parents' representative has specific attributions in supporting school's management regarding improvement of educational conditions, attracting and use of extra-budgetary funds, educational and vocational guidance and counselling, support and direct involvement in school's projects and extra-school activities, etc. All the funds created from or with the help of the parents are entirely administrated by the council of parents' representatives, under the supervision of the censors' commission.

Local public administration authorities (town, commune and, only for special education, county level) are responsible for the financing of most of the schools' activities and for the maintenance of the buildings. In order to have a clear understanding of the schools' problems and to directly contribute to the management of the school, local public administration authorities designate a representative (voting-member) in each school's administration council. However, school-community relationship is not restricted to this framework and specific relations, more informal, develop in order to respond to various needs of the school and of the community respectively. Some of the main needs to which school-community relationship actually respond are as follows:

- Information needs. The making of the information flow: school - community, involved from the school: teachers, and students, and from the community: parents, representatives of civil society and local government
- Training needs. These can be localised both at the level of the pupils and of the community members. In the case of the target-group pupils training can signify practical training at various economic agents (on a contract basis) as well as education in non-formal environments: participation to cultural and artistic manifestations, museum visits, trips, etc. On the other hand, the role of the school as a provider of education and training services becomes more and more important. Within the legal framework established by the law on organisation and functioning of the continuing education system through educational institutions (Law 133/2000) schools can provide education and training for adults for professional (re)qualification, development of key-competences (e.g. ICT competences), etc.
- Financial needs. In various occasions schools may attract sponsors from the community members – in order to support specific development projects or extra-curricular and extra-school activities. Involvement of the parents in finding sponsors is very important and school management usually seeks for support from the council of parents' representatives in this matter.
- Humanitarian and social needs. Various reports outline the fact that pupils have organised themselves on a voluntary basis in order to offer support to disadvantaged persons – such as elderly people living in retirement homes or children in the orphanages. This form of support can include small presents, regular visits, etc. and are generally encouraged both by the school management as part of the civic education and by the community. At the same time, community members provide financial help for pupils with social problems, supplementary to the state-support in some cases.
- Educational and vocational guidance and counselling needs. The satisfying of these needs is achieved through specialized services offered at the school level, the county level, and through intra-and extra-curricular activities

Participation of the community in the decision-making process at the county level is ensured through the consultative councils of the County School Inspectorates and the Committees for the Development of Social Partnership in Vocational Training,

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. The chair of the Consultative Council is elected from its members through secret suffrage. Considering that special attention is required in the consultation process for the projection and development of the TVET, the Committees for the Development of Social Partnership in Vocational Training 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.

Representatives of the nationally recognised teachers' unions are involved at all decision-making levels in the education system. The meetings of the administration councils – both at school level and at the County School Inspectorate level – are held in the presence of the representatives of the teachers' unions. Their role is to observe and express unions' opinion on the decisions taken (non-voting members) and their comments are registered in the written reports of the meetings. On a number of specific matters concerning teachers' employment and mobility, papers issued by the head of school or by the General School Inspector have to be endorsed by the representatives of the teachers' unions in order to produce the envisaged legal effects. The consultation process at the local (county) level and central level is also accomplished through the social dialogue commissions, organised according to the provisions of the law (Government Decision 314/2001 amended through Government Decision 569/2002). At the county level, the social dialogue commission comprises representatives of the prefecture, of the decentralised public services of the ministries (including the County School Inspectorate), of the employers' confederations and of the trade unions. At the Ministry of Education, Research and Youth level, the social dialogue commission comprises representatives of the ministry and the leaders of nationally recognised teachers' unions.

Commissions for social dialogue have a consultative role and their activities are intended:

- To secure relationship between social partners – administration, employers and unions – in order to permanently inform on the specific needs and to facilitate solving of the various requests and problems (e.g. work conflicts, job descriptions, etc.);
- To consult social partners on legislative initiatives (e.g. amendments to the existing laws, orders of the minister, regulations, etc.);
- To consult social partners on various measures to be implemented in the system (e.g. regarding teachers' mobility, teachers' salaries and incentives, projection of the school network, pupils' enrolment quota, National Curriculum etc.);
- To propose solutions for other problems under the remit of the respective ministry, on which social partners reach agreements.

The National Agency for Partnership between Universities and the Social-Economic Environment (APART) was established in order to support opening of the higher education institutions to the society and economy (Government Decision 1338/2001 amended through Government Decision 1620/2003).

As a result of the Government Decision 1357/2005, APART has been transformed into National Agency for Qualifications in Higher Education and Partnership with Socio-Economic Environment (ACPART), inheriting the patrimony, as well as all rights and obligations, logistic infrastructure, staff, databases and archives of APART. Main tasks of ACPART are the followings:

- elaboration, implementation and updating of national qualification framework in higher education;
- development, recognition and attestation of qualifications on the basis of knowledge, skill and attitudes of beneficiaries of higher education system;

- analysis of the compatibility between the curriculum of various specialisations in higher education and the standards of national qualification framework;
- involvement of Romanian higher education institutions in the development of a European society, based on knowledge and productivity, with a competitive and dynamic economy;
- promotion of opening the higher education institutions to socio-economic environment, through co-operation actions among higher education institutions, business representatives, other organisations, for development of specific partnerships, labour market research, development of entrepreneurship dimension in Romanian universities and for knowledge transfer.

In 2002 the institutional framework was established to improve knowledge transfer from research to economy and to increase higher education institutions participation to the social-economic development (Ordinance of the Government 14/2002 approved and amended through Law 50/2003). This institutional framework promotes scientific and technological parks – defined as common areas for education, research, technological transfer and economic activities.

Scientific and technological parks are established on the basis of a contract between an accredited higher education institution on one side and state or private enterprises, local public administration, employers or professional associations, Romanian or foreign investors, on the other side.

Socio-economic objectives pursued by the establishment of the scientific and technological parks are as follows:

- Technological transfer from research to economic agents;
- Establishment of specialists with high professional performances in research and higher education;
- Training of the Innovation for research activity;
- Absorption of private funds in education and research;
- Market valorisation of the Romanian research results;
- Employment in advance technologies area;
- Stimulation of the innovative and technical-scientific potential of the teaching staff, researchers and students;
- Orientation of the higher education institutions and research facilities towards the social and economic environment;
- Insertion of students and graduates in the social-economic environment;
- Stimulation of the higher education institutions and research facilities to identify new financing sources;
- Stimulation of the economic agents towards active participation of the private sector to the development and valorisation of research and Youth;
- Foreign companies to invest in technological transfer activity;
- Development of the scientific, technologic and economic potential at regional level.

The functioning authorisation of the scientific and technological parks is issued by the Ministry of Education, Research and Youth, based on the evaluation of the request submitted by the partners.

Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 1338/27/12/2001 privind înfiintarea Agentiei Nationale pentru Parteneriatul Universitatilor cu Mediul Economico-Social (APART)

Hotarârea Guvernului nr. 1620/23/12/2003

Hotarârea Guvernului nr. 314/15/03/2001 privind înfiintarea, organizarea si functionarea comisiilor de dialog social în cadrul unor ministere si al prefecturilor

Hotărârea Guvernului nr. 569/05/06/2002 pentru modificarea și completarea Hotărârii Guvernului nr. 314/2001 privind înființarea, organizarea și funcționarea comisiilor de dialog social în cadrul unor ministere și al prefecturilor

Ordonanța Guvernului nr. 14/24/01/2002 privind constituirea și funcționarea parcurilor științifice și tehnologice

Legea nr. 133/21.07.2000 pentru aprobarea Ordonanței Guvernului nr. 102/1998 privind formarea profesională continuă prin sistemul educațional

Legea nr. 50/21/01/2003 pentru aprobarea Ordonanței Guvernului nr. 14/2002 privind constituirea și funcționarea parcurilor științifice și tehnologice

Ordinul ministrului educației nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare și funcționare a unităților de învățământ preuniversitar

## 2.8. Methods of Financing Education

Public education is financed in Romania at 6% of GDP. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), public education is financed from the state and the local budgets (town, commune); economic agents, individuals and institutions with legal personality can also finance directly education and training activities.

The education financing mechanism ensures decentralisation of the administration of funds and involvement of the local communities in allocation of supplementary financial resources for education. The allowance for each educational institution or institution is calculated based on the exact quantum from the state budget corresponding to each child, pupil or student. This quantum corresponds to the education level and specificity, and to other educational indicators, especially the ones referring to quality of education. Educational institutions can also benefit of other financing sources, according to the provisions of the law: funds from various activities organised by the educational institution (educational services, including continuing education for adults, rent, micro-production, etc.), subventions, donations, sponsorships and taxes. Funds created from these sources are entirely administrated and used at the level of the educational institution, including for salaries incentives, without any payments to the state or local budgets and without affecting budgetary allowances. Annual budgetary execution of educational institutions is public.

Financing of the public Pre-tertiary education is ensured from the local budgets (county – only for public special education; town, commune), except for the following costs supported directly from the state-budget through the Ministry of Education, Research and Youth (Government Decision 538/2001 amended through Government Decision 174/2003):

- The local components of the education reform projects, as well as the corresponding external credits reimbursements, interests and commissions (See 2.2.);
- Scholarships for pupils from The Republic of Moldavia as well as scholarships for foreign pupils and Romanian citizens abroad;
- Organisation of exams, competitions and national subject Olympics;
- In-service teacher training (accommodation, transport, salary rights and costs determined by the in-service teacher training activities);
- The participation-quotas of the schools involved in Leonardo da Vinci projects;
- Functioning costs for Clubs, Camps, Children Palaces (extra-curricular and extra-school activities public institutions), Teaching Staff Centre and County School Inspectorates.

Railway and metro transportation for pupils is also financed from the state-budget but through the Ministry of Public Works, Transportation and Housing.

Every public school has the right and the obligation to establish its own budget based on the following principles:

- Salaries, textbooks and scholarships are financed proportional with the number of pupils (per capita financing);
- Materials and services costs, public institutions allowances and investments are financed complementary to the proportional financing.

The budget is drafted during the elaboration-phase of the local and state budgets and is finalised after the promulgation of the state-budget law and is approved together with the local budgets. If budget rectifications occur during the budgetary execution the same procedure has to be followed. School's management has the obligation to project the school's budget based on specific indicators in order to accurately reflect the financing necessities and to make best use of resources. Proportional financing is established based on the following procedure:

- The National Council for Financing of Pre-tertiary Education (CNFIPS) proposes to the Ministry of Education, Research and Youth the criteria and standards for proportional financing;
- The Ministry of Education, Research and Youth approves the criteria and standards following consultations with the teachers' unions;
- The CNFIPS proposes to the Ministry of Education, Research and Youth the annual indicative average costs per pupil by education level and profile based on the approved criteria and standards;
- The Ministry of Education, Research and Youth approves the annual indicative average costs following consultations with the teachers' unions;
- The Ministry of Education, Research and Youth transmits the approved annual indicative average costs per pupil in order to establish the necessary funds for proportional financing to the County School Inspectorates;
- The Commission, which establishes the annual average cost per pupil by school, is instituted at the level of the County School Inspectorate. The members of the Commission are: the General School Inspector, the technical administrative director, a head of school, a school chief-accountant, the economic director of the County Council and a representative of the teachers' unions;
- The Commission mentioned above has the following responsibilities:
  - analyses the data submitted by each school regarding the number of pupils and the salaries, textbooks and scholarship costs;
  - on the basis of data received from Pre-tertiary education institutions, establishes the indicative costs per pupil for each school based on the data submitted by each school and the annual indicative average costs per pupil, transmitted by the Ministry of Education, Research and Youth.

Following this procedure, schools draft the proportional financed part of their budget based on the figures transmitted by the County School Inspectorate and on the actual number of pupils per education level and profile.

Schools draft the complementary financed part of their budget, on the basis of norms established by the Ministry of Public Finance, covering material and services costs (except textbooks), public institutions allowances and investments. Finally, all schools that have supplementary financing sources establish distinctively the corresponding budget.

The final form of the school budget project is submitted to the local public administration authority during the projection phase of local and state budgets. Following the approval of the state-budget:

- The County Council decides the repartition of the sums booked from certain payments due the state-budget (VAT) towards the budgets of the administrative-territorial units budgets in the county (towns, communes) and, within this repartition, the exact allowance for proportional financing for each school. The



repartition is accomplished in the amount and with the exact destination established by the state-budget law;

- The Local Councils (town, commune) add the allowances for the complementary financing from their own budgets to the allowances for proportional financing and establish the final budget for each school in their jurisdiction. School's activity is financed by the corresponding financial exercise based on the approved budget.

Financing of the post-high schools is ensured on a contract-basis by the individuals or the institutions with legal personality requesting this type of schooling.

According to the Education Law (Law 84/1995, republished, subsequently amended and completed), public higher education institutions function as institutions financed from the state-budget and other sources. The revenues of these institution comprise the following funds:

- Funds allocated on a contractual basis from the Ministry of Education, Research and Youth budget for: basic (per capita) financing, complementary financing, investments, scholarships and students' social protection;
- Funds from various activities organised by the higher education institution (educational services, including continuing education for adults, renting, micro-production, technological transfer, research contracts, etc.);
- Funds from other sources: interests, donations, sponsorships, taxes, fees, etc.

The higher education institutions use their revenues, regardless the source, in the conditions of the university autonomy to accomplish the objectives of the state policy in the domain of higher education and university research.

Basic financing is ensured from the state-budget according to the number of students admitted without educational fees, to the level and specificity of the education and training, and to other educational indicators, especially the ones referring to the quality of education. Complementary financing is ensured both from the state-budget and external sources – loans and non-reimbursable funds. The complementary financing is accomplished by the Ministry of Education, Research and Youth through:

- Subventions for students' accommodation;
- Funds allocated based on priorities and specific norms for equipping, investment objectives and major repairs;
- Grants awarded on a competition-basis for university scientific research.

Financing is secured through the contract signed between the Ministry of Education, Research and Youth and the higher education institution, as follows:

- Institutional contract for basic financing, for scholarships and students' social protection funds, as well as for investment objectives funds;
- Complementary contract for financing of the scientific research of the university, major repairs, equipping and investments, and students' accommodation subventions.

Based on the proposals of the National Council for Higher Education Financing (CNFIS) and of the National Council for Scientific Research in Higher Education (CNCSIS), the Ministry of Education, Research and Youth approves the financing criteria for public higher education institutions. Approved criteria are furthermore used by the CNFIS and CNCSIS to calculate and propose the allowances for higher education institutions. The Ministry of Education, Research and Youth analyses and approves the final figures and signs the financing contracts with each higher education institution. The Ministry of Education, Research and Youth approves the higher education institutions budgets through Order of the Minister, after the state-budget is approved.

Higher education institutions are authorised to accept a number of students exceeding the number of placements financed from the state-budget, subject to students' agreement to support the costs for the education provided (Law 441/2001). The Ministry of Education, Research and Youth approves every year the exact number of paid-placements for each higher education institution, based on the propositions of the university senates and according to the national standards for academic evaluation and accreditation. The educational fee is established by the university senate according to the costs of the education provided.

The current legal framework includes specific provisions on increased allowances for mainstream schools enrolling specific types of pupils or working in certain areas:

- Classes can be organised below the minimum number of pupils per class established by the Education Law (Law 84/1995, republished, subsequently amended and completed), subject to Ministry of Education, Research and Youth approval. This situation occurs in disadvantaged and/or isolated areas or for classes with tuition in the languages of the national minorities. In these cases the proportional financing formula is corrected accordingly;
- Mainstream schools integrating pupils with special education needs receive specific support: supplementary teachers' assistants, educational materials, special training for the teachers, school building facilities, etc. Financing can be provided either from the local budgets or directly from the state-budget through programmes coordinated by the Ministry of Education, Research and Youth and other governmental bodies;
- The Ministry of Education, Research and Youth finances the translation of the approved textbooks in the languages of the national minorities and provides free of charge textbooks for compulsory education;
- The Ministry of Education, Research and Youth can approve organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education). In general compulsory education is organized in day-classes. However, for persons exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. In cases as described above, financing is ensured from the state-budget through the Ministry of Education, Research and Youth, from the local budgets or by non-governmental organisations;
- Teachers working in isolated rural areas receive salary incentives according to the norms established by the Teaching Staff Statute (Law 128/1997).

Supplementary, as previously mentioned, the Ministry of Education, Research and Youth finances directly the local components of the education reform projects targeting strategic priorities of the development of education and training. Schools involved in these projects benefit of specific support to improve quality of and access to education (the Rural Education Project, the School Rehabilitation Project, the T/VET development projects, the project Access to Education for Disadvantaged Groups) (See 2.2.).

Consiliul National al Cercetarii Stiintifice din Învatamântul Superior

Consiliul National pentru Finantarea Învatamântului Superior

Consiliul Național pentru Finanțarea Învățământului Preuniversitar de Stat

Ministerul Economiei si Finantelor

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Transporturilor

Hotarârea Guvernului nr. 174/13/02/2003 pentru modificarea art. 25 din anexa la Hotarârea Guvernului nr. 538/2001 privind aprobarea Normelor metodologice pentru finantarea învățământului preuniversitar de stat



Hotărârea Guvernului nr. 538/07/06/2001 privind aprobarea Normelor metodologice pentru finanțarea învățământului preuniversitar de stat

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 441 din 18.07.2001 pentru aprobarea Ordonanței de urgență a Guvernului nr. 133/2000 privind învățământul universitar și postuniversitar de stat cu taxa

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 2.9. Statistics

Educational institutions by level, in the school year 2007-2008

Level	Total	Area	
		Urban	Rural
Pre-primary	1731	1521	210
Primary and gimnaziu	4615	1346	3269
High school	1426	-	-
Arts and trade schools	1360	-	-
Post-high school	427	-	-

Sources:

Pre-primary education, 2007/2008 school year, National Institute of Statistics

Primary level and Gimnaziu (first phase of general lower secondary level) at the beginning of 2007/2008 school year, National Institute of Statistics

Liceu, at the beginning of 2007/2008 school year, National Institute of Statistics

Vocational Education, at the beginning of 2007/2008 school year, National Institute of Statistics

Universities and faculties according to the type of property, in the academic year 2007-2008:

Total		Public		Private	
Universities	Faculties	Universities	Faculties	Universities	Faculties
106	631	56	432	50	199

Source: Higher Education at the beginning of 2007/2008 Academic Year, National Institute of Statistics

Public expenditure for education as percentage of GDP

2000	2001	2002	2003	2004	2005	2006	2007	2008
3,4	3,6	3,6	3,5	3,3	3,5	4,3	5,5	6

Source: Report on the status of national education system - 2008. Ministry of Education and Research, Bucharest, 2008

Weight of expenditure for various education levels in total expenditure for education (%)

Nivelul de învățământ	2001	2002	2003	2004	2005
Primar	19,71	19,72	20,72	52,04	48,80
Gimnazial	34,39	32,63	31,71		
Liceal, profesional și postliceal	32,32	32,95	32,94	27,23	32,32

Source: Report on the status of national education system - 2006. Ministry of Education and Research, Bucharest, 2007

Average costs per pupil in Pre-tertiary education in the period 2001-2005 (euro)

2001	2002	2003	2004	2005
259.20	279.66	291.42	339.16	486

Source: Report on the status of national education system - 2006. Ministry of Education and Research, Bucharest, 2007

[Anuarul Statistic al Romaniei 2007](#)

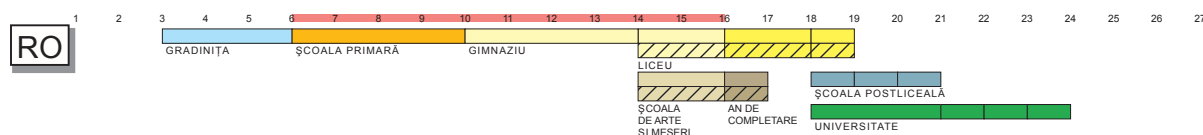
[Anuarul Statistic al României 2006](#)

Institutul National de Statistica

Ministerul Educatiei, Cercetarii si Tineretului

### 3. PRE-PRIMARY EDUCATION

#### Organisation of the education system in Romania, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Pre-primary education (also referred to as "pre-school education") is a part of the non-compulsory Pre-tertiary education and can be organised in public and private kindergartens - [grădinița](#). According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), pre-primary education is organised for children aged 3-6 in three types of programmes, offered in the same or different kindergartens: normal (4 periods), prolonged (11 periods) and weekly (Monday to Friday) programme. Children are organised in age-level groups: lower (3-4 years old); middle (4-5 years old) and high (5-6 years), high school-preparatory group (5-6/7 years old). A group works with one or two teacher, depending on the programme, and comprises in average 15 children, but no less than 10 and no more than 20. However, under exceptional circumstances (isolated areas, groups with instruction in the languages of the national minorities etc.), County School Inspectorates can approve functioning of groups with minimum 7 children, with the consent of the Minister of Education, Research and Youth.

Public kindergartens - [grădinița](#) are established by the County School Inspectorates and are financed from the state budget and the local budgets (county – for special education only, town, commune). Economic agents, individuals and entities with legal personality can also establish kindergartens with the agreement of the County School Inspectorates and according to the provisions of the law.

Children attending pre-primary education benefit from free medical and psychological assistance in consulting rooms in schools or in general state hospitals. In pre-primary education, children with special needs are usually integrated, but there are some cases due to serious deficiencies, when, the children attend special schools and, depending on the child's evolution, proposals for reorientation can be made in order to move the child from the special school to a mainstream school. The proposal for reorientation can be made

by a teacher that interacted with the child and by the school's psychologist. The decision of reorientation is taken by a commission of experts, with the consent of the family or of the legally appointed guardian.

Please refer to the subsections for more details

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 3.1. Historical Overview

Please also refer to subsections 1.1. and 2.1..

According to the historical sources, the first kindergarten (Fröbel school) was established in 1881 in Bucharest at the initiative of the "Romanian Association for the children gardens (Fröbel schools)". In 1886, the Minister in function presented to the Deputies Assembly the project of the law on "elementary public instruction", prepared by Spiru Haret (1851-1912). In his exposition of reasons, the Minister outlined that "Today, when is generally recognised the utility of children gardens, especially in towns, is impossible not to deal with them in a general law on instruction". The law was approved in 1896 and promulgated under the name of Primary Education Law (Poni Law). Besides establishing the duration of primary education to 5 years in rural areas and 4 years in urban areas, the law also founded the pre-primary education. Initially, the "children gardens" (kindergartens) could be established only through the decision of the Minister of Public Instruction, but in 1908 this restriction was removed by the Regulation on primary education. In 1909 was promulgated the law on "small children schools" – entirely dedicated to the organising and functioning of the kindergartens - [grădinița](#). One year later, in 1910, was published the first syllabi for pre-primary education, with pedagogical guidelines inspired from Fröbel's conception. In 1909 a total number of 133 kindergartens were functioning, with about 1-3 kindergartens in the majority of the counties.

**Pre-primary education in Romania has a very long tradition,** and has always regarded the the innovations in the field of young children education. The first and probably the most significant examples are the ones regarding the quick absorption of the pedagogical ideas of Froebel (in the second half of the 19th century) and the ones of Montessori (in the first half of the 20th century) regarding the educational environment for the young child. Both movements had a strong echo on European level, but also on national level. Excepting the „closure” of innovation period and the period when the social function of the institution „gradinita” (kindergarten) was developed, during the second half of the 20th century, especially in the ,70s and the 80s, the pre-primary education adopted constantly new **ideas, conceptions, innovative methods**, all inspired by national or foreign researches in the field, creating steps to positive changes for the children care with a huge impact on the whole educational system. For example:

- **first reform curriculum of pre-primary education in Romania**, when was promoted the idea of cross-curricular approach of the contents 1993;
- **many extra-curricular national Programmes** with a great impact on the different levels of the educational system : *Early Education on Stimulating Areas, Stimulating Reading,,Educating Parents, Establishing Resource Centers for the Parents , Establishing Resource and Information Centers in the Community, Ecological Education, Preparatory grade in pre-primary education etc.;*

- **the flexibility of the education environment;**
- **the diversity of the organization forms;**
- **the quality of teaching work** according with the new educational approaches and the dynamic of the children nowadays development etc.

Actually, giving more importance to the **open education**, pre-primary education is more valorized and compatible with the same levels in foreign educational systems going to turn **Romanian Society** to an Educational one.

Therefore, in **the past years**, the Ministry of Education has shown high interest in direction of intensifying the pre-primary syllabi, in order to provide a solid formal education to the children. First step was taken by the Ministry when general education was extended up from 10 to 12 grades The Ministry has also approved in the *National Strategy* regarding early education (2006). The concept of **early education**, starting from birth up to 6-7 years, is an important part of the development of a coherent politic for children's education , In the context of the new law in administration, nurseries belong to the local authorities but they are responsible only with administrative problems and they are not involved on important children needs as care, nutrition or education, etc

**Nowadays**, the priorities on both national and international level of quality in education impose a strategy on education establishing new public politics and an early educational system included in the general framework of The Children Early Development Programme .Moreover, it is important that the early education national system develops, concerning The Children Rights Convention the Millennium Development Goals, which have to be achieved until 2015. So, Ministry's actions are focused mainly on the growing of the new entries in the educational system as early as possible and on the disadvantaged groups of children. Meanwhile, curricula for pre-primary education was reviewed to be more useful to the preparatory groups of children at 5-6 years old, because the age to start compulsory education got down at 6 years old.

[Istoria învățământului din România Vol. I \(de la începuturi până în 1821\)](#)

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

## 3.2. Ongoing Debates and Future Developments

Development of the pre-primary education is addressed in two of the strategic priorities of the current stage of the education reform in Romania:

- Ensuring access to and improving quality of education for everyone;
- Developing human resources for the knowledge society.

In order to ensure an equal-opportunity access to quality education, the Phare project "Access to education for disadvantaged groups, with a special focus on Rroma" has started. The overall objective of the project is the fight against marginalisation and social exclusion by improving access to education for disadvantaged groups, with a special focus on Rroma population. More specifically, the project aims:

- To increase the availability and improve the conditions of pre-primary education to stimulate early enrolment;
- To ensure children finalizing compulsory education (prevention of school failure), and
- To provide “Second Chance” programmes for individuals who did not complete their compulsory education and outgrew school age.

The project is structured in two components:

- Development of institutional capacity;
- Training of teaching staff and school mediators, development of local curriculum, elaboration of educational products related to the specificity of disadvantaged communities, especially Roma population.

Pre-primary education has to ensure that children in the age group 5-6/7 years old are adequately prepared for starting their school life. This signifies that the curriculum of the high, school-preparatory group has to be adapted according to the age particularities of the children. It is of paramount importance that all children are prepared to start primary education at the age of 6 – meaning that net enrolment ratio for the high, school-preparatory group has to stabilize close to 100%. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), parents or legally appointed guardians can request postponement of the enrolment of their children in primary education even if they are 6 years old by the beginning of the school year.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 3.3. Specific Legislative Framework

The general legal framework for organising and functioning of Pre-tertiary education, including pre-primary education, is established by the Education Law (Law 84/1995, republished, subsequently amended and completed). Implementation of the general provisions of the law is ensured through Decisions of the Government and Orders of the Minister of Education, Research and Youth and other central public authorities. A succinct selection of the legislation acts related to pre-primary education might include:

- Government Decision 360/1991 regarding organisation of the activity of nurseries and kindergartens and establishment of the parents’ contribution for the care of the children in these units;
- Law 61/1993 on the state allowance for children (republished based on the Law 261/1998);
- Government Decision 859/1995 regarding scholarships and other forms of material and financial support for children, pupils, students and individuals attending public education (republished);
- Order of the Minister of Health 1955/1995 for approving the hygiene Norms for institutions for care, education and instruction of children and youngsters;
- Law 128/1997 regarding the Teaching Staff Statute;
- Law 109/1999 for approving the Ordinance of the Government 103/1998 regarding modification of the teaching norm in Pre-tertiary education;
- Government Ordinance no. 75/2005 regarding quality assurance in education, approved with changes by The no. 87/2006 Law;
- Government Decision no.1258/2005 regarding Organizing and Functioning Regulation of The Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP), consequently amended;
- Government Decision no. 21/2007 regarding the approval of the temporary functioning authorization Standards for the pre-tertiary schools and the approval of the accreditation and recurrent assessment Standards for the pre-tertiary schools
- Government Decision no. 22/2007 regarding the approval of the institutional assessment Methodology on authorization, accreditation and evaluation of the educational providers.

- Law 196/1999 for approving the Ordinance of the Government 87/1998 regarding establishment of the Commission for the Evaluation and Accreditation of Pre-tertiary Education;
- Government Decision 127/2000 for approving the national standards for the evaluation of the Pre-tertiary educational institutions;
- Government Decision no. 231/2007 regarding the funding, the organization and the functioning of the National Centre for Curriculum and Evaluation of Pre-tertiary Education.
- Law 719/2001 for approving the Ordinance of the Government 138/2000 regarding support measures for private education;
- Order of the Minister of Health and Family 653/2001 regarding medical assistance of children, pupils and students;
- Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Government Decision 858/2002 for approving the Frame-Regulation for organising and functioning of the National Commission for Evaluation and Accreditation of Pre-tertiary Education and of the commissions for evaluation and accreditation of Pre-tertiary education organised at the level of the counties and in Bucharest;
- Government Decision 1149/2002 approving the Methodological norms for application of the Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Law 519/2002 for approving the Emergency Ordinance of the Government 102/1999 regarding special protection and employment of the handicapped persons;
- Order of the Minister of Health and Family 725/2002 and of the National Authority for Child Protection and Adoption 12709/2002 regarding the basic criteria for establishing the degree of the handicap for children and for application of the special protection measures;
- Order of the Minister of Health and Family 197/2003 regarding organisation and functioning of the medical commissions for educational and vocational guidance;
- Emergency Ordinance of the Government 70/2003 for amending of the Emergency Ordinance of the Government 96/2002 regarding the daily snack for pupils attending grades I to IV in public education (provision extended to children attending normal programme in public pre-primary education).

The specific organisational framework for the entire activity of Pre-tertiary educational institutions is set by the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005). A succinct selection of the in-force orders related to pre-primary education might include:

- Order of the Minister of National Education 4464/2000 for approving the Regulation for organising and functioning of the pre-primary education;
- Order of the Minister of Education, Research and Youth no.5233/ 2008 which approves curriculum in early education for children up to 6 years old.
- Ministerial Order 4923/2003 approving the Regulation on organization and functioning of the centers and units for psycho-pedagogical assistance;
- Ministerial Order 5574/2003 to approving the Methodology on evaluation of Pre-tertiary education institutions and to granting the authorisation of confidence.

The enrolment quota for all education levels is established yearly through Decisions of the Government.

National Commission for Evaluation and Accreditation of Pre-tertiary Education

Autoritatea Nationala pentru Protectia Drepturilor Copilului

Government Decision 231/2007 regarding funding, organisation and functioning of the National Centre for Curriculum and Evaluation of Pre-tertiary Education

Hotărârea Guvernului nr. 1149/17/10/2002 pentru aprobarea Normelor metodologice de aplicare a prevederilor Legii nr. 116/2002 privind prevenirea si combaterea marginalizarii sociale

Hotărârea Guvernului nr. 127/18/02/2000 privind aprobarea standardelor nationale de evaluare a institutiilor de învățământ preuniversitar

Hotărârea Guvernului nr. 360/20/05/1991 privind organizarea activitatii creselor si gradinitelor si stabilirea contributiei parintilor la întreținerea copiilor în aceste unitati

Gouvernement Ordinance no 75/2005 regarding quality assurance in education, approved and amended by the no.87/2006 Law

Government Decision no 1258/2005 regarding the approval of the Regulation on organisation and functioning of the Romanian Agency for Quality Assurance in Pre0tertiary Education (ARACIP) including further amendments

Government Decision no 21/2007 regarding the approval on the authorization of temporary action standards and on the accreditation and periodic assessment standards for pre-tertiary education

Government Decision no 22/2007 regarding the approval of the Methodology on institutional assessment for authorization, accreditation and periodic assessment of education providing organizations

Hotărârea Guvernului nr. 858/16/08/2002

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse si alte facilitati financiare si materiale pentru copii, elevii, studentii si cursantii din învățământul de stat (republicata)

Ordonanta de urgenta a Guvernului nr. 70/14/08/2003 pentru modificarea Ordonantei de urgenta a Guvernului nr. 96/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Legea nr. 109/16/06/1999 pentru aprobarea Ordonantei Guvernului nr. 103/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 116/15/03/2002 privind prevenirea si combaterea marginalizarii sociale

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 196/20/12/1999 pentru aprobarea Ordonantei Guvernului nr. 87/1998 privind înfiintarea Comisiei de Evaluare si Acordare a Învățământului Preuniversitar

Legea nr. 519/12/07/2002 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 102/1999 privind protectia speciala si încadrarea în munca a persoanelor cu handicap

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea nr. 719/04/12/2001 pentru aprobarea Ordonantei Guvernului nr. 138/2000 privind masuri de sustinere a învățământului privat

Ordinul ministrului educatiei nr. 4464/07/09/2000 privind aprobarea Regulamentului de organizare si functionare a învățământului prescolar

Ordinul ministrului educatiei nr. 4481/08/09/2000 privind aprobarea Programei activitatilor instructiv-educative în gradinita de copii

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar



Ordinul ministrului educatiei nr. 5574/02/12/2003 privind aprobarea Metodologiei de evaluare a unitatilor de învățământ preuniversitar în vederea acordarii autorizatiei de încredere

Ordinul Ministrului Sanatatii si Familiei nr. 197/12/03/2003 privind organizarea si functionarea comisiilor medicale de orientare scolar-profesionala

Ordinul Ministrului Sanatatii si Familiei nr. 653/25/09/2001 privind asistenta medicala a prescolarilor, elevilor si studentilor

Ordinul Ministrului Sanatatii nr. 1955/18/10/1995 pentru aprobarea Normelor de igiena privind unitatile pentru ocrotirea, educatia si instruirea copiilor si tinerilor

Ordinul Ministrului Sanatatii si Familiei nr. 725/01/10/2002

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 3.4. General Objectives

Pre-primary education ensures the free, integral and harmonious development of the child's personality, according to his/her own rhythm and needs. The education provided has to ensure differentiated stimulation of the child, aiming to his/her intellectual, social-affective and psycho-somatic development, according to age and individual particularities. Pre-primary education is equally provided for all children, including the ones with special educational needs or the ones that need recovering/rehabilitation and integration – either in special education institutions or in mainstream institutions. Attending pre-primary education gives the children equal opportunities in preparing for school.

Organisation and functioning of the pre-primary education is based on the following general principles, as provided by the in-force legislation:

- The principle of global and individualised education – (the valorisation of the full potential of the children, of all dimensions of their personality);
- The principle of integral respect of the children rights – (guaranteeing equal opportunities to all children);
- The principle of social protection of the children in need – (ensure social services within the prolonged and weekly programme (See 3.9.) for children from disadvantaged areas, mono-parental families or socially disadvantaged families, etc.);
- The principle of cooperation with the family and the community as equal partners in the education of the children – (ensuring real support from the parents and social partners for the harmonious development of the children);
- The principle of ensuring the respect of the child – (the right of the child to protection, instruction and education as well as supervision, love and sensibility from the part of the adults).

All activities organised in pre-primary education have to respect the right of the child to play – as a form of activity, method, procedure and mean to attain educational objectives.

The curriculum for pre-primary education is established by the Ministry of Education, Research and Youth. The in-force curriculum for pre-primary education sets the following finalities for this education level:

- To ensure normal and full development of the child, valorising his psychological and physical potential and considering the child's rhythm and needs as well as the fact that playing is the fundamental activity for this age group;
- To enrich child's capacity to interact with the others and with the environment;
- To support each child in discovering his/her identity and to develop a positive self-image;

- To support each child to acquire the knowledge, understanding, skills and attitudes required by the future activities in school and in general in life.

To attain these finalities, the curriculum establishes the following educational objectives:

- Education of the language: development of the oral communication, understanding and correct utilisation of the oral structures skills; education of correct phonetic, lexical and syntactic oral communication; development of creativity and expressivities in oral communication; development of the skill to understand and transmit intentions, thoughts and significances through writing;
- Mathematics activities: development of pre-mathematic intellectual operations; development of the capacity to understand and use numbers, digits, measurements units, using an adequate vocabulary; development of the capacity to recognise, name, construct and use geometrical forms; development of the capacity to solve simple arithmetic problems through the acquisition of adequate strategies;
- Knowledge of the environment: stimulation of curiosity by explaining and understanding the environment; development of the capacity to solve problems through the acquisition of adequate strategies; development of the capacity to know and understand the environment as well as stimulation of investigative curiosity ; development of the capacity to observe and establish causal, spatial and temporal connections; use of an adequate language when presenting natural phenomena; development and exercise of basic skills for the protection of the environment and education of a positive attitude towards protection of the environment;
- Social education: knowledge and respect of the behaviour norms in society; education of the skills to get into relations with the others; education of positive willingness and character features and building a positive attitude towards oneself and the others; development of the skills to accept, tolerate and respect the diversity; knowledge of history, geography and religious elements defining spiritually the Romanian people;
- Aesthetic education: development of working skills in order to realize drawings, paintings and modellings; establishing connections between various elements of the aesthetic language, shapes and objects from the environment (nature, art and social life); stimulation of expressivities and creativity through drawing, painting and modelling;
- **Musical education:** development of the skills to intercept the sound environment and the music; development of the skills to express through music; knowledge of national and universal values of musical creation.
- Practical and home activities: knowledge of materials and their use; development and consolidation of practical skills; development of practical and aesthetic sense; development of home-practical skills and use of the specific vocabulary;
  - Physical education: development of the basic motor and applicative skills; stimulation of the intellectual and emotional qualities in order to practice independently the acquired skills; knowledge of the sanitary-hygienic skills in order to maintain a healthy life.

Besides the activities established by the common core curriculum (See 3.10.), teachers can decide on other supplementary/optional activities according to the development level of the children and within the established maximum number of activities for each group and type of programme.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Order of the Minister of Education no 5233/2008 regarding the approval of the curriculum in early education for children up to 6/7 years old

### 3.5. Geographical Accessibility

In general, the territorial distribution of kindergartens meets the population needs. In urban areas each residential district has at least one kindergarten, in the neighborhood of children's homes. If parents wish to

enroll their child to a different kindergarten than the one existing in the neighborhood, it is their responsibility to ensure transportation of the child. In the rural area the kindergarten network is well developed, in most villages existing at least one kindergarten - gardenia.

When amending the Education Law (Law 84/1995, republished, subsequently amended and completed) due to the restructuring of compulsory education, a special provision was added in order to reinforce pre-primary school attendance, especially for the children aged 5-6/7. According to the provisions of the law, local public administration authorities (county, town, commune) altogether with the School Inspectorates have to ensure the human, material and financing resources in order to enroll all children aged 5-6/7 in the high, school-preparatory group. Following this provision, in certain areas local public administration authorities have ensured school transportation of children from their houses to the kindergartens, using funds from the local budgets.

Ministerul Educației, Cercetării și Tineretului

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 3.6. Admission Requirements and Choice of Institution/Centre

Pre-primary education can be organised in public and private kindergartens. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), pre-primary education is organised for children aged 3-6 in three types of programmes, offered in the same kindergarten or in different kindergartens: normal, prolonged and weekly programme (See 3.9.). Parents or legally appointed guardians can enroll their children in the kindergarten of their choice from the age of 3. For children attending prolonged 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). Children have to be registered with the kindergartens – gardenia before the beginning of the school year. In some cases registrations are accepted during the school year.

A large number of public kindergartens mostly in the urban areas have developed enriched programmes of study, including for example study of a modern language, sports, etc. In some of these cases kindergartens employ supplementary teachers for the subjects offered. The choice of institution in the rural areas can be limited as usually there is only one kindergarten - [grădiniță](#) in each village, offering at least the normal programme.

Ministerul Educației, Cercetării și Tineretului

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 3.7. Financial Support for Pupils' Families

According to the provisions of the law on the state allowance for children (Law 61/1993 [subsequently amended and completed](#)), all children benefit of a tax-free state allowance at least until they are 16. Special legal provisions regarding the amount apply for disabled children, children being adopted, mono-parental families, etc. State allowance is suspended for children not attending compulsory education after they turn 6, except for the children that do not attend school due to medical reasons. State allowance is not paid in the months when the child spends more than 15 days in care or social assistance institutions that provide full state-protection of the child.

The monthly contribution of the parents to the cost of the meals for their children in prolonged and weekly pre-primary education programmes is established, according to the total gross income of the parents and the number of their children that are enrolled in these types of programmes ( Government Decision no.360/1991). Moreover, if the beneficiaries (the parents) chose so, the amount of this contribution may increase.

Financial support provided from the state and/or local budgets for the families with children attending pre-primary education is also included within the strategic priorities "Ensuring access to and improving quality of education for everyone" of the current stage of the education reform:

Providing free of charge daily snacks for pupils attending pre-primary (normal programme) and primary education (Ordinance of the Government 96/2002, approved through Law 16/2003 and amended through Ordinance of the Government 70/2003). The programme started in the school year 2002/2003 and the main purpose is to increase pupils' attendance in primary and pre-primary education – especially for pupils in disadvantaged areas – and to improve the health of the children. Currently, more than 1 million children benefit daily of this provision.

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 360/20/05/1991 privind organizarea activitatii creselor si gradinitelor si stabilirea contributiei parintilor la întretinerea copiilor în aceste unitati

Ordonanta de urgenta a Guvernului nr. 70/14/08/2003 pentru modificarea Ordonantei de urgenta a Guvernului nr. 96/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Ordonanta de urgență a Guvernului nr. 96/16/08/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea nr. 16/09/01/2003

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 3.8. Age Levels and Grouping of Children

In pre-primary education children are organised in three age-level groups: lower (3-4 years old); middle (4-5 years old), and high (5-6 years old), school-preparatory group (5-6/7 years old). A group works with one or two teachers (educatori), depending on the programme, and comprises in average 15 children, but no less than 10 and no more than 20. However, under exceptional circumstances, the Ministry of Education, Research and Youth can approve functioning of groups with less than the minimum number of children. For the high, school preparatory group, the Ministry of Education, Research and Youth can approve functioning of groups below the minimum or over the maximum number of children per group – according to the specific conditions (isolated areas, groups with tuition in the languages of the national minorities, etc.).

In the case of the normal programme, usually one teacher is assigned to each group and works with the same children throughout all three stages. For prolonged and weekly programme, usually there are two teachers (educatori) assigned to each group, working in 5 shifts and teaching the same children..

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Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 3.9. Organisation of Time

Pre-primary education is organised in three types of programmes, offered in the same kindergarten or in different kindergartens - [grădiniță](#):

- Normal programme (4 periods per day), providing educational activities and adequate preparation of the children for school and social life;
- Prolonged programme (11 periods per day), providing educational activities and adequate preparation of the children for school and social life as well as social protection of the children (meals, supervision and rest time);
- Weekly program (Monday to Friday), providing educational activities and adequate preparation of the children for school and social life as well as social protection of the children from socially disadvantaged areas and/or families (supervision and full accommodation during the working-days of the week).

Organisation of the school year is decided yearly through Ministerial Order. The structure of the school year takes several aspects into consideration: a balanced distribution of the school-days and holidays, the specificity of the climate in Romania and the respect for the religious beliefs of the population. The National Curriculum is established by the Ministry of Education, Research and Youth for each Pre-tertiary education level and contains specifications regarding:

- The total minimum and maximum number of classes per week;
- The minimum and maximum number of classes per week for each subject within the common core curriculum;
- The minimum and maximum number of classes per week dedicated to optional subjects/activities.

Within the framework set by the structure of the school year and the National Curriculum, each pre-primary educational institution has the full responsibility to establish the weekly and daily timetables for each group, according to the type of programme provided.

Ministerul Educatiei, Cercetarii si Tineretului

#### 3.9.1. Organisation of the School Year

Normal programme pre-primary education functions according to the structure of the school year as established for all Pre-tertiary education. The school year in Romania comprises two semesters, two or three holidays during the school year and a summer holiday. The exact calendar of the school year is established each year through Ministerial Order. The 2008/2009 school year had 35 weeks of school (5-day week system), summing 172 school days structured as follows:

- First semester:
  - School from 15 September 2008 to 30 January 2009;
  - Holiday (for pre-primary and primary education) from 27 October 2008 to 2 November 2008;
  - Winter holiday from 20 December 2008 to 4 January 2009;
  - Intersemestrial Holiday from 31 January 2009 to 8 February 2009;
- Second semester:
  - School from 9 February 2009 to 12 June 2009;
  - Spring holiday from 11 April 2009 to 20 April 2009;
  - Summer holiday from 13 June 2009 to 13 September 2009.

According to the Ministerial Order 402/2007 and as provided by the in-force legislation, schools can request County School Inspectorates amendments of the school year calendar due to objective reasons: special weather conditions, specificity of the area (agricultural activities), natural calamities, schools with the majority of the pupils of other beliefs than the Orthodox one, etc. The County School Inspectorates can

approve such requests subject to the condition that all pupils attend the total number of school-weeks and corresponding school-days as established by the Ministerial Order.

Prolonged and weekly programme pre-primary education functions continuously throughout the year due to the fact that these types of programmes also offer social protection of the children (See 3.9.). Kindergartens - [grădinița](#) offering prolonged and weekly programme can close temporarily during the year for repairs, cleaning, etc. – but no more than 60 days per year and only with the approval of the County School Inspectorate. During the closing period, the County School Inspectorate and the kindergarten's management have to ensure social protection of the children in neighbouring kindergartens.

Ministerul Educației, Cercetării și Tineretului

### 3.9.2. Weekly and Daily Timetable

The weekly (5-day week system) and daily timetables for pre-primary education are established by the administration council of the kindergarten subsequent consultations with the teachers and the parents and based on the following criteria:

- The type of programme offered (normal, prolonged or weekly);
- The number and types of activities per week established by the National Curriculum for each age-level group and type of programme;
- The total minimum and maximum number of activities per week established by the National Curriculum for each age-level group and type of programme.

According to the provisions of the in-force National Curriculum, the number of activities scheduled for each type of programme and age-level group is as follows:

- Normal programme (4 periods per day):
  - Low and middle group (3 to 5 years old): between 24 and 25 activities per week, 15 to 20 minutes each;
  - Grand group and school preparatory group (5 to 6/7 years old): between 26 and 28 activities per week, 30 to 35 minutes each;
- Prolonged programme (11 periods per day) and weekly programme:
  - Low and middle group (3 to 5 years old): between 49 and 51 activities per week, 15 to 20 minutes each;
  - Grand group, school preparatory group (5 to 6/7 years old): between 51 and 53 activities per week, 30 to 35 minutes each.

Activities organised with the children in the afternoon (prolonged and weekly programme) are supervised by the teachers and can include: recreational activities, resting, development and exercising individual aptitudes, remedial teaching, etc.

Ministerul Educației, Cercetării și Tineretului

[Ministerial Order 5233/2008 regarding the approval of the Frame-curricula and syllabi on early education for children up to 6/7 years old](#)

### 3.10. Curriculum, Types of Activity, Number of Periods

The curriculum frameworks by age-level group and educational programme set the following categories and number of activities per week, valid throughout all the school year:

Category	Low and middle group (3 to 5 years old)	Grand group, School- preparatory group (5 to 6/7 years old)
<b>Normal programme activities</b>		
Common activities:	7	10
Language education	1	2
Mathematics activities	1	2
Knowledge of the environment	1	1
Social education	1	1
Practical and home activities		1
Aesthetic education	2	2
Physical education	1	1
Chosen activities, playing and other activities	17	14
Extensions	0-1	1-2
Optional activities	0-1	1-2
Minimum no. of activities	24	26
Maximum no. of activities	25	28
<b>Supplementary activities for prolonged and weekly programme (in the afternoon)</b>		
Recreational activities	10	5
Development and exercising individual aptitudes	15	15
Remedial teaching	-	5
Minimum no. of activities	49	51
Maximum no. of activities	51	53

The length of the activities depends on the age-level group: 15-20 minute for the low and middle group and 30-35 minutes for the grand group and school-preparatory group. All activities organised in pre-primary education have to respect the right of the child to play – as a form of activity, method, procedure and mean to attain educational objectives.

National Centre for Curriculum and Evaluation for Pre-tertiary Education

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Ministerial Order 5233/2008 regarding the approval of the Frame-curricula and syllabi on early education for children up to 6/7 years old

### 3.11. Teaching Methods and Materials

The teaching methods applied in pre-primary education are carefully chosen so as to meet the finalities of the education level, the specific objectives of every category of activity (See 3.4.) and, most of all, the children's age and individual particularities. The teacher is fully responsible for choosing the methods, taking the structure of the group into consideration and the teaching aids available in the kindergarten – [grădiniță](#) and following the general methodological guidelines provided by the National Curriculum and the teachers' guides.



During a given activity, the management of the age-level group is the responsibility of the teacher. Teachers can decide to organise the activities with all the children (frontal activities), in smaller groups or individually (differentiated activities) – depending on the specific objectives of the activity and the level of the children.

Regarding the teaching methods, the following general remarks can be taken into consideration:

- The oral communication methods utilized can be classified as expository methods (story telling, description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.). Teachers also use exploratory learning methods: direct exploration of objects and phenomena (systematic and independent observation, small experiments, etc.) and indirect exploration (demonstration through pictures, films, etc.);
- During most of the activities, teachers use extensively methods based on the pupils' direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through drama, etc.);
- In pre-primary education the game is the major modality to stimulate the mental and physical capacity of the pupils and to facilitate adaptation of the pupils to the requirements of formal education.

The teaching aids used in pre-primary education consist of natural materials (plants, shells, seeds, insects, rocks, etc.), technical objects (measurement instruments, home appliances, etc.), intuitive materials (cast and clay models), figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.) and printed teaching aids (children books, workbooks, etc.). Printed teaching aids can be acquired by the kindergartens - [grădinița](#) or recommended by the teacher and acquired by the children's parents. Teaching through ICT is making progresses, due to the IT facilities, educational software or other specific materials, purchased with financial support from the local authorities, from the parents or from other interested persons or institutions.

An important number of publications for teachers have been made available for them in order to support their teaching activities: general or specific teacher-training publications, methodological guides, textbooks, etc.

*Didactica modernă*

National Centre for Curriculum and Evaluation for Pre-tertiary Education

Ministerul Educatiei, Cercetarii si Tineretului

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 3.12. Evaluation of Children

The syllabus for pre-primary education sets the general guidelines in evaluating children attainment levels (evaluation and assessment is not quantified in marks):

- At the beginning of each school year the first two weeks are dedicated for collecting data on the children (the initial evaluation). Teachers observe the children during the different moments of the daily programme and talk to the children and their parents in order to build an image as accurate as possible on each child psycho-somatic development, knowledge, understanding and skills. The same provision applies to children enrolled during the school year.
- Evaluation of the children is continuous and is not determined by the structure of the school year. Continuous evaluation is performed by the teacher through various means, including observation, conversation, small projects, etc. and aims at establishing the progress of the children during the school year. Corrective measures, such as differentiated activities, remedial teaching, etc. are freely applied by the teacher. The teacher keeps parents informed on the progress of their child and works closely with the specialised local services providing support for children development (psycho-pedagogical assistance centers – [Centrul Județean de Asistență Psihopedagogică](#) and units and inter-school logopaedic centers).

- A two-week final evaluation is recommended – but not mandatory – in order to assess the overall progress of the each child during the school year or during all pre-primary education. The official recommendation is to use a variety of evaluation methods during this period, without limiting to assessment and/or evaluation fiches. Based on the results of this final evaluation teachers determine the educational strategy to be applied the next school year and/or make recommendations for the children ready to enroll in primary education.

In pre-primary education children do not have to repeat the "class", regardless of their attainment levels. During the pre-primary and primary education, children can be re-oriented to or from the special education. The teachers and the school psychologist working with the children make the proposition and the commissions of experts make the decision, subject to the agreement of the parents or legally appointed guardian.

Ministerul Educatiei, Cercetarii si Tineretului

### 3.13. Support Facilities

Health care of children in pre-primary education is ensured either through schools' medical units (existing mostly in urban areas) or through public medical units and is free of charge (including medication). Kindergartens with prolonged and weekly programme employ nurses to ensure the first-hand health care of the children.

Inter-school logopaedic centers are organised as integrated special education institutions to provide support for the children with speech deficiencies. The logopaedic centers employ logopaedic teachers, qualified in special psycho-pedagogy, psychology or pedagogy; these have the obligation to guide and support teachers in the methodology of language developing and correcting for children with verbal deficiencies.

The Centers for psycho-pedagogical assistance – [Centre Judetene de Asistentă Psihopedagogică](#) are organised at the level of each county/ Bucharest as Pre-tertiary education complementary units subordinated to the County School Inspectorates/ School Inspectorate of Bucharest. In each school with more than 800 pupils psycho-pedagogical assistance units can be organised, according to the existing resources and needs. Schools with less than 800 pupils apply to a psycho-pedagogical assistance unit organised in another school. Psycho-pedagogical assistance centers – [Centre Judetene de Asistentă Psihopedagogică](#) and units ensure through individual and collective activities the psycho-pedagogical monitoring and counselling of the pupils as well as guidance of the teachers and pupils' parents. In cooperation with the schools and the local community the psycho-pedagogical assistance centers and units also organise school and professional guidance of the pupils, information and documentation activities, etc.

Remedial teaching is organised within prolonged and weekly programmes as afternoon activities (See 3.10.).

Ministerul Educatiei, Cercetarii si Tineretului

### 3.14. Private Sector Provision

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), economic agents, individuals and entities with legal personality can establish kindergartens with the agreement of the School Inspectorates following an accreditation procedure. Accredited private educational institutions are part of the national education system and can receive support from the state. Private education functions according to the law if:

- It is organised and functions based on the non-profit principle;
- It is organised based on non-discriminatory principles and rejects ideas, currents and attitudes that are anti-democratic, xenophobic and racial;
- It respects the national standards.

Evaluation criteria for private pre-primary education institutions refer to the basic domains of organisation and functioning: teaching staff, content, material basis and financial activity. The Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP) establishes the national standards for each criterion, differentiated by education level. The accreditation procedure follows two steps:

- The "temporary functioning authorisation " that gives the unit the provisory right for organising and functioning, and
- The accreditation that confers the unit all the rights established by the law. The organizations providing education with a "temporary functioning authorization" are committed to request the accreditation maximum 2 years after the first graduation of primary/secondary level, otherwise the temporary functioning authorization could be lost.

When organising a private kindergarten - [grădinița](#), the initiators have to comply with the following general standards, as provided by the Education Law (Law 84/1995, republished, subsequently amended and completed):

- The number of children per age-level group cannot exceed the number established by the law (that is 20);
- Teachers and management staff have to be full-time employed and appointed according to the provisions of the Teaching Staff Statute (Law 128/1997);
- The material basis has to comply with the national standards; in order to obtain the accreditation, the kindergartens have to prove that at least 25% of the income has been invested in the material basis during the provisory functioning;
- After two graduations subsequent to accreditation, the unit has to prove it owns at least 50% of the educational spaces it uses.

The framework-curricula and corresponding syllabi of private Pre-tertiary education have to respect in proportion of at least 80% the national curriculum and have to comply with the national standards. The Ministry of Education, Research and Youth is the authority that approves the curriculum frameworks and the corresponding syllabi for private pre-primary education.

Financing of private kindergartens is performed according to the in-force financial norms and is ensured by the investors and through fees paid by the parents. The fees are established autonomously by the kindergartens, within the general framework provided by the law.

Two general trends have been registered in the recent years: an augmentation of the number of requests to establish private education institutions, and a diversity of the profiles and specialisations offered to the candidates by the existing private education institutions. The best represented segment in the private Pre-tertiary education continues to be the pre-primary level. At the same time, an important number of these private education institutions are now developing primary education, too.

Romanian Agency for Quality Assurance in Pre-tertiary Education

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Government Ordinance no. 75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006

Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions

### 3.15. Organisational Variations and Alternative Structures

The Education Law (Law 84/1995, republished, subsequently amended and completed) consents to organisation and functioning of educational alternatives in public and private education with the agreement of the Ministry of Education, Research and Youth. Evaluation and accreditation of educational alternatives is performed by the Ministry of Education, Research and Youth, according to the provisions of the law.

Currently, the following educational alternatives are organised in pre-primary education:

- Step by Step programme;
- Waldorf education system;
- Montessori pedagogy;
- Freinet techniques;
- Jena Plan.

In the recent years, efforts have been made to ensure the schooling capacity necessary to organise educational alternatives, to ensure financing from the state-budget as well as to identify and use other financing sources, etc. At the same time, specific actions have been taken in order to support the educational alternatives units to clearly define their missions and objectives, to harmonize evaluation and accreditation mechanisms and procedures with the ones practiced in other European states, to organise in-service training for institutional evaluators, etc. Initial and in-service teacher training continues to be a constant preoccupation for all educational alternatives. In this respect, the educational alternatives established their own training institutions (Waldorf College, Step by Step Centre for Education and Professional Development, Ars Pedagogical Foundation) or developed cooperation with international institutions (Freunde der Erziehung und Rudolf Steiner, Software A-G Stiftung, French Cultural Centre in Timisoara, ICEM, etc.).

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 3.16. Statistics

The statistical data concerning the pre-school education in 2007/2008 were:

Number of pre-school education institutions and enrolled children according to the property

	Total	Public education	Private education
Education institutions	1731	1525	206
Children	650324	639238	11086

Number of enrolled children according to the nationality:

Nationality	Enrolled children	
	Total	%
Total	650044	100%
Română	587481	90.4
Maghiară	43534	6.7
Rromi (țigani)	13522	2.1
Germană	864	0.2
Ucraineană	2028	0.3
Alte naționalități*	2615	0.4

\*Serbian, Slovakian, Czech, Croatian, Turkish

Teaching staff in pre-school education

Total	Full-time employers		Qualified teachers		Teacher/pupils ratio
<b>37348</b>	37091	99.3 %	34904	93.5 %	17

Source: Pre-school Education in the school year 2007/2008, National Institute of Statistics

[Învățământul preșcolar în anul școlar 2006/2007](#)

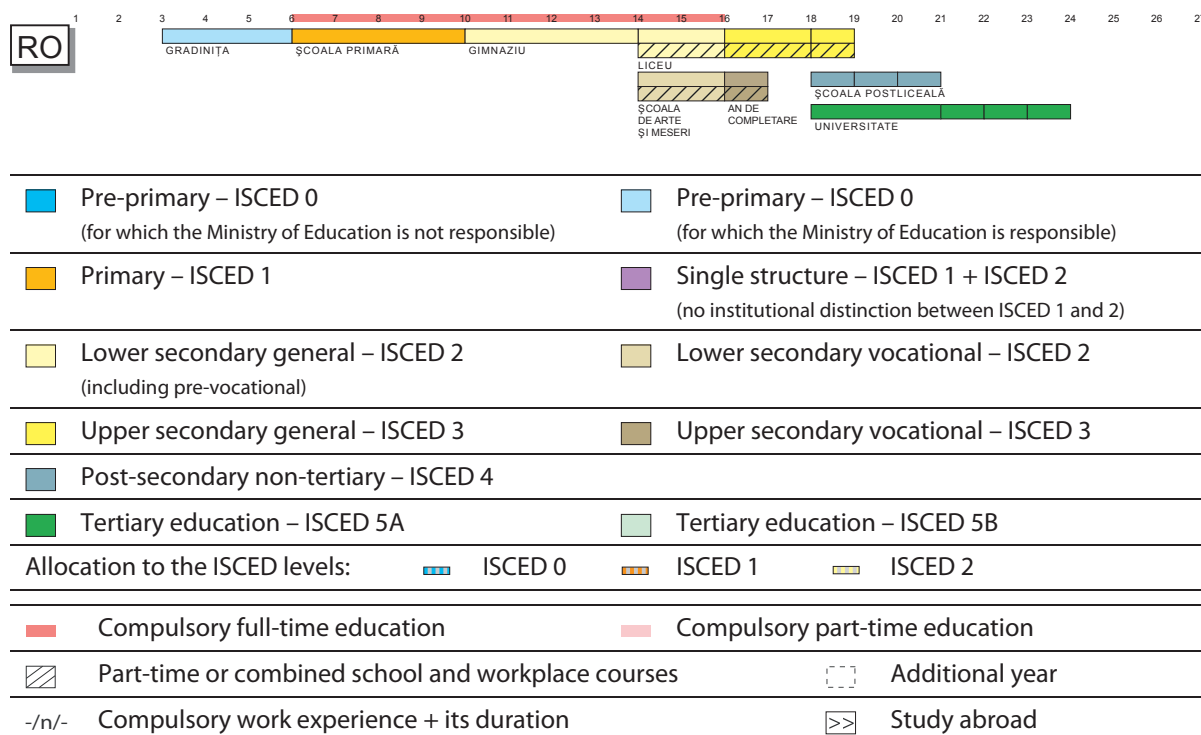
[Învățământul preșcolar în anul școlar 2005-2006](#)

Institutul National de Statistica

Ministerul Educatiei, Cercetarii si Tineretului

## 4. PRIMARY EDUCATION

### Organisation of the education system in Romania, 2008/09



Source: Eurydice.

Primary education is a part of the compulsory education and can be organised in public and private schools. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), primary education is organised for pupils aged 6-10 and includes grades I to IV. A class of any grade in primary education works with one teacher and comprises in average 20 pupils, but no less than 10 and no more than 25. However, the Ministry of Education, Research and Youth can approve classes below the minimum or over the maximum number of pupils per class – according to the specific conditions (isolated areas, classes with tuition in the languages of the national minorities, etc.). Textbooks for public primary education are provided free of charge.

The Education Law (Law 84/1995, republished, subsequently amended and completed) now stipulates that children who are 6 years old by the beginning of the school year are enrolled in the first grade of primary education by the local educational authorities. Upon the written request of the parents or legally appointed guardians, children that are 6 years old by the end of the year can also be enrolled in the first grade of primary education, if their general development is consistent with the general requirements. At the same time, parents or legally appointed guardians can request postponement of the enrolment of their children even if they are 6 years old by the beginning of the school year.

Children in primary education benefit of free medical and psychological assistance in schools' or other public medical and psychological units. During primary education, children can be re-oriented to or from the special education. The teachers and the school psychologist working with the children make the proposition and the commissions of experts make the decision, subject to the agreement of the parents or legally appointed guardian.

Ministry of Education, Research and Youth may approve, by request, special classes for persons aged over 14 who did not graduate primary education ( Second Chance Educational Programme).As a rule, general education is set up before afternoon, from Monday to Friday. Only for persons aged 2 years more than the majority of children in a generation, compulsory education could be set up in different forms as evening classes and no compulsory frequency or at the distance education .

Please refer to the subsections for more details.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.1. Historical Overview

Please refer to subsections 1.1. and 2.1. for details.

The reform of the education that started in 1990 after the overthrowing of the communist regime brought changes both in the content and the structure of primary education, the most important ones being as follows:

- The initial revision of the curriculum in order to establish more appropriate standards and attainment levels;
- The elaboration and implementation of the new National Curriculum, conceived to ensure acquisition of basic competences for all pupils during primary education;
- The elaboration and implementation of a new evaluation and assessment system, based on national standards and corresponding descriptors, altogether with changing the 10-mark system to a rating system in primary education;

Regarding primary education, the current stage of the education reform focuses mostly on ensuring access to and improving quality of education (See 2.2. ). In addition, the latest change in the entry-age to primary education required both revisions of the National Curriculum (first and second grades) and in-service teacher training – in order to better respond to the needs of the 6 years old children enrolled in significantly increased number in the first grade.

Istoria învățământului din România Vol. I (de la începuturi pâna în 1821)

Istoria învățământului din România Vol. II (1821 – 1918)

Legi ale învățământului din România (1864-1978), Vol. I-II

Învățământul românesc în date

## 4.2. Ongoing Debates and Future Developments

Development of the primary education is addressed in two of the strategic priorities of the current stage of the education reform in Romania (See 2.2.):

- Ensuring access to and improving quality of education for everyone;
- Developing human resources for the knowledge society.

The concrete measures initiated up to now, are mainly addressing the dominant domains established through the strategic priorities. However, there are a number of common measures concentrating mostly on ensuring equity in education, out of which the following include primary education: School Rehabilitation Project, free of charge school supplies for pupils coming from disadvantaged families, free of charge daily snacks for pupils attending primary education, scholarships for pupils, participation in holiday camps, free of charge textbooks for pupils attending compulsory education. Regarding the specific measures to ensure



access to and improve quality of education for everyone, primary education is included in the Rural Education Project and the Phare projects concerning access to education for disadvantaged groups.

*Extinderea învățământului obligatoriu. Studiu privind condițiile de implementare*

### 4.3. Specific Legislative Framework

The general legal framework for organising and functioning of Pre-tertiary education, including primary education, is established by the Education Law (Law 84/1995, republished, subsequently amended and completed). Implementation of the general provisions of the law is ensured through Decisions of the Government and Orders of the Minister of Education, Research and Youth and other central public authorities. A succinct selection of the legislation acts related to primary education might include:

- Law 61/1993 on state allowance for children (republished based on the Law 261/1998);
- Government Decision 859/1995 regarding scholarships and other forms of material and financial support for children, pupils, students and individuals attending public education (republished);
- Order of the Minister of Health 1955/1995 for approving the hygiene Norms for the institutions ensuring care, education and instruction of the children and youngsters;
- Law 128/1997 regarding the Teaching Staff Statute;
- Government Decision 445/1997 regarding establishment of the general criteria for scholarships and other forms of support for pupils, students and individuals attending day-schooling public education;
- Government Decision 558/1998 to amend annexes 1 and 2 of the Government Decision 445/1997 regarding establishment of the general criteria for scholarships and other forms of support for pupils, students and individuals attending day-schooling public education;
- Law 109/1999 for approving the Ordinance of the Government 103/1998 regarding modification of the teaching norm in Pre-tertiary education;
- Law 196/1999 for approving the Ordinance of the Government 87/1998 regarding establishment of the Commission for the Evaluation and Accreditation of Pre-tertiary Education;
- Government Decision 127/2000 for approving the national standards for the evaluation of the Pre-tertiary educational institutions;
- Government Decision no. 231/2007 regarding the foundation, organization and functioning of the National Centre for Curriculum and Evaluation in Pre-tertiary Education
- Law 719/2001 for approving the Ordinance of the Government 138/2000 regarding support measures for private education;
- Order of the Minister of Health and Family 653/2001 regarding medical assistance for children, pupils and students;
- Government Decision 508/2001 regarding access to compulsory education of the children of the migrant workers from the European Union member states;
- Emergency Ordinance of the Government 96/2002 regarding the daily snack for pupils attending grades I to IV in public education;
- Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Law 126/2002 for approving the Ordinance of the Government 33/2001 regarding school supplies in the school year 2001-2002;
- Government Decision 1149/2002 for approving the Methodological norms for application of the Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Government Decision 1420/2002 for amending Government Decision 508/2001 regarding access to compulsory education of the children of the migrant workers from the European Union member states;
- Law 16/2003 for approving the Emergency Ordinance of the Government 96/2002 regarding the daily snack for pupils attending grades I to IV in public education;
- Law 519/2002 for approving the Emergency Ordinance of the Government 102/1999 regarding special protection and employment of the handicapped persons;

- Order of the Minister of Health and Family 725/2002 and of the National Authority for Child Protection and Adoption 12709/2002 regarding basic criteria for establishing the degree of the handicap for children and for application of the special protection measures;
- Order of the Minister of Health and Family 197/2003 regarding organisation and functioning of the medical commissions for educational and vocational guidance;
- Emergency Ordinance of the Government 70/2003 for amending of the Emergency Ordinance of the Government 96/2002 regarding the daily snack for pupils attending grades I to IV in public education.

The specific organisational framework for the entire activity of Pre-tertiary education institutions is set by the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions Order of the Minister of Education 4925/2005). Specific Orders of the Minister of Education, Research and Youth establish the curricula, syllabi and textbooks, the evaluation and assessment system, the structure of the school year, organisation of the "second chance" education, etc. A succinct selection of the in-force orders related to primary education might also include:

- Order of the Minister of National Education 4686/05.08.2003 regarding the primary education syllabi for grades I and II, including the beginning of compulsory education at 6 years old.
- Order of the Minister of National Education no. 5198/01.11.2004 regarding the curriculum frameworks for grades III and IV and the new syllabi for grade III.
- Order of the Minister of National Education no. 3919/20.04.2005 regarding the review of the syllabi for grade IV
- Order of the Minister of National Education no. 5229/01.09.2008 regarding the curriculum frameworks and the syllabi for the I-st and II-nd grades ,following the decision of the entry age in primary education at 6 years old regarding and the reviewed curriculum frameworks for Man and Society curricular aria in primary education, including the subject .
- Order of the Minister of National Education no. 5286/09.10.2006 regarding the approval of the new syllabi for Counseling and Guidance curricular aria up grades I-VIII..
- Ministerial Order 4923/2003 for approving the Regulation for organising and functioning of the centers and units for psycho-pedagogical assistance;
- Ministerial Order 5574/2003 for approving the Methodology for evaluation of Pre-tertiary education institutions for granting the authorisation of confidence.

The enrolment quota for all education levels is established yearly through Decisions of the Government.

[Autoritatea Nationala pentru Protectia Drepturilor Copilului](#)

[National Commission for Evaluation and Accreditation of Pre-tertiary Education](#)

[National Centre for Curriculum and Evaluation for Pre-tertiary Education](#)

[Government Decision no. 231/2007 regarding the foundation, organization and functioning of the National Centre for Curriculum and Evaluation in Pre-tertiary Education](#)

[Hotarârea Guvernului nr. 1149/17/10/2002 pentru aprobarea Normelor metodologice de aplicare a prevederilor Legii nr. 116/2002 privind prevenirea si combaterea marginalizarii sociale](#)

[Hotarârea Guvernului nr. 127/18/02/2000 privind aprobarea standardelor nationale de evaluare a institutiilor de învățământ preuniversitar](#)

[Hotarârea Guvernului nr. 1420/06/12/2002 pentru modificarea si completarea Hotarârii Guvernului nr. 508/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene](#)

Hotărârea Guvernului nr. 327/22/06/1998 privind înființarea Serviciului National de Evaluare si Examinare

Hotărârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor si a altor forme de sprijin material pentru elevii, studentii si cursantii din învățământul de stat, cursuri de zi

Hotărârea Guvernului nr. 508/31/05/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene

Hotărârea Guvernului nr. 558/03/09/1998

Government Ordinance no. 75/2005 regarding Quality Assurance in Education, approved and amended by the Law no. 87/2006

Government Decision no. 1258/2005 regarding the approval of the Regulation for organizing and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP), including the amendments

Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards and the accreditation and periodic evaluation standards for the pre-tertiary schools.

Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse si alte facilitati financiare si materiale pentru copii, elevii, studentii si cursantii din învățământul de stat (republicata)

Ordonanta de urgenta a Guvernului nr. 70/14/08/2003 pentru modificarea Ordonantei de urgenta a Guvernului nr. 96/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Ordonanta de urgentă a Guvernului nr. 96/16/08/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Legea nr. 109/16/06/1999 pentru aprobarea Ordonantei Guvernului nr. 103/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 116/15/03/2002 privind prevenirea si combaterea marginalizarii sociale

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 196/20/12/1999 pentru aprobarea Ordonantei Guvernului nr. 87/1998 privind înființarea Comisiei de Evaluare si Accreditare a Învățământului Preuniversitar

Legea nr. 519/12/07/2002 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 102/1999 privind protectia speciala si încadrarea în munca a persoanelor cu handicap

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea nr. 719/04/12/2001 pentru aprobarea Ordonantei Guvernului nr. 138/2000 privind masuri de sustinere a învățământului privat

Legea nr. 16/09/01/2003

Ordinul ministrului educatiei nr. 5198/2004 privind planurile cadru de învățământ pentru clasele a III- și a IV-a

Ordinul ministrului educatiei nr. 4263/29/07/1998 cu privire la programele școlare pentru învățământul primar

Ordinul ministrului educatiei nr. 4686/05/08/2003

regarding the approval of the curriculum frameworks and syllabi for grades I-II, when primary education starts at age 6.

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare și funcționare a unităților de învățământ preuniversitar

Ordinul ministrului educatiei nr. 5574/02/12/2003 privind aprobarea Metodologiei de evaluare a unităților de învățământ preuniversitar în vederea acordării autorizației de încredere

Ordinul Ministrului Sănătății și Familiei nr. 197/12/03/2003 privind organizarea și funcționarea comisiilor medicale de orientare școlară-profesională

Ordinul Ministrului Sănătății și Familiei nr. 653/25/09/2001 privind asistența medicală a prescolărilor, elevilor și studenților

Ordinul Ministrului Sănătății nr. 1955/18/10/1995 pentru aprobarea Normelor de igienă privind unitățile pentru ocrotirea, educația și instruirea copiilor și tinerilor

Ordinul Ministrului Sănătății și Familiei nr. 725/01/10/2002

#### 4.4. General Objectives

According to the Education Law (Law 84/1995, republished, subsequently amended and completed), education in Romania pursues the free, integral and harmonious development of the human individuality, and the development of the creative and autonomous personality (the "educational ideal"). The development of the personality is seen as the general finality of education and is accomplished through:

- Acquisition of the knowledge and of the national and universal cultural values;
- Development of the intellectual capacities, affective availabilities and practical skills through assimilation of knowledge;
- Assimilation of the intellectual work techniques necessary for instruction and self-instruction during the whole life (lifelong learning techniques);
- Education in the spirit of respecting the basic human rights and liberties, dignity and tolerance and free exchange of opinions;
- Favouring sensibility towards general human issues and moral-civic values, towards respect for nature and environment;
- Harmonious development of the individual through physical education, hygienic-sanitary education and sports;

Education of all levels has to foster the love for the country, for the historical past and for the traditions of the Romanian people.

Primary education is equally provided for all children, including the ones with special educational needs either in units of special education or in mainstream education institutions. Primary education gives all children equal opportunities in accomplishing the first stage of basic education ("elementary education") and in continuing their education in the subsequent education levels. The curriculum for primary education, is established by the Ministry of Education, Research and Youth. In accordance with the general finalities of

education, the in-force curriculum for primary education sets the following specific finalities for this education level:

- To ensure the first stage of basic education for all children;
- To build up each child personality, respecting his/her own development level and rhythm;
- To ensure that each child acquires the basic knowledge, skills and attitudes that stimulate the effective and creative relation with the social and natural environment, and provides the necessary opportunities in continuing education.

For primary and gimnaziu education the National Curriculum establishes the following types of educational objectives:

- The "frame objectives": educational objectives, referring to the development of capacities and attitudes generated by each specific topic and pursued over a number of years of study. For most subjects the frame objectives are established for one education level (i.e. primary, etc.);
- The "reference objectives": educational objectives specifying the expected learning outcomes per year of study and following the progress of the pupil regarding the development of capacities and knowledge's every year.

The frame objectives established for primary education by subject are as follows:

Curricular area/Subject	Frame objectives
<b>I. Language and communication</b>	
The Romanian language and literature	Development of the capacity to perceive oral messages Development of the capacity to express oneself orally Development of the capacity to perceive written messages Development of the capacity to express oneself in writing
Mother tongue and literature Romanian language and literature for national minorities	Same as for the Romanian language and literature, plus, depending on the case: Development of cultural representations and of the interest in studying the language and civilization of the particular ethno linguistic area
Modern Foreign languages (grades III and IV)	As for the Romanian language, plus: Development of cultural and intellectual empathy attitudes
<b>II. Mathematics and natural sciences</b>	
Mathematics	Knowledge and use of concepts specific to mathematics Development of exploration/investigation and problem solving capacities Building and development of the capacity to communicate using mathematics' language Development of interest and motivation for studying and using mathematics in various contexts
Knowledge of the environment (grades I and II)	Development of the capacities to observe, explore and understand the environment Knowledge, understanding and use of communication of specific terms in order to describe phenomena observed in the environment Development of a positive attitude towards the environment through stimulating the interest for keeping a balanced environment and practice certain habits to care for and protect the environment
Natural sciences (grades III and IV)	Knowledge and use of terms and notions specific to natural sciences Development of the capacity to explore/investigate reality and the capacity to experiment using adequate instruments and procedures Development of the interest for a balanced and life-favouring natural environment

Curricular area/Subject	Frame objectives
<b>III. Human being and society</b>	
Religion (grades I-IV)	<p>Knowledge and love of God/ Allah as a fundamental part of the human development</p> <p>Knowledge and use of the language in the area of religious values</p> <p>Knowledge of the Bible's/ Koran's Moral, of the religious practices and of the history of the Church/ Islam</p> <p>Muslim virtues formation and moral-religious skills</p> <p>Didactics of the attitudes for understanding, tolerance and respect to other confessions and believes</p>
Civic education (grades III and IV)	<p>Knowledge and use of the language in the area of civic values</p> <p>Knowledge and respect of the child's rights and of the behavioural norms in society</p> <p>Development of relationship behaviours regarding constituency of social groups</p> <p>Develop and perform attitudes favouring decision-making and personal opinion-expressing regarding the activity of the groups that the child belongs to</p>
History (grade IV)	<p>Representation of historical time and space</p> <p>Knowledge and use of historical sources</p> <p>Knowledge and use of historical terms</p> <p>Knowledge and interpretation of the historical facts</p> <p>Understanding and use of the speciality language</p> <p>Development of a positive attitude towards oneself and the others</p>
Geography (grade IV)	<p>Representation of the geographical space (from place to planet)</p> <p>Establishing relations between geographical elements, based on different sources</p> <p>Knowledge and use of geographical terms</p> <p>Development of behaviours favourable to improving relationship between human beings and the environment</p>
<b>IV. Arts</b>	
Fine arts education (grades I-II)	<p>Knowledge and use of materials, instruments and techniques specific to fine arts</p> <p>Recognition of types of colours, non-colours and forms in the environment and in images</p> <p>Knowledge and use of elements of the fine arts' language</p> <p>Elaboration of compositions</p>
Fine arts education (grades III-IV)	<p>Knowledge and use of materials, instruments and techniques specific to fine arts</p> <p>Recognition of types of colours, non-colours and forms in the environment and in images</p> <p>Knowledge and use of elements of the fine arts' language</p> <p>Expressing through and about compositions</p>
Musical education	<p>Valorisation in vocal and instrumental practice of the perceived elements of music's language</p> <p>Expression through music</p>

Curricular area/Subject	Frame objectives
<b>V. Physical education and sports</b>	
Physical education	Maintaining the best possible health condition of the pupils and improvement of their capacity to adapt to the environmental factors Harmonisation of the physical development and prevention of possible deviations from this Extension of the basic motor skills and of the elementary sports skills and development of the corresponding motor qualities Independent practice of physical exercises, games and various sports Manifestation of the team and competition spirit, according to an accepted rules-system
<b>VI. Technologies</b>	
Practical abilities (grades I-II)	Knowledge and use of certain work techniques using various materials and tools Design, manufacture and evaluation of certain simple products Development of cooperation capacity in order to manufacture a product Development of the aesthetical and practical sense
Technological education (grades III-IV)	Use of working techniques with different materials and tools Designing, manufacturing and testing simple products Development of the capacity to cooperate in order to realize a product Development of the responsibility to protect the environment as an answer to a social need Development of the esthetic sense and the common sense
<b>VII. Counselling and guidance</b>	
Counselling and guidance	Development of the self-knowledge capacity and a self positive attitude Development of the interact abilities in various contexts Development of the abilities in using information during tuition Aquisition of the exploration and career planning Practice of the management abilities in a quality life-style
Optional subjects/activities	Selected at local level from the offer of the school based curriculum/ central curriculum offer

The reference objectives are established within the syllabus for each subject and grade and are derived from the frame objectives of the subject for the given education level

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**Order of the Minister of National Education no. 4686/05/08/2003** regarding the approval for the curriculum frameworks and the syllabi, grades I-II, when compulsory education begins at the age of 6.

**Order of the Minister of National Education no. 5198/01.11.2004** regarding the curriculum frameworks for grades III and IV and the new syllabi for grade III.

**Order of the Minister of National Education no. 3919/20.04.2005** regarding the review of the syllabi for grade IV

**Order of the Minister of Education no. 5229/01.09.2008** regarding the approval of the revised syllabi for subjects of Man and Society curricular area, Religion, grades I-IV.

**Order of the Minister of Education no. 5286/09.10.2006** regarding the approval of the syllabi for curricular area Counseling and Guidance to grades I-VIII

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)



## 4.5. Geographical Accessibility

In general, the territorial distribution of schools providing primary education meets the population needs. In urban areas most residential districts have at least one public school providing primary education, many of them in the neighborhood of pupils' homes. If parents wish to enroll their child to a different school than the one existing in the neighborhood, it is their responsibility to ensure transportation of the child.

In the rural area the primary schools network is well developed, in all villages existing at least one school providing primary education. In some cases, due to the geographical distance between pupils' houses and the schools can be rather long. The Ministry of Education, Research and Youth assure transportation mostly for pupils that are attending education in zone-center schools. In order to improve school attendance and enrolment ratios in primary education in the rural areas, further efforts are required towards supporting school transportation, mostly from the part of local public administration authorities, as reinforced by the Education Law (Law 84/1995, republished, subsequently amended and completed).

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Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.6. Admission Requirements and Choice of School

Primary education is a part of the compulsory Pre-tertiary education and can be organised in public and private schools. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), primary education is organised for pupils aged 6-10 and includes grades I to IV.

The Education Law (Law 84/1995, republished, subsequently amended and completed) stipulates that children who are 6 years old by the beginning of the school year are enrolled in the first grade of primary education by the local educational authorities. Upon the written request of the parents or legally appointed guardians, children that are 6 years old by the end of the year can also be enrolled in the first grade of primary education, if their general development is consistent with the general requirements. At the same time, parents or legally appointed guardians can request postponement of the enrolment of their children even if they are 6 years old by the beginning of the school year.

Public primary schools are established by the County School Inspectorates with the agreement of the Ministry of Education, Research and Youth and are financed from the state budget and the local budgets (county – for special education only; town, commune). Economic agents, individuals and entities with legal personality can also establish primary schools with the agreement of the County School Inspectorates and according to the provisions of the law. Public primary education is organised in independent units (primary schools) or within schools covering all grades from I to VIII, Școala generală. In urban areas primary education can also be organised in schools covering grades I to XII/XIII (usually in arts, sports or pedagogical schools). In rural areas, independent public primary schools are organised mostly in the villages where the number of pupils is too low to also organise gimnaziu (grades V to VIII). In these cases, schooling of the pupils after primary education is ensured in the commune that has the village in its jurisdiction. Transition from primary to gimnaziu is only conditioned by the completion of the first four grades. The number of places offered in the fifth grade is overall at least at the level of the fourth grade graduates in each locality or in neighboring localities in the rural areas.

A large number of public schools (mostly in the urban areas) have developed enriched programmes of study, including for example study of foreign languages from the first grade, sports, arts, etc. The choice of institution in the rural areas can be limited as usually there is only one school providing primary education in each village.

In each county are organised a number of schools providing primary education with supplementary or integral arts/sports programme. These schools function according to a specific curriculum that ensures both accomplishment of the finalities and educational objectives specific to primary education and intensive arts/sports training. The admission of pupils in these schools is subject to a testing of their skills according to the specificity of the arts/sports intensive training programme. The number of classes per week for this type of schooling is bigger than for the normal programme.

According to the local needs and possibilities, and with the approval of the Ministry of Education, Research and Youth County School Inspectorates, can organise schools providing primary education with complete/partial tuition in the languages of the national minorities or providing only study of the mother tongue. In these schools the Romanian language is studied during primary education according to an adapted syllabus. There are no formal admission conditions regarding the nationality of the children.

During the pre-primary and primary education, children can be re-oriented to or from the special education. The teachers and the school psychologist who work with the children make the proposition and the commissions of experts make the decision, subject to the agreement of the parents or legally appointed guardian.

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Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.7. Financial Support for Pupils' Families

According to the provisions of the law on the state allowance for children (Law 61/1993 amended through Law 261/1998), all children benefit of a tax-free state allowance at least until they are 18. Special legal provisions regarding the amount apply for disabled children, children being adopted, mono-parental families, etc. State allowance is suspended for children not attending compulsory education after they turn 7, except for the children that do not attend school due to medical reasons. State allowance is not paid in the months when the child spends more than 15 days in care or social assistance institutions that provide full state-protection of the child.

Financial support provided from the state and/or local budgets for the families with children attending primary education is also included in the following measures:

- Ensuring free of charge textbooks for pupils attending primary and education.
- Scholarships for pupils.
- Ensuring free of charge school supplies for pupils coming from disadvantaged families.
- Providing free of charge daily snacks for pupils attending pre-primary and primary education and high, school preparatory group of pre-primary education (Ordinance of the Government 96/2002).

Ministerul Educatiei, Cercetarii si Tineretului

Hotărârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor si a altor forme de sprijin material pentru elevii, studentii si cursantii din învățământul de stat, cursuri de zi

Hotărârea Guvernului nr. 558/03/09/1998

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse si alte facilitati financiare si materiale pentru copii, elevii, studentii si cursantii din învățământul de stat (republicata)

Ordonanta de urgenta a Guvernului nr. 70/14/08/2003 pentru modificarea Ordonantei de urgenta a Guvernului nr. 96/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Ordonanta de urgentă a Guvernului nr. 96/16/08/2002 privind acordarea de produse lactate si de panificatie pentru elevii din clasele I-IV din învățământul de stat

Legea nr. 116/15/03/2002 privind prevenirea si combaterea marginalizarii sociale

Legea nr. 261/31/12/1998 pentru modificarea si completarea Legii nr. 61/1993 privind alocatia de stat pentru copii

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea nr. 16/09/01/2003

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.8. Age Levels and Grouping of Pupils

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), primary education is organised for pupils aged 6-10 and includes grades I to IV. A class of any grade in primary education works with one teacher ("învățător/învățătoare") and comprises in average 20 pupils, but no less than 10 and no more than 25. However, the Ministry of Education, Research and Youth can approve classes below the minimum or over the maximum number of pupils per class – according to the specific conditions (isolated areas, classes with tuition in the languages of the national minorities, etc.).

In general, classes are homogenous regarding the age of the pupils.

The Ministry of Education, Research and Youth can approve organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education). As a general rule, compulsory education (including primary education) is organized in day-classes. However, for individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth.

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Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.9. Organisation of School Time

Organisation of the school year for primary education is decided yearly by the Ministry of Education, Research and Youth. The structure of the school year takes several aspects into consideration, a balanced distribution of the school-days and holidays, the specificity of the climate in Romania and the respect for the religious beliefs of the population. The National Curriculum is established by the Ministry of Education, Research and Youth and specifies for each Pre-tertiary education level and grade:

- The total minimum and maximum number of classes per week;
- The minimum and maximum number of classes per week for each subject within the common core curriculum;
- The minimum and maximum number of classes per week allocated to optional subjects/activities.

Within the framework set by the structure of the school year and the National Curriculum, each Pre-tertiary education institution has the full responsibility to establish the weekly and daily timetables for each grade.

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### 4.9.1. Organisation of the School Year

For primary education, as in the case of pre-primary education, the school year in Romania comprises two semesters, four holidays during the school year and a summer holiday. The exact calendar of the school year is established each year through Order of the Minister of Education. The 2008/2009 school year had 35 weeks of school (5-day week system), summing 172 working days and it is structured as follows:

- First semester:
  - **School** from Monday, 15 September 2008 to 24 October 2008
  - **Holiday** from Saturday 25 October 2008 to Sunday, 2 November 2008.
  - **School** from Monday, 3 November 2008 to Friday, 19 December 2008.
  - **Holiday** from Saturday, 20 December 2008 to Sunday, 4 January 2009.
  - **School** from Monday, 5 January 2009 to Friday, 30 January 2009.
- **Intersemestrial holiday** from Saturday, 31 January 2009 to Sunday, 8 February 2009
- Second semester:
  - **School** from Monday, 9 February 2009 to Friday, 10 April 2009;
  - **Holiday** from Saturday, 11 April 2009 to Monday, 20 April 2009;
  - **School** from Tuesday, 21 April 2009 to Friday, 12 June 2009 ;
- **Summer holiday** from Saturday, 13 June 2009 to Sunday, 13 September 2009.

According to the law, schools can request County School Inspectorates amendments of the school year calendar due to objective reasons: special weather conditions, specificity of the area (agricultural activities), natural calamities, schools with the majority of the pupils of other beliefs than the Orthodox one, etc. The County School Inspectorates can approve such requests subject to the condition that for all pupils is respected the total number of school-weeks and corresponding school-days as established by the Ministerial Order.

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### 4.9.2. Weekly and Daily Timetable

The weekly (5-day week system) and daily timetables for primary education are established by the administration council of the schools subsequent consultations with the teachers and the parents and based on the following criteria:

- The number of classes per week and subject within the range established by the National Curriculum for each grade, and
- The minimum and maximum number of classes per week established by the National Curriculum for each grade.

According to the provisions of the in-force National Curriculum, the number of classes per week by grade and by type of schooling has to fall in the following ranges:

Grade	Minimum – maximum number of classes per week by type of schooling			
	Normal programme	Tuition in the languages of the national minorities	Arts programme	Sports programme
I and II	18-20	22-24	20-22(1) 20-22(2)	21-23
III	19-22	23-26	21 (1) 21-24(2)	22-25
IV	21-24	25-28	23-26(1) 24-27(2)	24-27
(1) Music (2) Choreography				

As a general rule, all compulsory education is organized in day-classes. However, for individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. The same provision applies to organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education).

Primary education is usually organised in the morning, starting each day of the week (5-day week system). Class periods are 45-50 minutes long and are followed by 10-15 minutes breaks. Most schools organise a 20 minutes break after the third class hour.

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), schools can organise daily after-school activities for the pupils in cooperation with the parents, the local public administration authorities and other partners. During these activities pupils are supervised by the school's teachers (usually the same teachers that work with the classes). The after-school activities can include supervised study, preparation of the homework, cultural and leisure activities, sports, etc. The necessary costs are mainly covered by the parents, but financial support can also be provided by local public administration authorities, NGOs, individuals, etc.

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[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 4.10. Curriculum, Subjects, Number of Periods

The content of primary education is established within the National Curriculum, defined by the Education Law (Law 84/1995, republished, subsequently amended and completed) as the coherent assembly of curriculum frameworks, syllabi and textbooks that applies for each Pre-tertiary education level, route, profile, specialisation and grade.

The National Curriculum for Primary Education is structured into two parts, one that is mandatory for each grade (the common core curriculum) and one which is at the decision of the school (the school-based curriculum):

- The common core curriculum is the common and mandatory educational offer for all pupils, established at national level, consisting of the same number of compulsory subjects, with the same syllabi and time-allocation according to each grade.
- The school-based curriculum represents the entire educational processes and learning experiences which each education institution provides directly to the pupils in a certain class, within the personal curricular offer. The school based curriculum consists of one or several optional subjects and, depending on the case, of further or extended study classes of the core curriculum, respecting the minimum and maximum periods per week specified in the curriculum frameworks for each grade.

For the primary education, the curriculum frameworks establish, for each grade: the minimum and maximum number of classes per week, the compulsory and the optional subjects, the global number of classes per week, allocated at the decision of the school, for the optional subjects and, depending on the case, for further or extended study classes of the compulsory subjects.

The syllabi for the primary education establish, for each compulsory subject, the educational aims (frame-objectives and reference objectives). The syllabi for primary education comprise the tuition contents and the curricular standards of achievement for each subject at the end of the cycle. Meanwhile the syllabi give methodological guidelines to the teachers ( including suggestions for tuition) for their planned activities to achieve the educational aims and the developing curricular standards. In the case of the subjects with specified number of weekly periods (minimum and maximum), the curriculum frameworks has a common part with compulsory reference objectives and contents which corresponds to the minimum number of periods and supplementary reference objectives and contents marked with asterisk which corresponds to the extensions (maximum number of periods

The curricular standards of achievement are evaluation criteria for the learning process. They are synthetic statements which indicate the level of the objectives attained by the pupils at the end of primary education.

According to the Education Law no. 84/24/07/1995 (republished, subsequently amended and completed), the curriculum frameworks and the syllabi are elaborated by national committees of specialists, under the supervision of experts working for the National Centre for Curriculum and Evaluation for the Pre-tertiary Education (public institution, special body under the subordination of the Ministry of Education, Research and Youth/ Innovation, which in 2007 took over, by the Government Decision no. 231/2007, the attributions of the former National Council for Curriculum). The national committees of specialist are composed by teachers of Pre-tertiary and high education, inspectors and teachers, highly estimated at national level for their professional activity. As a result of the public debates, the curriculum frameworks and the syllabi are noticed by the National Centre for Curriculum and Evaluation for the Pre-tertiary Education and approved by Order of the minister of education, becoming normative documents, mandatory for the whole national education system.

Based on consultations with the parents, the pupils and other partners, subject to the approval of the teachers' council, the school's administration council decides every year the exact number of classes per week for each compulsory subject (if that is not already exactly established by the common core curriculum) and the structure of the local offer for the school-based curriculum. The total number of periods per week has to be in the range set for each education level, route, profile, specialisation and grade by the curricula frameworks. The school-based curriculum can include:

- *Further study* classes of the subjects from the core curriculum – dedicated to the subjects included in the common core curriculum and using the same syllabi as the one established within the common core curriculum. These types of activities are usually meant for supporting low achievers and intend to attaining only compulsory reference objectives and contents; in-depth tuition is done only for the subjects which has allotted minimum and maximum periods in the curriculum frameworks and request various learning activities. It happens only in cases of pupils who did not attain the minimum level of the reference objectives and targets provided by the syllabi in the previous school years.
- *Extensions of the subjects from the core curriculum* – dedicated to the subjects included in the common core curriculum and using extended syllabi (supplementary/same educational objectives and supplementary content). These types of activities are usually meant for supporting high achievers according with the extensions of the syllabi reference objectives and contents are marked with an asterisk in the curriculum frameworks Extensions are allowed to subjects with flexible number of periods allotted and only to pupils interested to supplementary studies.
- *Optional subjects* - different subjects not included in the core curriculum for the given education level, route, profile, specialisation and grade. In some cases these subjects are introduced by the common

curriculum for other education level, route, profile, specialisation and grade (e.g. foreign languages, ICT, etc.) or suggested by the Ministry as a National Base of optional subjects (e.g. Health and Care, Ecology, European Studies, Local culture and traditions etc.) .. In these cases an adapted syllabi can be used. For optional subjects that are not part of the National Curriculum (e.g. local history, cultural heritage, applied mathematics and sciences, use of ICT, etc.) the teachers proposing the optional subjects have to prepare the syllabi and to submit it for approval to the County School Inspectorate.

The National Curriculum for grades I to IV is structured in seven curricular areas, defined on the basis of epistemological and psycho-pedagogical principles and criteria: (1) Language and communication; (2) Mathematics and natural sciences; (3) Human being and society; (4) Arts; (5) Physical education and sports; (6) Technologies and (7) Counselling and guidance. Optional subjects/activities can fall in either of the curricular areas.

The curriculum framework for primary education were approved by the Order of the Minister of Education 4686/2003 and 5198/2004 set the following subjects and corresponding number of classes per week by grade:

Curricular area/Subject	Grade			
	I	II	III	IV
<b>I. Language and communication</b>	7-8	7-8	7-9	7-9
Romanian language	7-8	7-8	5-7	5-7
1st Foreign language	-	-	2-3	2-3
<b>II. Mathematics and natural sciences</b>	4-5	4-5	4-6	4-6
Mathematics	3-4	3-4	3-4	3-4
Knowledge about environment	1	1	-	-
Natural sciences	-	-	1-2	1-2
<b>III. Human being and society</b>	1	1	2-3	4-6
Civic education	-	-	1-2	1-2
History	-	-	-	1-2
Geography	-	-	-	1-2
Religion	1	1	1	1
<b>IV. Arts</b>	2-3	2-3	2-3	2-3
Plastic education	1-2	1-2	1-2	1-2
Musical education	1-2	1-2	1-2	1-2
<b>V. Physical education and sports</b>	2-3	2-3	2-3	2-3
Physical education	2-3	2-3	2-3	2-3
<b>VI. Technologies</b>	1-2	1-2	1-2	1-2
Practical abilities	1-2	1-2	-	-
Technological education	-	-	1-2	1-2
<b>VII. Counselling and guidance</b>	0-1	0-1	0-1	0-1
Counselling and guidance	0-1	0-1	0-1	0-1
<b>Total number of classes per week of common core curriculum</b>	17	17	18	20
<b>Optional subjects/School based curriculum</b>	1-3	1-3	1-4	1-4
<b>Minimum number of classes per week</b>	18	18	19	21
<b>Maximum number of classes per week</b>	20	20	22	24



According to Art. 9 of the Education Law no. 84/24/07/1995 (republished, subsequently amended and completed), religion is part of the core curriculum. The pupil, with the consent of the parents or of the legally appointed guardian, chooses the religion and the faith. Upon the request of the parents or legally appointed guardians, pupils may not frequent religion classes. In this case, the pupil must choose an other optional subject.

Within the education in the Romanian language, the pupils of the national minorities may study, upon request, the subject „Language and literature of the mother tongue”, as part of the core curriculum. The number of classes for this subject is 3-4 periods per week added to each grade at the minimum number of periods allotted by the National Curriculum.

Within the education in the languages of national minorities, the subject „Romanian language and literature” is studied 4 periods per week, and the subject „Language and literature of the mother tongue”, 7-8/5-7 periods per week in grades I-II, respectively III-IV.

Arts and Physical Education in pre-tertiary education are set up in specialized schools with supplementary or integrated lessons and special schedule.

Integrated education comprise general education according to the National Curriculum and to the specialized curriculum frameworks( arts or physical education and sports, grades I-XII). In the case of Arts, supplementary lessons ensure their special preparation. Integrated physical education is set up in every cycle of studies to attain specialized athletic targets according with pupils abilities and their age(for example in primary education pupils are early selected for gymnastics or football).

The weekly number of periods to this type of scholarship is bigger than the ordinary because it’s scope is to get great results at competitions.

Specialized schools with supplementary program in arts or sports schedule all the lessons according to the National Curriculum. .

According to the provisions of the National Curriculum, the modern languages are part of the common core curriculum. The study of the first modern language starts in grade III and the study of the second modern language starts in grade V. However, using the school-based curriculum, a rather important number of schools offer the study of the first modern language starting as early as grade I and the study of the second modern language from grade III on. Taking into account that ACT skills are very important in the contemporary society, certain schools provide, within the school based curriculum and depending on the local resources, introductory ACT courses from primary education. At the same time, at the moment are being made visible efforts regarding the modernization of the infrastructure and the teacher training in this particular subject.

Schools can also organise extra-curricular activities, according to the existing resources and needs. Extra-curricular activities can include study of foreign languages, remedial/high performance education, cultural activities, arts, sports, use of ACT, etc. According to the in-force legislation, teachers’ jobs can include up to 3 classes per week of extra-curricular activities allotted to attain high competencies

[Planuri de învățământ](#)

[Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact](#)

[National Centre for Curriculum and Evaluation for Pre-tertiary Education](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

Order of the Minister of National Education no.4686/05.08.2003, regarding the approval of the curriculum framework and syllabi for the grades I-II, when compulsory education begins at the age of 6

Order of the Minister of National Education no. 5198/01.11.2004 regarding the curriculum frameworks for grades III and IV and the new syllabi for grade III.

Order of the Minister of National Education no. 3919/20.04.2005 regarding the review of the syllabi for grade IV

Order of the Minister of Education no. 5286/09.10.2006 regarding the approval of the syllabi for curricular area Counseling and Guidance, grades I-VIII

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 4.11. Teaching Methods and Materials

The teaching methods applied in primary education are carefully chosen so as to meet the finalities of the education level and the pupils' age and individual particularities. The teacher is fully responsible for choosing the methods, taking the structure of the class into consideration, the teaching aids available in the school and following the methodological guidelines provided by the National Curriculum and the teachers' guides for each subject.

For most of the subjects, a given class works with the same teacher all the way through primary education; foreign languages, religion and, in some cases, music and physical education are taught by other teachers. During a given lesson, the class management is entirely the responsibility of the teacher. In consequence, teachers can organise the activities with all the pupils (frontal activities), in smaller groups or individually (differentiated activities) – depending on the specific objectives of the lesson and the level of the pupils. Separated group teaching-learning activities, with groups comprising at least 10 pupils, can only be organised either within the school-based curriculum or within extra-curricular activities. Individualised teaching-learning activities can be organised only during after-school activities and parents usually support the necessary costs.

Regarding the teaching methods, the following general remarks can be taken into consideration:

- The oral communication methods utilized can be classified as expository methods (story telling, description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.). Teachers also use exploratory learning methods: direct exploration of objects and phenomena (systematic and independent observation, small experiments, etc.) and indirect exploration (problem solving, demonstration through pictures, films, etc.);
- For teaching most subjects, teachers use extensively methods based on the pupils' direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through dramatisation, etc.);
- At least in the first two grades of primary education, continuing the methods used in pre-primary education, the game is still used as an important modality to stimulate the mental and physical capacity of the pupils and to facilitate adaptation of the pupils to the requirements of formal education.

At the end of each lesson teachers usually assign the homework for the next class – foreseeing both further understanding of the knowledge acquired and exercise of the competences developed. The homework consists of exercises, activities, etc. chosen either from the textbooks or from other printed teaching aids (pupils' textbooks, texts anthologies, problems and exercises collections, etc.). In some cases pupils are also requested to perform as their homework specific practical activities – like measurements, observations, small practical projects, etc. At the beginning of each lesson teachers usually check with the pupils the homework and, as the case may be, help them in accomplishing it, giving supplementary explanations. As a general rule,

the Ministry of Education, Research and Youth recommends that time dedicated for homework should take into consideration the need of the children to play, socialise and perform sports and other leisure activities.

The Education Law (Law 84/1995, republished, subsequently amended and completed) stipulates that teachers are allowed to use only textbooks and printed teaching aids that are approved by the Ministry of Education, Research and Youth. For most subjects there are three alternative textbooks approved by the Ministry of Education, Research and Youth for each grade. According to the level of pupils, each teacher decides at the beginning of the school year the textbooks to be used for each subject.

The teaching aids used in primary education consist of natural materials (plants, insects, rocks, etc.), technical objects (measurement instruments, home appliances, etc.), intuitive materials (cast and clay models), figurative aids (pictures, photographs, atlas books, maps, albums, audio-video images, etc.) and printed teaching aids (pupils' textbooks, texts anthologies, problems and exercises collections, etc.). Printed teaching aids can be acquired by the schools' libraries or recommended by the teacher and acquired by the pupils. Teaching through ICT is rather at a low level due to lack of both hardware and trained human resources.

Regarding the auxiliary publications for the teachers, most of the textbooks, especially those published lately, are supplemented by a teacher's book – offering teaching-learning activities examples and broad explanations on the methods to be used so as to cover the educational objectives of the syllabus. An important number of publications have been also made available for supporting teaching activities: general or specific teacher-training publications, methodological guides for specific subjects, textbooks for teachers, etc.

[Didactica aplicata în învățământul primar](#)

[Didactica modernă](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 4.12. Pupil Assessment

The general and specific rules regarding the evaluation, assessment and progression of the pupils are established by the Ministry of Education, Research and Youth within the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005).

Pupils' evaluation has to be performed on a regular basis for all subjects (compulsory and optional) during the semesters by the teachers working with the class (continuous evaluation). Each semester includes periods dedicated to the consolidation and evaluation of the competences acquired by the pupils (formative and summative evaluations) decided by the teachers working with the class. Usually these periods are established towards the end of the semester and teachers foresee:

- To improve the teaching-learning process results;
- To support systematisation of the knowledge acquired;
- To stimulate the performances of low and high achievers.

Evaluation methods and instruments are established by the teacher according to the age and psychological particularities of the pupils and taking the specificity of the subject into consideration. These can include oral questioning, written papers, practical activities, reports and projects, interviews, portfolios, as well as other instruments elaborated by the school's chairs/departments and approved by the head of school or elaborated by the Ministry of Education, Research and Youth and the County School Inspectorates.

During primary education, each evaluation (continuous, formative or summative) of the pupils' performances for each subject is materialised in a qualitative mark on a 4-level scale: "insufficient", "sufficient", "good" and

"very good". However, the final semester and school year qualitative mark for each subject has to be within the 4-level scale mentioned above. Evaluation of the pupils is performed according to the curricular performance standards established by the National Centre for Curriculum and Evaluation of Pre-tertiary Education for each subject and grade.

The mark assigned by the teachers following each evaluation has to be communicated to the pupils. The teachers have also the obligation to immediately register the mark in the class' index and the pupils' personal indexes under the corresponding subject. At the end of each semester and of the school year the final average marks for each subject are registered in the class' index and the pupils' personal indexes. The school year average final marks for each subject are also registered in the general school matriculation index. The official school record of the pupils' results during all schooling period comprises the classes' indexes and the school matriculation index – official documents that are permanently archived by the school or, later on, by the State's Archives.

The number of marks assigned during a semester to each pupil for each subject has to be at least equal to the number of classes per week established by the curriculum frameworks for the given subject and grade.

At the end of each semester and at the end of the school year teachers have the obligation to conclude the academic situation of each pupil for each subject. Conclusion of the academic situation consists of calculating/establishing and registering in the school records the final average mark/qualitative mark for each subject. In primary education, taking into account that marks are qualitative, the teachers establish the final average marks as follows:

- To establish the semester final average mark for each subject: following summative evaluations performed during the consolidation and evaluation period, teachers choose one of the two marks assigned with the highest frequency during continuous evaluation;
- To establish the school year final average mark for each subject: teachers choose between one of the semester average marks according to the following criteria:
  - the progress/regress in the pupil's performance;
  - the effort-performance ratio;
  - the evolution of the pupil's motivation, and
  - accomplishment of the supplementary training/recovering programme established by the teacher.

Taking the results of the continuous evaluations into consideration, teachers can decide on performing remedial education for the low achievers. Remedial education can be accomplished either within the school-based curriculum ("further study classes") and/or extra-curricular activities or during afternoon activities in the schools that organise such activities. Alternatively, teachers can rely on differentiated activities performed during the daily normal programme (See 4.11.).

Calificativul „excelent” în învățământul primar

Descriptori de performanta pentru învățământul primar

Ministerul Educatiei, Cercetarii si Tineretului

National Centre for Curriculum and Evaluation for Pre-tertiary Education

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar

Legea invatamantului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 4.13. Progression of Pupils

The general and specific rules regarding the evaluation, assessment and progression of the pupils are established by the Ministry of Education, Research and Youth within the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005).

In primary education, pupils can progress from one grade to the next one if for each subject studied in the given grade their school year final average qualitative mark is at least "sufficient" (See 4.12.). Are declared "postponed for the semester/school year" pupils for which the academic situation for one or more subjects cannot be concluded due to either of the following reasons:

- They have been registered during the semester or the school year with a number of absences exceeding 50% of the total number of classes for the given subject(s) and as a consequence they could not be evaluated;
- They have been released of participating to lessons by the head of school during the participation to festivals or professional, cultural, arts or sports national or international contests;
- They have benefited of a study scholarships that is recognised by the Ministry of Education, Research and Youth;
- They have been studying for a given period of time abroad.

The academic situation of the pupils declared postponed for the first semester has to be concluded during the first four weeks of the second semester. The academic situation of the pupils declared postponed for the second semester or for the school year has to be concluded during the summer vacation in a period established by the head of school, previous to the "second examination" session (see below). Conclusion of the academic situation of the pupils declared postponed for the semester or the school year has to be accomplished according to the rules of the "second examination".

Pupils that do not attain the minimum "sufficient" school year final average mark to a given subject are declared "failed" for the considered subject. Pupils that "failed" no more than two subjects are given the possibility to take a "second examination" during the summer vacation in a period established by the Ministry of Education, Research and Youth. It is mandatory that the pupils prepare for the "second examination" all the content set by the syllabus for the given subject and grade. The "second examination" is performed by an exam commission nominated by the head of school and consisting of a chair and two teachers – one of them being the teacher that works with the examined pupil(s). Subject to the decision of the head of school, the "second examination" consists of two out of the following possible three assessments: an oral questioning, a written paper and a practical activity. In most cases the combination used is the oral questioning and the written paper – except for the subjects that are predominantly based on practical activities (such as the ones included in the curricular area Technologies). The written paper takes 45 minutes for pupils in primary education and the pupils are allowed to choose between two different items. For the oral questioning pupils extract randomly an exam-question from the ones prepared by the commission. Pupils are allowed to change the exam-question twice, subject to the corresponding diminishing of the mark for each change. During the oral questioning pupils present the answers for the exam-question; teachers are allowed to support the pupil through supplementary orientation-questions.

Each teacher member of the exam commission assigns independently a mark for each assessment and a final mark for the "second examination". Considering that for primary education marks are qualitative, the final result of the "second examination" is established by the exam commission based on consultations between its members. The final mark assigned for the "second examination" becomes the school year final average mark for the given subject and is recorded in the school official documents – the class' index and the general school matriculation index. Pupils that fail the "second examination" to only one subject (final mark "insufficient") may be allowed, upon the written request of the parents and subject to the decision of the head of school, to sit a re-examination before the start of the school year.

According to the in-force legislation pupils are declared "repeaters" if they are in one of the following situations by the beginning of the school year:

- Pupils that were given the final average mark "insufficient" in more than two subjects (no "second examination" allowed in this case);
- Pupils that were given the final average mark "insufficient" for behaviour (separately marked by the class' teacher/tutor teacher);
- Pupils that "failed" one or two subjects and that either did not sit or did not pass the "second examination" for at least one subject;
- Postponed pupils that did not sit the examination necessary for conclusion of their academic situation for at least one subject;
- Pupils that were expelled (with re-matriculation right) due to extremely bad behaviour (not applicable during compulsory education).

Repeaters can re-matriculate in the corresponding grade the following school year in the same school or in a different one. For the compulsory education sequence, individuals exceeding with more than 2 years the normal age of a given grade are considered in a "school abandon" situation. For individuals in a "school abandon" situation, education within the compulsory sequence can be provided in other forms than day-classes – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. The Ministry of Education, Research and Youth can also approve organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education).

The teachers' council validates in the plenary sessions organised at the end of the semester/school year the overall academic situation of all pupils as presented by the classes' teachers/tutor teachers. The secretary of the teachers' council registers in the plenary sessions' records the academic situation of the pupils by class, nominating the promoted, the failed, the repeaters and the postponed pupils. The academic situation of the failed, the repeaters and the postponed pupils is communicated in writing by the class' teacher/tutor teacher to the pupil's parents or legally appointed guardians, at the latest 10 days after the conclusion of the semester/school year; parents or legally appointed guardians have also to be informed on the periods in which the "second examination" takes place. Most schools organise intensive remedial education periods during the summer vacation for the pupils that failed one or two subjects in order to support their preparation for the "second examination".

By the end of the first semester and of the school year every school has the obligation to report the statistical situation of the pupils – both to the County School Inspectorate and the county branch of the National Institute of the Statistics. The head of school has to mention and analyse the statistical situation of the pupils in his/her semester/school year report. The statistical situations are centralised by the National Institute for Statistics and the Ministry of Education, Research and Youth and become part of the Statistical Yearbook and of the annual evaluation report of the Ministry of Education, Research and Youth.

Ministerul Educatiei, Cercetarii si Tineretului

National Centre for Curriculum and Evaluation for Pre-tertiary Education

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar

Legea invatamantului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.14. Certification

There are neither a leaving examination nor a formal certification at the end of primary education, pupils graduating primary education being promoted directly into gimnaziu (grades V to VIII).

In certain cases (individuals in a school abandon situation, pupils continuing their studies abroad, etc.) the school issues a copy from the general school matriculation index – the matriculation fiche – [foaia matricolă](#) listing all the subjects and marks for each promoted school year – upon written request.

Ministerul Educatiei, Cercetarii si Tineretului

[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 4.15. Educational Counseling and Guidance

In most cases educational guidance during primary education is ensured by the class' teacher working closely with the children's parents and the school psychologist. The National Curriculum comprises the curricular area Counselling and guidance, mainly meant for educational guidance of the pupils. In the case of primary education, the curriculum frameworks stipulates the possibility to allocate, within the school based curriculum, of a course for counseling and orientation once a week. There is also a curriculum central offer for this curricular area, approved by an order of the minister of education.

Inter-school logopaedic centers are organised as integrated special education institutions to provide support for the children with speech deficiencies. The logopaedic centers employ logopaedic teachers, qualified in special psycho-pedagogy, psychology or pedagogy; these have the obligation to guide and support teachers in the methodology of language developing and correcting for children with verbal deficiencies.

The Centers for psycho-pedagogical assistance are organised at the level of each county as Pre-tertiary education complementary units subordinated to the County School Inspectorates. In each school with more than 800 pupils psycho-pedagogical assistance units can be organised, according to the existing resources and needs. Schools with less than 800 pupils apply to a psycho-pedagogical assistance unit organised in another school. Psycho-pedagogical assistance centers - [Centre Judetene de Asistentă Psihopedagogică](#) and units ensure through individual and collective activities the psycho-pedagogical monitoring and counselling of the pupils as well as guidance of the teachers and pupils' parents. In cooperation with the schools and the local community the psycho-pedagogical assistance centers and units also organise school and professional guidance of the pupils, information and documentation activities, etc.

Health care of children in primary education is ensured either through schools' medical units (existing mostly in urban areas) or through public medical units and is free of charge (including medication).

Ministerul Educatiei, Cercetarii si Tineretului

[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

[Order of the Minister of Education no. 5286/09.10.2006 regarding the approval of the syllabi for curricular area Counseling and Guidance to grades I-VIII](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)



## 4.16. Private Education

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), economic agents, individuals and entities with legal personality can establish primary schools with the agreement of the County School Inspectorates following an accreditation procedure. Accredited private education institutions are part of the national education system and can receive support from the state. Private education functions according to the law if:

- It is organised and functions based on the non-profit principle;
- It is organised based on non-discriminatory principles and rejects ideas, currents and attitudes that are anti-democratic, xenophobic and racial;
- It respects the national standards.

Evaluation criteria for private Pre-tertiary education institutions refer to the basic domains of organisation and functioning: teaching staff, content, material basis and financial activity. The National Agency for Quality Assurance in Pre-tertiary Education (ABACI) establishes the national standards for each criterion, differentiated by education level. The accreditation procedure follows two steps:

- The "temporary functioning authorisation " that gives the unit the provisory right for organising and functioning, and

The accreditation that confers the unit all the rights established by the law. The organizations providing education with an "temporary functioning authorization" are obligated to request the accreditation after the first cycle completion but no more than 2 years after, otherwise the temporary functioning authorization could be lost..

When organising a private primary school, the initiators have to comply with the following general standards, as provided by the Education Law (Law 84/1995, republished, subsequently amended and completed) :

- The number of children per class cannot exceed the number established by the law (that is 25);
- Teachers and management staff have to be full-time employed and appointed according to the provisions of the Teaching Staff Statute (Law 128/1997);
- The material basis has to comply with the national standards; in order to obtain the accreditation, the schools have to prove that at least 25% of the income has been invested in the material basis during the provisory functioning;
- After two graduations subsequent to accreditation, the unit has to prove it owns at least 50% of the educational spaces it uses.

The curriculum frameworks and corresponding syllabi of private Pre-tertiary education have to be similar or alternative to the ones used in public education and have to comply with the national standards. The Ministry of Education, Research and Youth is the authority that approves based on the notification of the National Centre for Curriculum and Evaluation for Pre-tertiary Education the curriculum frameworks and the corresponding syllabi for private Pre-tertiary education.

Financing of private schools is performed according to the in-force financial norms and is ensured by the investors and through fees paid by the parents. The fees are established autonomously by the schools, within the general framework provided by the law.

Ministerul Educatiei, Cercetarii si Tineretului

Romanian Agency for Quality Assurance in Pre-tertiary Education

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Government Ordinance no. 75/2005 regarding Quality Assurance in Education, approved and amended by the Law no. 87/2006

Government Decision no. 1258/2005 regarding the approval of the Regulation for organizing and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP), including the amendments

Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards and the accreditation and periodic evaluation standards for the pre-tertiary schools.

Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions.

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.17. Organisational Variations and Alternative Structures

The Education Law (Law 84/1995, republished, subsequently amended and completed) consents to organisation and functioning of educational alternatives in public and private education with the agreement of the Ministry of Education, Research and Youth. Evaluation and accreditation of educational alternatives is performed by the Ministry of Education, Research and Youth, according to the provisions of the law.

Currently, the following educational alternatives are organised in primary education:

- Step by Step programme;
- Waldorf education system;
- Montessori pedagogy;
- Freinet techniques;
- Jena Plan.

In the recent years, efforts have been made to ensure the schooling capacity necessary to organise educational alternatives, to ensure financing from the state-budget as well as to identify and use other financing sources, etc. At the same time, specific actions have been taken in order to support the educational alternatives units to clearly define their missions and objectives, to harmonise evaluation and accreditation mechanisms and procedures with the ones practiced in other European states, to organise in-service training for institutional evaluators, etc. Initial and in-service teacher training continues to be a constant preoccupation for all educational alternatives. In this respect, the educational alternatives established their own training institutions (Waldorf College, Step by Step Centre for Education and Professional Development, Ars Pedagogical Foundation) or developed cooperation with international institutions (Freunde der Erziehung und Rudolf Steiner, Software A-G Stiftung, French Cultural Centre in Timisoara, ICEM, etc.).

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 4.18. Statistics

The statistical data concerning the primary education in 2007/2008 were:

Numbers of educational institutions and enrolled pupils

	<b>Educational institutions</b>	<b>Pupils</b>
Urban	1342	412105
Rural	3263	446306
Total	4605	858411

Number of enrolled children according to the teaching language

	<b>Total</b>	<b>%</b>
Română	804632	93.7
Maghiară	47603	5.6
Germană	5481	0.6
Altă limbă*	695	0.1
Total	858411	100

\*Serbian, Ukrainian, Slovakian, Czech, Croatian, Turkish, Roma

Teaching staff in primary education and gimnaziu

	<b>Teaching staff</b>	<b>Full-time employers</b>		<b>Qualified teachers</b>	
	<b>Total</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Urban	60964	51120	83.9 %	59786	98.1 %
Rural	71857	57151	79.5 %	66839	93.0 %
Total	132821	108271	81.5 %	126625	95.3 %

in primary education, about 16 pupils are for each teacher

Available infrastructure for the primary education and gimnaziu

	<b>Classrooms</b>	<b>Laboratories</b>	<b>Sport-halls</b>	<b>Specialised workshop rooms</b>
Urban	28597	3486	1219	494
Rural	47640	4031	1605	535
Total	76237	7517	2824	1029

Învățământul primar și gimnazial la începutul anului școlar 2005-2006

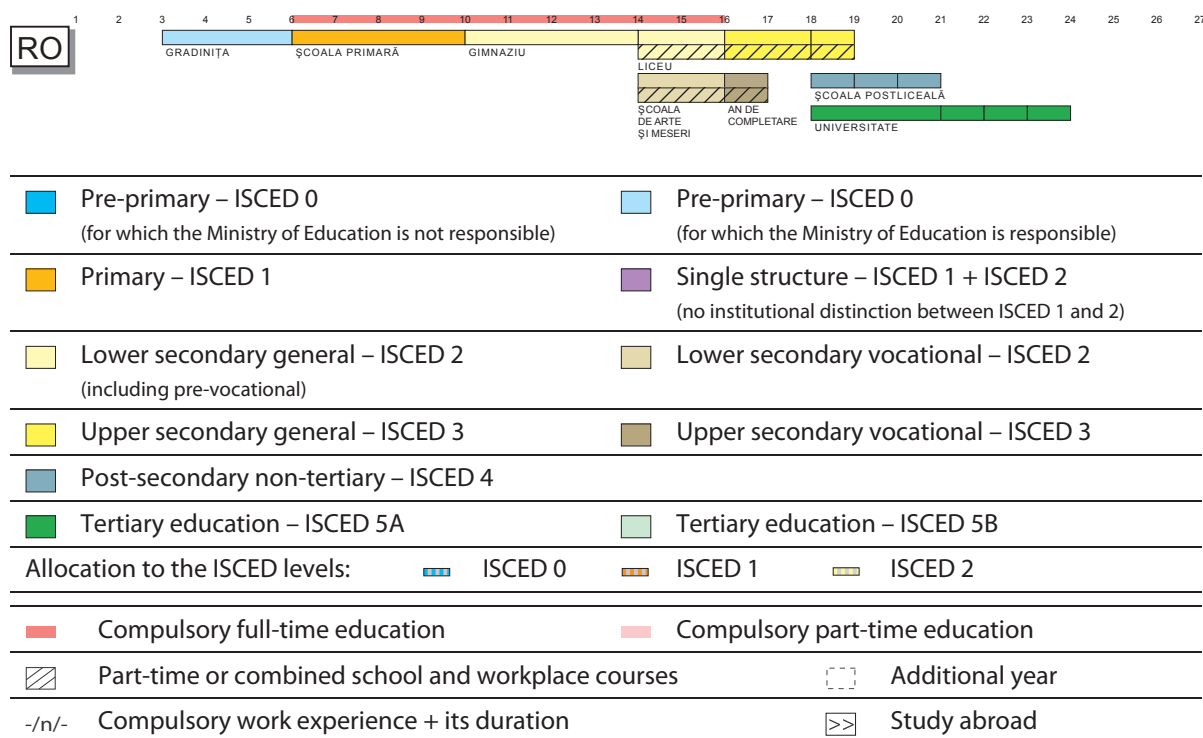
Învățământul primar și gimnazial la începutul anului școlar 2005-2006

Institutul National de Statistica

Ministerul Educatiei, Cercetarii si Tineretului

## 5. SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION

### Organisation of the education system in Romania, 2008/09



Source: Eurydice.

Starting with the school year 2003/2004, the secondary education has the following structure:

- Lower secondary education is organised in two successive cycles (both compulsory):
  - Gimnaziu – grades V to VIII for pupils aged 10-14;
  - Liceu – second phase of general or specialised lower secondary level or alternatively, Școala de Arte și Meserii (Arts and Trades School) – grades IX and X for pupils aged 14-16;
- Upper secondary education organised in:
  - Liceu – generalised and specialised upper secondary – grades XI to XII/XIII, for graduates of Liceu - lower cycle (for pupils aged 16-18(19));
  - Completion year, only for graduates of Arts and Trades School that want to participate in upper secondary education and to acquire a higher vocational qualification (level 2).

In order to continue their education (still within the compulsory sequence), graduates of gimnaziu are distributed among two alternative educational routes – according to their options and a selection and repartition procedure established by the Ministry of Education, Research and Youth. The criterion used so far in this selection and repartition procedure is the "admission average mark":

The two alternative educational routes available for graduates of gimnaziu (grades V to VIII) to complete their compulsory education are as follows:

Liceu – ciclul inferior: lower secondary level, further divided into the following branches of study: theoretical, TVET, and specific education and training;

Școala de arte și meserii (Arts and trades school) providing vocational education and training for level 1 of vocational qualification.

Graduates of liceu - lower cycle receive a graduation certificate – *certificat de absolvire* stating that they accomplished compulsory education, a personal portfolio for further education and, upon request, the registration paper – *foaia matricolă* listing all the subjects and marks. Graduates of the arts and trades school receive the same graduation papers and, supplementary, if passing the vocational competences certification exam organised at the end of the studies they receive a level 1 vocational qualification certificate.

Graduates of școala de arte și meserii (Arts and Trades School) holding a level 1 vocational qualification certificate have to attain the Completion year to obtain a higher vocational qualification and must successfully pass the exam for level 2 of certification of vocational skills in order to continue their studies in liceu - upper cycle.

The Completion Year ensures both further development of the vocational competences and completion of the general competences up to the curricular standards established for the high school lower cycle. Graduates of the Completion year receive a graduation certificate – *certificat de absolvire*, the updated personal portfolio for permanent education and, upon request, the registration paper– *foaia matricolă*. If the graduates pass the vocational competences certification exam organised at the end of th

Completion year, they also receive a level 2 vocational qualification certificate. Graduates of the Completion year holding a level 2 vocational qualification certificate can continue their studies in liceu - upper cycle, subject to the selection and repartition procedure established by the Ministry of Education, Research and Youth.

Transition to liceu - upper cycle (grades XI to XII/XIII) depends on the educational route graduated and on the competences acquired during compulsory education. Access of the graduates of liceu - lower cycle to the different branches of study, profiles and specialisations/ vocational qualifications provided within high school upper cycle is ensured differently through specific methodologiec elaborated by the Ministry of Education, Research and Youth.

Finalisation of the high school education (in liceu - upper cycle) is attested through a graduation certificate – *certificat de absolvire* that confers the right to attend, according to the provisions of the law, post secondary non-tertiary education, theight to sit the [examen de bacalaureat](#) and the attestation exam. Graduates also receive the updated personal portfolio for permanent education and, upon request, the registration paper – [foaia matricolă](#).

High school graduates that sit and pass [examen de bacalaureat](#) exam receive the [diploma de bacalaureat](#) conferring to the holder the right to attend higher education or other specialisations of the post-secondary education, in the conditions established by the law. The [examen de bacalaureat](#) consists of 2 or 3 examinations on common subjects (Romanian language, a modern language and, as the case may be, mother tongue) and 3 examinations on subjects differentiated according to the profile and specialisation graduated. For certain educational profiles and specialisations (established by the Ministry of Education, Research and Youth) graduates can take a separate attestation exam. If passing the exam, graduates receive a level 3 vocational qualification certificate or a vocational qualification attestation respectively, neither conditioned by the passing of the [examen de bacalaureat](#) (except for the graduates of pedagogical high schools wanting to follow a teaching career in pre-primary or primary education).

The post secondary non-tertiary education comprises 1 to 3 years of study and is organised at the initiative of the Ministry of Education, Research and Youth or following the specific requests of firms and other interested institutions. Post secondary non-tertiary education (post-liceal) is provided within "post-high schools" and "foremen schools" and may be attended only by high school graduates – holding or not a diploma de bacalaureat, according to the case.

Secondary and post secondary education can be provided in the following forms: day-classes, evening-classes, part-time education, multiple-grades classes, distance learning and home schooling for certain children with special educational needs that can not be moved. As a rule, compulsory education is organized in day-classes. However, for persons exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms, according to the rules established by the Ministry of Education, Research and Youth. Depending on the existing conditions, schools can be organised with several different education levels.

The Education Law (Law 84/1995, republished, subsequently modified and completed) states that learning in school of Romanian, as the official language, is compulsory for all Romanian citizens, irrespective of their nationality, and that the curriculum frameworks has to ensure for each education level the necessary number of classes and the conditions for mastering the official language. The persons belonging to the national minorities have the right to study and be instructed in their mother tongue at all levels and forms of education as well as in all types of education – providing there is a sufficient demand. Pupils attending T/VET with tuition in the languages of the national minorities have the obligation to develop the speciality vocabulary in Romanian too.

Please refer to the subsections for more details

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Ministerul Muncii, Familiei si Egalitatii de Sansa](#)

[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 5.1. Historical Overview

Please refer to subsections 1.1. and 2.1. for details.

## 5.2. Ongoing Debates and Future Developments

The policy of the Ministry of Education, Research and Youth was to move the emphasis from an external evaluation (the final national exam in gimnaziu, the former “examen de capacitate”, respectively the national evaluation tests) to the internal continuous evaluation. Therefore, starting with the school year 2007-2008 It is envisaged to renounce to the external evaluation (the final national exam) at the end of gimnaziu totally, and use only the average mark of gimnaziu studies and of the average mark of the national test papers for the grades VII and VIII as the main criterion for the selection and repartition procedure. This development is backed-up by a sound strengthening of the standardisation of the internal continuous evaluation of the pupils during gimnaziu studies and by the development of the procedures to assure quality in education.

It is considered that the modular successive arrangement of the T/VET started in 2003/2004, with multiple outgoing points with different vocational qualification levels, responds better to the labour market requirements and encourages continuation of education and training for attaining higher vocational qualification levels.

[Cartea Albă a reformei învățământului din România](#)

[Extinderea învățământului obligatoriu. Studiu privind condițiile de implementare](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

### 5.3. Specific Legislative Framework

The general legal framework for organising and functioning of pre-university education, including secondary and post-secondary non-tertiary education, is established within the Education Law (Law 84/1995, republished, subsequently modified and completed). Implementation of the general provisions of the law is ensured through Decisions of the Government and Orders of the Minister of Education, Research and Youth and of other central public authorities. A succinct selection of the legislation acts related to secondary and post-secondary non-tertiary education might include:

- Law 61/1993 on the state allowance for children (republished based on the Law 261/1998);
- Government Decision 859/1995 regarding scholarships and other forms of material and financial support for children, pupils, students and individuals attending public education (republished);
- Order of the Minister of Health 1955/1995 for approving the hygiene Norms for institutions that ensure care, education and instruction of the children and youngsters;
- Government Decision 525/1996 for approving the general Regulation for urbanism (republished);
- Law 128/1997 on the Teaching Staff Statute;
- Government Decision 445/1997 regarding establishment of the general criteria for scholarships and other forms of support for pupils, students and individuals attending day-schooling public education;
- Government Decision no. 231/2007 regarding the foundation, organization and functioning of the National Centre for Curriculum and Evaluation in Pre-university Education
- Government Decision 558/1998 to amend annexes 1 and 2 of the Government Decision 445/1997 regarding establishment of the general criteria for scholarships and other forms of support for pupils, students and individuals attending day-schooling public education;
- Government Decision 855/1998 regarding establishment of the National Centre for TVET Development;
- Law 109/1999 for approving the Ordinance of the Government 103/1998 regarding modification of the teaching norm in pre-university education;
- Law 196/1999 for approving the Ordinance of the Government 87/1998 regarding establishment of the Commission for the Evaluation and Accreditation of Pre-university Education;
- Government Decision 49/1999 regarding establishment of the National Centre for Diploma Recognition;
- Law 133/2000 for approving the Ordinance of the Government 102/1998 regarding continuous training through the education system;
- Government Decision 127/2000 for approving the national standards for the evaluation of the pre-university educational institutions;
- Law 719/2001 for approving the Ordinance of the Government 138/2000 regarding support measures for private education;
- Government Decision 1246/2001 regarding the certification system of the qualifications levels through TVET and post-high school;
- Government Decision 508/2001 regarding the access to compulsory education of the children of the migrant workers from the European Union member states;
- Order of the Minister of Health and Family 653/2001 regarding medical assistance of children in pre-primary education and of pupils and students;
- Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Law 126/2002 for approving the Ordinance of the Government 33/2001 regarding school supplies in the school year 2001-2002;
- Law 519/2002 for approving the Emergency Ordinance of the Government 102/1999 regarding special protection and employment of the handicapped persons;
- Government Decision 1149/2002 for approving the Methodological norms for application of the Law 116/2002 regarding prevention of and fighting against social marginalisation;
- Government Decision 1420/2002 for amending Government Decision 508/2001 regarding access to compulsory education of the children of the migrant workers from the European Union member states;



- Government Decision 844/2002 for approving the occupations, trades and specialisations nomenclature for which training is ensured within pre-university education and the corresponding duration of the studies;
- Government Decision 1555/2003 for amending Government Decision 844/2002 regarding approval of the occupations, trades and specialisations nomenclature for which training is ensured within pre-university education and the corresponding duration of the studies;
- Order of the Minister of Health and Family 197/2003 regarding organisation and functioning of the medical commissions for educational and vocational guidance.
- Government Ordinance no.75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006;
- Government Ordinance no.1258/2005 with the approval of the Regulation regarding the organization and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP) including further amendments.
- Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards and the accreditation and periodic evaluation standards for the pre-tertiary schools.
- Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions.

The specific organisational framework for the entire activity of pre-university education institutions is set by the Regulation for Organisation and Functioning of Pre-University Education Institutions (Order of the Minister of Education 4925/2005). Specific Orders of the Minister of Education, Research and Youth establish the curricula, syllabi and textbooks, the evaluation and assessment system, the structure of the school year, organisation of the "second chance" education, etc. A succinct selection of the in-force orders related to secondary and post-secondary non-tertiary education might include:

- Order of the Minister of Education no. 3592/2001 regarding practical training in TVET high school;
- Order of the Minister of Education no.5240/15.12.1998 regarding the approval of the VIII-th grade curricula
- Order of the Minister of Education no.3957/09.06.1999, regarding the approval of the curriculum frameworks for pre-tertiary education
- Order of the Minister of Education no.4184/04.08.1999, regarding the approval of the curriculum frameworks for Foreign Languages, gimnaziu.
- Order of the Minister of Education no. 4237/23.08.1999 regarding the approval of the core curriculum frameworks grades V–VIII
- Order of the Minister of Education no. 4769/ 25.10.1999, regarding the approval of the curriculum frameworks for Religion, grades I-VIII.
- Order of the Minister of Education no. 3638/11.04.2001 regarding the implementation of the curriculum frameworks, grades I-VIII, only for grades V-VIII.
- Order of the Minister of Education no. 4508/26.09.2001 regarding the approval of the curriculum frameworks for Practice, grades X-XI, secondary education, technological branch. Order of the Minister of Education no. 3680/ 18.04.2001 regarding the implementation of the new curricula for evening classes, as from 2001-2002
- Order of the Minister of Education no. 4876/06.11.2002 regarding the curricula for pedagogic initial training for teachers in primary/pre-primary education
- Order of the Minister of Education no. 5201/ 24.12.2002, regarding the approval of the syllabi for Japanese, Portuguese and New Greek languages (grades V-VIII and IX-XII)
- Order of the Minister of Education no. 3432/27.02.2003, , regarding the approval of the syllabi for the different minorities history.( grades VI-VII and IX-XII.
- Order of the Minister of Education no. 4740/25.08.2003 regarding the approval of the syllabi of all the subjects in the core curriculum (grades VII-VIII)
- Order of the Minister of Education no. 5723/23.12.2003 regarding the approval of the curriculum frameworks for grades IX-X

- Order of the Minister of Education no. 3451/09.03.2004 regarding the approval of the curriculum for the specialty culture and for the practice instruction of the curricular area Technologies, grades IX and X, Arts and Trades School, as well as the differentially curriculum for the specialty culture of the curricular area Technologies, grades IX and X, theoretical high school.
- Order of the Minister of Education no. 3458/09.03.2004 regarding the approval of the syllabi for grade IX of high school and of the syllabi of general culture subjects for the Arts and Trades School.
- Order of the Minister of Education no. 3552/08.04.2004 regarding the approval of the syllabi for the Arts and Trades School, grades IX and X, for the subjects: English, French, German, Italian, Russian, Spanish, ICT, Counseling and vocational training, as well as the syllabi for the Arts and Trades School, grade X, for the subjects: Romanian language and literature, Mathematics, Chemistry, Biology, History, Civic/entrepreneurial culture, Physical education.
- Order of the Minister of Education no. 3680/27.04.2004 regarding the curriculum frameworks and the syllabi of the institutions organizing and deploying preparation courses for obtaining the driving license.
- Order of the Minister of Education no. 3727/30.04.2004 regarding the approval and the implementation of the syllabi of the core curriculum subject Technological education for grades V-VIII.
- Order of the Minister of Education no. 4041/16.06.2004 regarding the approval of the syllabus for Romanian language – basis course for the children of the foreigners who received the status of refugees and for the under aged refugees with no accompanying.
- Order of the Minister of Education no. 4072/22.06.2004 regarding the approval of the specialty subjects of the differentially curriculum for grades IX and X, high school – vocational branch, artistic, pedagogical, sports and theological profile.
- Order of the Minister of Education no. 4598/31.08.2004 regarding the approval of the syllabi for grade X of high school and of the syllabi for Religion for grade X of high school and Arts and Trades School.
- Order of the Minister of Education no. 5002/ 14.10.2004, regarding the approval of the syllabi for the subjects History and tradition of the Bulgarian minority (grades VI-VII) and History and tradition of the Czech minority (grades VI-VII).
- Order of the Minister of Education no. 5003/14.10.2004, regarding the approval of the syllabus for Religion - Greek-catholic cult, grade IX, high school and Arts and Trades School.
- Order of the Minister of Education no. 5005/14.10.2004, regarding the approval of the syllabus for Hungarian language and literature, grade X, Arts and Trades School.
- Order of the Minister of Education no.5006/14.10.2004 regarding the approval of the syllabi for the specialty subjects of the differentially curriculum for grade IX, vocational branch, artistic profile.
- Order of the Minister of Education no.5007/14.10.2004 regarding the approval of the syllabus for physical education, grade IX, differentially curriculum, vocational branch, military profile)
- Order of the Minister of Education no. 3006/ 04.01.2005 regarding the approval of the syllabus for the subject Harmony, differentially curriculum for grade IX, vocational branch, artistic profile, specialization music.
- Order of the Minister of Education no. 3007/04.01.2005 regarding the approval of the syllabi for the specialty subjects of the differentially curriculum for grade X, vocational branch, artistic profile.
- Order of the Minister of Education no. 3008/05.01.2005 regarding the approval of the curriculum frameworks for the Completion year, grade X.
- Order of the Minister of Education no. 3249/ 14.02.2005, regarding the approval of the syllabi for the subject History and tradition of the Roma minority (grades VI and VII).
- Order of the Minister of Education no.3872/13.04.2005 regarding the approval of the syllabi for the Completion year.
- Order of the Minister of Education no. 4122/18.05.2005 regarding the approval of the curriculum frameworks for the specialty culture corresponding to the curricular area Technologies, grade XI of the Completion year.
- Order of the Minister of Education no. 4226/31.05.2005 regarding the approval of the syllabi for grades IX and X, subject “Military training” – differentially curriculum, vocational branch, military profile.

- Order of the Minister of Education no. 4596/ 15.07.2005, regarding the approval and implementation of the syllabi for the subject Portuguese – grade X, lower cycle of high school.
- Order of the Minister of Education no. 4597/15.07.2005, regarding the approval and the application of the syllabi for the Completion year, for the subjects: English (modern language 2), French (modern language 2), German (modern language 2), Italian (modern language 2), Russian (modern language 2).
- Order of the Minister of Education no. 4705/29.07.2005 regarding the approval of the curriculum for the curricular area Technologies for the Completion year, grade XI.
- Order of the Minister of Education no. 4706/29.07.2005 regarding the approval of the standards for vocational training for level 2 of qualification, elaborated and revised within the Phare project TVET RO 2002/000-586.05.01.02.01.01 for modernization of the vocational and technical education.
- Order of the Minister of Education no. 5026/26.09.2005 regarding the approval of the frame-curriculum for the Completion year – specialization „vicar chorus” .
- Order of the Minister of Education no. 5085/30.09.2005 regarding the approval and implementation of the syllabi for the specialty subjects of the differentially curriculum for grades IX and X of high school, vocational branch, theological orthodox profile,
- Order of the Minister of Education no. 5584/ 16.12.2005 regarding the approval of the syllabi for grades I-VIII for the subject Religion – Greek-catholic cult.
- Order of the Minister of Education no. 5718/22.12.2005 regarding the approval of the curriculum frameworks for the upper cycle of high school.
- Order of the Minister of Education no. 3172/30.01.2006 regarding the approval of the curriculum frameworks for the specialty culture corresponding to the curricular area Technologies, for the direct route of qualification – for grades XI and XII of full time classes, upper cycle of high school, technological branch, and for the progressive route of qualification – for grades XII and XIII through the Arts and Trades School and for the Completion year.
- Order of the Minister of Education no. 3252/13.02.2006 regarding the approval of the syllabi for grade XI, upper cycle of high school and for grade XII, technological branch, progressive route of qualification through Arts and Trades school and the Completion year, starting with the school year 2006-2007, modified by the Note no. 28594/09.03.2006.
- Order of the Minister of Education no. 3410/07.03.2006 regarding the approval of the syllabi for grades XI-XII, at English language and French language ( L1,L2,L3), vocational and theoretical branch, Universal literature, theoretical branch, human profile, philology and vocational branch, theological profile, Unitarian theology.
- Order of the Minister of Education no. 3432/15.03.2006 regarding the approval of the syllabi for the lower cycle of Liceu, subject Theoretical athletic preparation – differentially curriculum, vocational branch, athletic profile, all the specializations.
- Order of the Minister of Education no. 3460/21.03.2006 regarding the approval of the syllabi for English language, Military preparation, Physical education – differentially curriculum, vocational branch, military profile, mathematics-informatics specialization, grades XI-XII.
- Order of the Minister of Education no. 3488/23.03.2006 regarding the approval of the syllabi for the upper cycle of Liceu, technological branch, for the subjects: English language (L1, L2), French language (L1, L2), German language (L1, L2), Italian language (L1, L2), Russian language (L1, L2), Spanish language (L1, L2); ICT, Vocational counseling and guidance.
- Order of the Minister of Education no. 3511/29.03.2006 regarding the approval of the syllabus for Religion (Adventist cult), grade XI.
- Order of the Minister of Education no. 4051/24.05.2006 regarding the approval of the curriculum frameworks for evening classes.
- Order of the Minister of Education no
- Order of the Minister of Education no. 4947/23.08.2006 regarding the approval of the vocational education standards, the curriculum frameworks and the syllabi for specialty culture of the curricular area Technologies, level of qualification 1,2,3.

- Order of the Minister of Education 5152/19.09.2006 to amend the curricula for specialized arts education, differentially curriculum, vocational branch, arts profile, specializations Music and Actor's art, grades IX-X and XI-XII
- Order of the Minister of Education no. 5209/25.09.2006 regarding the approval of the syllabi for vocational branch, pedagogical profile, specializations for teachers in pre-primary/primary education, grade XII.
- Order of the Minister of Education no. 5210/25.09.2006 regarding the approval of the syllabi for the differentially curriculum, grade X, vocational branch, arts profile, specializations: architecture, ambient arts, decorations, design.
- Order of the Minister of Education no. 5286 / 09.10.2006, regarding the approval of the syllabi for the curricular area Counselling and Guidance, grades I-IV and V-VIII.
- Order of the Minister of Education no.5287/09.10.2006, regarding the approval of the syllabi for the curricular area Counselling and Guidance, grades IX-XII.
- Order of the Minister of Education no. 5397/17.10.2006 regarding the approval of the syllabi for all the specialty subjects, grades XI-XII, vocational branch, theological profile (orthodox cult).
- Order of the Minister of Education no. 5398/17.10.2006 regarding the approval of the syllabi for Practical athletic preparation– differentially curriculum, grades IX-XII, vocational branch, and athletic profile.
- Order of the Minister of Education no. 5399/17.10.2006 regarding the approval of the syllabus for the subject Computerized images process– differentially curriculum, grade XI, upper cycle of Liceu, vocational branch, art profile, all the specializations.
- Order of the Minister of Education no. 5705/21.11.2006, regarding the approval of the syllabi) for the differentially curriculum, vocational branch, theological profile (Roman-catholic cult), grades IX-X and XI-XII.
- Order of the Minister of Education no. 5959/22.12.2006, regarding the approval of the syllabi for the XII-th grade, upper cycle of Liceu.
- Order of the Minister of Education no. 26/05.01.2007, regarding the approval of the syllabi of the differentially curriculum, vocational branch, theological profile, grades IX-X. and XI-XII.
- Order of the Minister of Education no. 249/ 30.01.2007 regarding the approval of the syllabi, grade XII, for the subjects Bulgarian language, Polish language, Religion (reformed and Adventist cults)
- Order of the Minister of Education no. 860/10.04.2007 regarding the approval of the syllabi for the upper cycle of liceu, vocational branch, pedagogical profile, for teachers in pre-primary/primary education.
- Order of the Minister of Education no. 1274/08.06.2007 regarding the approval of the syllabi for Religion (old orthodox cult, grades I-IV and V-VIII), and the revised syllabi for Religion (orthodox cult, grades V-VIII) and roman-catholic, grades V-VIII.
- Order of the Minister of Education no. 1847/29.08.2007 regarding the approval of the vocational education, curricula and syllabi for the specialty culture for the curricular area Technologies, only to vocational qualifications taught in pre-tertiary education.
- Order of the Minister of Education no 1702/2007 about the Conventions for practical activities
- Order of the Minister of Education no 5172/29.08.2008 regarding the approval of the Methodology for the organization and deployment of the examination for vocational qualifications certification in the pre-tertiary vocational education.
- Order of the Minister of Education no. 5175/01.09.2008 regarding the approval of the scheduled examinations for the certification of the vocational pre-tertiary education in the school year 2008-2009
- Order of the Minister of Education no. 4104/2001 regarding general admission criteria in post-high school education;
- Ministerial Order 4508/2001 regarding the syllabi for practical training for TVET high school;
- Ministerial Order 5718/2005 on the curriculum for grades XI-XII;
- Ministerial Order 4330/2002 and of the Minister of Labour and Social Solidarity 534/2002 for approving the Methodology of the examination for certification of the vocational competences acquired in high school education, TVET and specific (military, theological, sports, arts and pedagogical) educational routes;

- Ministerial Order 4475/2002 regarding the curriculum for certain trades and specialisations acquired in VET school, post-high school and foreman school;
- Ministerial Order 4864/2002 regarding the competency units that can be acquired through qualification within TVET high school education and post-high school education;
- Ministerial Order 5149/2002 for approving the Methodology of the examination for vocational attestation (various specialisation – general and specific high school);
- Ministerial Order 5204/2002 for approving the Methodology for elaboration, endorsement and approval of the VET standards, and of the Methodological reference regarding designing of the VET standards and of the curriculum for post-high school and foreman school;
- Ministerial Order 4611/2003 regarding the curriculum for certain vocational qualifications acquired in VET school, TVET high school and post-high school;
- Orders of the Minister of Education, Research and Youth 4664/2003 and 4705/2003 regarding the syllabi for arts and trades school;
- Ministerial Order 4740/2003 regarding revision of the syllabi (grades VII and VIII);
- Ministerial Order 4923/2003 for approving the Regulation for organising and functioning of the regional centres and units for psycho-pedagogical assistance – Ministerial Order 5574/2003 for approving the Methodology for evaluation of pre-university education institutions for granting the authorisation of confidence;
- Ministerial Order 3106/2004 regarding the validation procedure for the training standards elaborated within the Phare TVET RO 0108.01 project for modernisation of TVET;

The enrolment quota for all education levels is established yearly through Decisions of the Government.

Centrul National pentru Dezvoltarea Învatamântului Profesional si Tehnic

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

National Commission for Evaluation and Accreditation of Pre-university Education

National Centre for Curriculum and Evaluation for Pre-university Education

Government Decision no. 231/07/03/2007 regarding the foundation, organization and functioning of the National Centre for Curriculum and Evaluation for Pre-university Education

Hotarârea Guvernului nr. 1149/17/10/2002 pentru aprobarea Normelor metodologice de aplicare a prevederilor Legii nr. 116/2002 privind prevenirea si combaterea marginalizarii sociale

Hotarârea Guvernului nr. 1246/13/12/2001 privind sistemul de certificare a nivelurilor de calificare în învățământul profesional, liceal – filiera tehnologica si vocationala – si postliceal

Hotarârea Guvernului nr. 127/18/02/2000 privind aprobarea standardelor nationale de evaluare a institutiilor de învățământ preuniversitar

Hotarârea Guvernului nr. 1420/06/12/2002 pentru modificarea si completarea Hotarârii Guvernului nr. 508/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene

Hotarârea Guvernului nr. 1555/18/12/2003

Hotarârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor si a altor forme de sprijin material pentru elevii, studentii si cursantii din învățământul de stat, cursuri de zi

Hotarârea Guvernului nr. 49/29/01/1999 privind înfiintarea Centrului National de Recunoastere si Echivalare a Diplomelor

Hotarârea Guvernului nr. 508/31/05/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene



Hotărârea Guvernului nr. 525/27/06/1996 privind aprobarea Regulamentului general de urbanism (republicata)

Hotărârea Guvernului nr. 558/03/09/1998

Hotărârea Guvernului nr. 844/31/07/2002

Hotărârea Guvernului nr. 855/26/11/1998

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse si alte facilitati financiare si materiale pentru copii, elevii, studentii si cursantii din învățământul de stat (republicata)

Legea nr. 109/16/06/1999 pentru aprobarea Ordonantei Guvernului nr. 103/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 116/15/03/2002 privind prevenirea si combaterea marginalizarii sociale

Legea nr 133/21.07.2000 pentru aprobarea Ordonantei Guvernului nr 102/1998 privind formarea profesionala continua prin sistemul educational

Legea nr. 196/20/12/1999 pentru aprobarea Ordonantei Guvernului nr. 87/1998 privind înfiintarea Comisiei de Evaluare si Acreditare a Învățământului Preuniversitar

Legea nr. 519/12/07/2002 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 102/1999 privind protectia speciala si încadrarea în munca a persoanelor cu handicap

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea nr. 719/04/12/2001 pentru aprobarea Ordonantei Guvernului nr. 138/2000 privind masuri de sustinere a învățământului privat

Government Ordinance no. 75/2005 regarding quality assurance of education, approved and amended by the Law no. 87/2006

Government Ordinance no. 1258/2005 with the approval of the Regulation regarding the organization and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP) including further amendments

Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards and the accreditation and periodic evaluation standards for the pre-tertiary schools

Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions

Ordinul ministrului educatiei nr. 3106/22/01/2004

Ordinul ministrului educatiei nr. 3592/03/04/2001 privind pregatirea practica la liceul tehnologic

Ordinul ministrului educatiei nr. 3680/18/04/2001 privind planurile cadru de învățământ pentru clasele IX-XIII învățământ seral

Ordinul ministrului educatiei nr. 4104/09/07/2001 privind aprobarea criteriilor generale de admitere în învățământul postliceal

Ordinul ministrului educatiei nr. 4330/30/08/2002

Ordinul ministrului educatiei nr. 4475/16/09/2002 privind aprobarea curriculumului pentru unele meserii si specializari la scoala profesionala, scoala postliceala si scoala de maistri

Ordinul ministrului educatiei nr. 4508/26/09/2001 referitor la aprobarea programelor scolare pentru disciplina Pregatire practica, clasele a X-a - a XII-a, învățământ liceal - filiera tehnologica

Ordinul ministrului educatiei nr. 4611/21/07/2003 privind aprobarea curriculumului pentru unele calificari profesionale la scoala profesionala, liceu - filiera tehnologica si învățământul postliceal

Ordinul ministrului educatiei nr. 4664/31/07/2003

Ordinul ministrului educatiei nr. 4740/25/08/2003 cu privire la revizuirea programelor scolare pentru clasele a VII-a si a VIII-a

Ordinul ministrului educatiei nr. 4864/01/11/2002 privind unitatile de competenta care pot fi dobândite în urma calificarii prin liceu – filiera tehnologica si scoala postliceala

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar

Ordinul ministrului educatiei nr. 5149/13/12/2002 pentru aprobarea Metodologiei de organizare a examenului de atestare profesionala (diferite specializari – învățământ liceal)

Ordinul ministrului educatiei nr. 5204/24/12/2002

Ordinul ministrului educatiei nr. 5574/02/12/2003 privind aprobarea Metodologiei de evaluare a unitatilor de învățământ preuniversitar în vederea acordarii autorizatiei de încredere

Ordinul ministrului educatiei nr. 5723/23/12/2003 cu privire la aprobarea planurilor-cadru de învățământ pentru clasele a IX-a si a X-a

Ordinul Ministrului Sanatatii si Familiei nr. 197/12/03/2003 privind organizarea si functionarea comisiilor medicale de orientare scolar-profesionala

Ordinul Ministrului Sanatatii si Familiei nr. 653/25/09/2001 privind asistenta medicala a prescolarilor, elevilor si studentilor

Ordinul Ministrului Sanatatii nr. 1955/18/10/1995 pentru aprobarea Normelor de igiena privind unitatile pentru ocrotirea, educatia si instruirea copiilor si tinerilor

**The following Orders apply partially for the school year 2008-2009 and completely starting with the school year 2009-2010 (in this case, they replace the Orders listed above):**

- Order of the Minister of Education no. 4643/30.06.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Mother tongue
- Order of the Minister of Education no. 4698/07.07.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Man and Society (grades V-VIII)
- Order of the Minister of Education no. 4700/07.07.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Physical education and Sports (grades V-VIII)
- Order of the Minister of Education no. 4713/07.07.2008 regarding the approval of curriculum frameworks for subjects comprised in the curricular area Language and Communication (Romanian and Latin) for grades V-VIII.
- Order of the Minister of Education no. 4875/22.07.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Mathematics and Natural Sciences (grades V-VII).
- Order of the Minister of Education no. 4876/22.07.2008 regarding the approval of curriculum frameworks for subjects comprised in the curricular area Technologies, technological education, grades V-VIII.
- Order of the Minister of Education no. 4877/22.07.2008 regarding the approval of curriculum frameworks for subjects comprised in the curricular area Modern Languages L1 and L2.
- Order of the Minister of Education no. 4988/05.08.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Arts, grades V-VIII.



- Order of the Minister of Education no. 5176/01.09.2008 regarding the approval curriculum frameworks for the special pre-primary education which integrate hard disabled children.
- Order of the Minister of Education no. 5230/01.09.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Man and Society, Religion, grades IX – XII;
- Order of the Minister of Education no. 5233/01.09.2008 regarding the approval of the curriculum frameworks for early education
- Order of the Minister of Education no. 5234/01.09.2008 regarding the approval of the syllabi for complex integrated educational therapies in special needs education
- Order of the Minister of Education no. 5235/01.09.2008 regarding the approval of the syllabi for groups of public/special education organized with severe/profound disabled pupils
- Order of the Minister of Education no. 5236/01.09.2008 regarding the approval of the curriculum frameworks for special education groups (remedial pedagogy)
- Order of the Minister of Education no. 5237/01.09.2008 which amends the Order no. 4877/22.07.2008 regarding the approval of the syllabi for subjects of Mother tongue curricular area.
- Order of the Minister of Education no. 5239/01.09.2008 regarding the approval of the curriculum frameworks for group/class organized in normal/special education with moderate disabled pupils.
- Order of the Minister of Education no. 5240/01.09.2008 regarding the approval of the syllabus for the subject History of the USA AND Great Britain (lower secondary, bilingual classes))
- Order of the Minister of Education no. 5241/01.09.2008 regarding the approval of the syllabus for the subjects History of France, Geography of French Culture and civilisation (liceu-bilingual classes)
- Order of the Minister of Education no. 5242/01.09.2008 regarding the approval of the syllabi for Italian Language as Mother tongue, grades V-VI.
- Order of the Minister of Education no. 5243/01.09.2008 regarding the approval of the curriculum frameworks for groups/classes of normal/special education organized with high sensitive disabled children.
- Order of the Minister of Education no. 5255/02.09.2008 regarding the approval of the syllabi for differentially curriculum, vocational branch, theological profile in Romanian language.,
- Order of the Minister of Education no. 5256/02.09.2008 regarding the approval of the syllabi for differentially curriculum, vocational branch, theological Greek-catholic profile..
- Order of the Minister of Education no. 5257/02.09.2008 regarding the approval of the syllabi for differentially curriculum, vocational branch, theological Unitarian profile.
- Order of the Minister of Education no. 5258/02.09.2008 regarding the approval of the syllabi for differentially curriculum, vocational branch, theological reformed profile.
- Order of the Minister of Education no. 5259/02.09.2008 regarding the approval of the syllabi for differentially curriculum, vocational branch, theological Adventist profile.
- Order of the Minister of Education no. 5260/02.09.2008 regarding the approval of the revised curriculum frameworks for subjects comprised in the curricular area Man and Society , History and Traditions of the Hungarian , grades VI-VII

- Order of the Minister of Education no. 5286/09.10.200 regarding the approval of the curriculum frameworks for the curricular area Guidance and Counseling, grades I-IV si V-VIII

## 5.4. General Objectives

According to the Education Law (Law 84/1995, republished, subsequently modified and completed), education in Romania pursues the free, integral and harmonious development of the human individuality, and the development of the autonomous and creative personality.

Please refer to the subdivisions for more details.

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 5.4.1. Lower Secondary Education

Lower secondary education is part of the compulsory education and gives all pupils equal opportunities in continuing their education in the subsequent education levels. It is realised in two phases, through Gimnaziu and Liceu – second phase lower secondary level or arts and trades school (Scoala de Arte si Meserii).

Please refer to the subdivisions for more details.

#### 5.4.1.1. Gimnaziu

The general objectives set for gimnaziu are as follows:

- To ensure for all pupils an educational standard comparable to the European one;
- To develop the capacity to communicate efficiently in real situations using Romanian language, mother tongue, foreign languages and various speciality languages;
- To develop the capacity to adapt to and integrate into the community;
- To develop positive attitudes in relation to the social environment: tolerance, responsibility, solidarity, etc.;
- To ensure an optimal educational and vocational guidance according to the aspirations and aptitudes of the pupils;
- To develop the capacities and motivations necessary for continuing learning in the conditions of a changing society.

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#### 5.4.1.2. Liceu – Second Phase of Lower Secondary Level

The second phase of the lower secondary level of Liceu (grades IX-X), represents one of two alternatives for the lower secondary educational level and envisages the following general objectives:

- To accomplish the development for each pupil of the key-competences required by the knowledge society
- To further enable and reinforce pupils training for lifelong learning and
- To facilitate the educational and vocational guidance of the pupils through development of certain specific competences (pre-specialisation within the high school lower cycle and vocational qualification within the "arts and trades school").

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[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 5.4.1.3. Arts and Trades School (Școala de Arte și Meserii)

The general objectives set for școala de arte și meserii (Arts and trades school) are the same with general objectives set for liceu – lower secondary level.

Additional, vocational education and training offered by școala de arte și meserii (Arts and trades school) has to ensure the acquisition of the vocational competences required by the specialisation.

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[Legea învățământului nr. 84/24/07/1995 \(republicată, cu modificările și completările ulterioare\)](#)

## 5.4.2. Upper Secondary Education

The upper secondary educational offers to all graduates of second phase of the lower secondary level of high school or arts and trades school the possibility to specialise in various theoretical, vocational and specific (military, theological, sports, arts and pedagogical) domains in order to prepare for the labour market and/or to continue their education in the subsequent education levels. The graduates of Arts and Trades Schools, in order to participate in upper secondary education (upper cycle of Liceu) have to attend the completion year and obtain the level 2 of certification of vocational skills.

Please refer to the subdivisions for more details.

### 5.4.2.1. Liceu – Upper Cycle

In accordance with the general finalities of education, the following general objectives are set for the upper cycle of Liceu:

- To develop the capacity, to formulate and solve problems based on relating knowledge from different domains;
- To valorise one own experiences in order to achieve an optimal vocational guidance towards the labour market and/or post-secondary education (non-tertiary or tertiary);
- To develop the capacity to actively integrate in various social-cultural groups: family, vocational environment, friends, etc.;
- To develop essential functional competences for social success: communication, critical thinking, decision-making, processing and contextual use of complex information;
- To cultivate the expressivity and sensitivity in order to obtain personal fulfilment and to promote a quality life;
- To develop the moral autonomy.

The syllabi for each subject and educational route, profile and specialisation specify, depending on the branch of study, profile and specialisation/ vocational qualification, the general competences, values and attitudes to be acquired during upper secondary education as well as the specific competences which will be acquired during each school year.

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### 5.4.2.2. Completion Year

The Completion year is a passageway for the graduates of școala de arte și meserii (Arts and trades school), in order to continue their education within the upper cycle of liceu with technical profile.

The Completion year gives to the pupils the opportunity to continue their general education and to acquire at the same time vocational competences. More specifically, VET is designed as a route with two major learning outcomes: general education (ensuring for the pupils the possibility to continue their education), and vocational training (ensuring for the pupils the possibility to acquire a vocational qualification). Consequently, besides the general finalities of education as established by the law, the following specific finalities are envisaged for VET:

- To facilitate the insertion of the youngsters into the active life (transition from school to work);
- To increase the work productivity and the economic development of the country;
- To provide workers capable to understand technological evolution and to contribute to the adaptation of the technological structures to the changes taking place in the socio-economic environment;
- To promote democracy in enterprises;
- To reduce social tensions;
- To provide youngsters the necessary competences in order to organise entrepreneurial activities on their own initiative, according to the provisions of the law;
- To ensure mobility and flexibility on the labour market and the conditions necessary for vocational re-conversion following changes of the labour market requirements.

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### 5.4.3. Post-Secondary non-Tertiary Education (Școala Postliceală)

Post-secondary non-tertiary education (post-high school) ensures training of specialised technicians and foremen (level 3 of higher qualification) to work within specific domains according to their qualification. The graduate of post-secondary non-tertiary education has to prove the following acquisitions expressed in terms of knowledge, execution and social competences:

- Theoretical and practical knowledge in the speciality domain, operational in the deployment of a technological process or of an economic-social activity;
- Entrepreneurial and legislative knowledge to allow management of a small/medium size enterprise or of a technological, economic, social or administrative process;
- Basic ICT skills to facilitate administration and management of an enterprise or of a technological, economic, social or administrative process;
- Communication skills in 1-2 foreign languages, applicable to the respective domain of activity.

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## 5.5. Types of Institution

Secondary and post-secondary non-tertiary (post-high school) education in Romania is organised and functions in several types of educational institutions:

- Școala generală with grades I to VIII (primary education and gimnaziu) or grades V to VIII (gimnaziu);
- Școala de arte și meserii (Arts and trades school) – with grades IX-X;
- Liceu (High school) (grades IX to XII/XIII) organised by cycles (lower and upper cycles) and branches of study: general, TVET and specific education and training (military, theological, sports, arts and pedagogical). Part of the theoretical and most of the sports, arts and pedagogical high schools are organised together with gimnaziu and primary education;
- Cluster schools concentrating TVET high schools, VET schools and the completion year in some cases, post-secondary non-tertiary education institutions – all of them of the same or similar profiles. Cluster schools are organised and function as single educational institutions (with a single management and a single budget, etc.);
- Școala postliceală (Post-high schools) and "foremen schools" as post-secondary non-tertiary educational institutions.

Please refer to subsections for details.

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### 5.5.1. Lower Secondary Education

Please refer to the subdivisions for more details.

#### 5.5.1.1. Gimnaziu

The education in gimnaziu can be organised in various types of educational institutions, but most frequently is organised altogether primary education in schools covering grades I to VIII (the sequence of compulsory education until the year 2003) in școala generală (General school). Mostly in urban areas can also be encountered schools offering both primary and all secondary education (grades I to XII/XIII) or only secondary education (grades V to XII/XIII).

In most of the counties there is also organised arts and sports education for the pupils with special abilities in these particular fields and usually the programme starts in primary education. The educational institutions which provide this type of education can have supplementary programme or integrated programme, approved by the Ministry of Education, Research and Youth, based on a proposal of the School Inspectorates. These schools have a specific curriculum, adapted to the profile and the study of the special subjects is realised in groups or individually, according to the criteria established by the Ministry of Education, Research and Youth, The curriculum ensures the accomplishment of the educational objectives specific for that profile.

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#### 5.5.1.2. Liceu – Second Phase of Lower Secondary Level

Liceu – lower cycle is the educational institution that offers to all graduates of gimnaziu with certificate for graduation the possibility to specialise in various domains and to prepare for the labour market and/or to continue their studies in the subsequent education levels – post-secondary non-tertiary education or tertiary education. High school education is organised in three branches of study:

- The General branch of study providing two educational profiles: humanities and sciences;

- The technological education and training (TVET) branch of study providing three educational profiles: technical, services, and exploitation of the natural resources and protection of the environment;
- The vocational education providing five educational profiles: military, public security, theological, sports, arts and pedagogical.

The general branch of study is usually organised in theoretical high schools and is mainly meant to ensure preparation for higher education. The TVET branch of study is organised in technological high schools with one or more profiles and several specialisations – offering for the compulsory education graduates the possibility to both attain a 3 level qualification and to prepare for higher or post-secondary education.

In most cases, pupils following the specific education and training branch of study (military, public security, theological, sports, arts and pedagogical educational profiles) carry on their studies in the same school, profile and specialisation in order to attain a vocational qualification and to continue their studies in post-secondary education (tertiary and/or non-tertiary). Military and theological education is provided in separate educational institutions – military high schools and theological high schools. Arts and sports specific education and training are usually organised in educational institutions covering both primary and secondary education levels as pre-specialisation within these educational routes begins from primary education or grade V. The pedagogical profile is meant to ensure initial training for pre-primary and primary education teachers as well as training for certain occupations (librarian-documentarist, animator, instructor for after school activities and school pedagogue) and is organised in pedagogical high schools. Pedagogical high schools are usually organised along with primary and lower secondary education levels.

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### 5.5.1.3. Arts and Trades School (Școala de Arte și Meserii)

This institution offers during the 2 years of study education and initial vocational training. It is part of the compulsory education, organised as full-time education for the pupils under 18 years. Usually, the pupils are aged between 14 and 16. Școala de arte și meserii (Arts and trades school) was organised starting with the school year 2003/2004 and replaced the vocational training through other two institutions: școala profesională (Vocational school) and the Apprenticeship school.

The most common type of institutions providing T/VET is cluster schools which organize TVET high schools, VET schools and in some cases post-secondary education institutions.

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## 5.5.2. Upper Secondary Education

Please refer to the subdivisions for more details.

### 5.5.2.1. Liceu – Upper Cycle

Both lower and upper cycle of liceu (high school) are organised in the same branches of study, educational profiles and specialisations, and for the time being they function in the same educational institutions – namely high schools (liceu). Please see 5.5.1.2.

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### 5.5.2.2. Completion Year

The graduates of școala de arte și meserii (arts and trades school) can continue their studies within the TVET high school only after graduating the Completion year and passing the exam for a level 2 certification of vocational qualification.. The Completion ensures horizontal and vertical coherence of the VET system and consequently provides vocational qualifications in the same domains as the arts and trades school. The Completion year usually functions within the TVET Liceu (high schools) or within școala de arte și meserii (Arts and trades school).

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### 5.5.3. Post-Secondary Non-Tertiary Education (Școala Postliceală)

The post-secondary non-tertiary education (“post-high school”) is realised by școala postliceală (post-high school) and by the apprenticeship school. Post-secondary non-tertiary education is 1 to 3 years long, depending on the complexity of the qualification, and is organised at the initiative of the Ministry of Education, Research and Youth or following the specific requests of firms and other interested institutions. The nomenclature with qualifications which can be provided within the post-secondary non-tertiary education is approved by a Decision of Government, according to a proposal of the Ministry of Education, Research and Youth and of the Ministry of Labour and Social Solidarity.

Post-secondary non-tertiary education is usually organised by the education institutions which have TVET classes – in the same or close profile and specialisations, in order to make better use of the existing material basis (equipments, workshops, other resources) and human resources and to improve financial efficiency.

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## 5.6. Geographical Accessibility

In general, the territorial distribution of schools providing education for gimnaziu (Școli generale) meets the population needs. In urban areas most residential districts have at least one public school providing education for grades V to VIII, many of them in the neighbourhood of pupils’ homes.

In the rural area the schools network is well developed, in all communes and in many villages existing at least one school providing education for grades V to VIII. In some cases, due to the geographical distances between pupils’ houses and the schools are long. The Ministry of Education, Research and Youth provides transportation means mostly for pupils that are attending gimnaziu in zone-center schools - local public administration authorities (commune) covering for the transportation costs. In addition to the central-level measures, it has been reported that local public administration authorities, in some cases with the support of individuals, NGOs, charity foundations, etc., are currently ensuring in some rural areas school transportation.

The majority of the high schools and cluster schools (see 5.5.) are located in the urban areas, close to enterprises – except for a small number of TVET high schools and cluster schools that function in rural areas, with classes mostly in the educational profile natural resources exploitation and protection of the environment. Some of the TVET high schools and cluster schools, as well as part of the theoretical and specific education and training high schools are organised as boarding schools – providing meals and accommodation for the pupils. In order to improve access to education for everyone, the Education Law stipulates that pupils benefit throughout the entire year of 50% reduction of the cost for internal public transportation (except air-travel). Due to this facility and depending on the concrete local conditions



(distance, existing means of transportation, daily timetable, etc.) in a rather important number of cases pupils choose daily commuting between school and their homes instead of boarding.

Regarding VET, a significant number of "arts and trades schools" function in the rural areas – mostly along the zone-center schools.

In each development region, the high schools network has developed according to the local (commune, town) requirements of the labour market. The social and economic reform in the development regions led to the necessity of restructuring the high schools/cluster schools network in order to better respond to the requirements of a changing society and economy, as well as to the strategic objectives of the regional development policy. Educational authorities have taken measures both to merge high schools and VET schools with similar profiles and specialisations and to better adapt the educational offer to the local and regional requirements.

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## 5.7. Admission Requirements and Choice of School

The enrolment quotas for all education levels in public education are established yearly through Government Decision, based on the Ministry of Education, Research and Youth proposition. According to the Education Law (Law 84/1995, republished, subsequently modified and completed), the Ministry's proposition is preceded by a multi-step fundamentation-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 Government Decision which reflects the conclusions of the consultation process.

According to the provisions of the Education Law, for all education levels, education and training is provided in Romanian. The persons belonging to the national minorities have the right to study and be instructed in their mother tongue at all levels and forms of education as well as in all types of education – providing there is a sufficient demand. In consequence, schools or classes are organized and function with tuition in Romanian and, as required, in the languages of the national minorities in each locality or schooling is ensured in the languages of the national minorities in the nearest locality where this is possible. There are no formal admission conditions regarding the nationality of the pupils; nevertheless pupils are supposed to have the necessary communication competences in the given language. At the same time, the Education Law (Law 84/1995, republished, subsequently modified and completed) states that learning in school of Romanian, as the official language, is compulsory for all Romanian citizens, irrespective of their nationality, and that the curriculum frameworks has to ensure for each education level the necessary number of classes and the conditions for mastering the official language. Pupils attending T/VET with tuition in the languages of the national minorities have the obligation to develop the speciality vocabulary in Romanian too.

The admission requirements are established by education level as follows:

- In Gimnaziu (grades V to VIII; general education) are admitted all pupils that have completed primary education (grades I to IV);
- In Școala de arte și meserii (Arts and trades school) (grades IX to X) are admitted graduates of gimnaziu, based on a selection and repartition procedure established by the Ministry of Education, Research and Youth;
- In Liceu – lower cycle of high school (grades IX to X) are admitted graduates of gimnaziu, based on a selection and repartition procedure established by the Ministry of Education, Research and Youth;
- In Completion year (grade XI) are admitted graduates of Școala de arte și meserii (Arts and trades school), holding a level 1 qualification certificate;

- In Liceu – upper cycle of high school (grades XI to XII/XIII) are admitted only graduates of Liceu – lower cycle of high school, respectively graduates of the Arts and Trades School, holding a level 2 qualification certificate, based on a selection and repartition procedure established by the Ministry of Education, Research and Youth;
- In post-secondary non-tertiary education are admitted high school graduates holding or not a Bacalaureat [Diploma](#) based on admission methodologies established by the educational institutions according to the general criteria established by the Ministry of Education, Research and Youth. In most cases, the admission of the candidates is based on an entrance examination.

Transition from primary to gimnaziu education is conditioned by the completion of the first four grades only. In some cases, schools include in their profile fifth grade classes with intensive study of a modern language. It happens in these situations that schools organise entrance examinations for the fourth grade graduates, as well as the evaluation of the communication competences in Romanian and in the respective modern language as well as basic competences in mathematics. This situation also occurs in some cases where certain schools – known for high performances – face a higher demand than their actual offer. The enrolment quota approved every year for the fifth grade is overall at least at the level of the number of the fourth grade graduates in each locality or in neighbouring localities in the rural areas.

Graduates of gimnaziu can continue their education for completion of compulsory education in the second phase of lower secondary education according to their options and following a selection and repartition procedure. The selection criterion used for this procedure is the "admission average mark".

All graduates of gimnaziu expressed their choice of school based on the educational offer provided by the County School Inspectorates. The candidate's options are expressed through unique registration forms elaborated and provided by the Ministry of Education, Research and Youth. All candidates' options and all available places were then recorded by the County School Inspectorates in the Ministry of Education, Research and Youth admission database. Candidates are distributed on the available places according to their options and in the descending order of their admission average mark.

Graduates of gimnaziu can choose a school between the following two alternative educational routes:

- Liceu - lower cycle" (grades IX and X; first stage of high school education) – organised in three branches of study: theoretical, technological education and training (TVET), and specific education and training (military, public security, theological, sports, arts and pedagogical);
- Școala de arte și meserii (Arts and trades school) (two years of study leading to a level 1 vocational qualification) – the new type of VET institution replacing the Apprenticeship school and școala profesională (Vocational school).

Transition to liceu - upper cycle (grades XI to XII/XIII) depends on the educational route graduated and on the competences acquired during compulsory education. Access of the graduates of liceu - lower cycle to the different branches of study, profiles and specialisations provided within liceu - upper cycle is based on a methodology elaborated by the Ministry of Education, Research and Youth.

Graduates of școala de arte și meserii (Arts and Trades School) holding a level 1 vocational qualification certificate have to attain the Completion year in order to obtain a higher vocational qualification and to continue their studies in liceu - upper cycle. The Completion year ensures both further development of the vocational competences and completion of the general competences up to the curricular standards established for the high school lower cycle.

Post-secondary non-tertiary education (post-high school) is provided for the high school graduates holding or not a . The admission requirements for the foremen school includes supplementary the condition that the candidates have to have by the beginning of the first year of study at least 3 years of seniority in a trade corresponding to the specialisation of studies. The admission methodology is established by the educational

institutions, according to the general criteria set by the Ministry of Education, Research and Youth. In the case that the number of candidates is over the number of places offered or following the request of the economic agent financing the schooling, the educational institution organises an entrance examination. The content of the entrance examination is established by the educational institution according to the specialisation of studies offered. In certain cases – if the specialisation requires specific skills the entrance examination may be preceded by an eliminatory skills-test.

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## 5.8. Registration and/or Tuition Fees

There are no registration and/or tuition fees for public secondary education. In matters concerning boarding schools, pupils' parents/legally appointed guardians have to pay for meals and accommodation. However, in a rather important number of cases the scholarships granted to the pupils cover partially or totally the boarding costs.

According to the provisions of the Education Law, tuition fees are required for post-secondary non-tertiary education and are paid by the pupils and/or by the firms, institutions, etc. requesting this type of education. Tuition fees are established by the educational institutions and have to cover all education and training-related costs. The post-secondary non-tertiary education units can also establish registration fees for covering for the admission costs.

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## 5.9. Financial Support for Pupils

Pupils benefit throughout the entire year of 50% reduction of the cost for internal public transportation (except air-travel) as well as for entrances to museums, concerts, theatres, opera, movies and other cultural and sports events organised by public institutions. Orphaned pupils benefit of free internal public transportation (except air-travel).

According to the provisions of the law on the state allowance for children (Law 61/1993 amended through Law 261/1998), all children benefit of a tax-free state allowance at least until they are 16. Children attending any education level, children with invalidity degree I or II and handicapped children benefit of the state allowance until they are 18. Youngsters over 18 enrolled in high school or VET benefit of the state allowance until they graduate (except during repetition of a grade if this is not due to proved medical reasons). Special legal provisions regarding the amount apply for disabled children, children being adopted, mono-parental families, etc. State allowance is suspended for children not attending compulsory education after they turn 7, except for the children that do not attend school due to medical reasons. State allowance is not paid in the months when the child spends more than 15 days in care or social assistance institutions that provide full state-protection of the child.

Financial support provided from the state and/or local budgets for the pupils attending secondary education is also included within the strategic priority "Ensuring access to and improving quality of education for everyone" of the current stage of the education reform:

- Ensuring free of charge textbooks for pupils attending compulsory education. The same provision applies to pupils attending upper secondary education if coming from families with an average income per capita less than 50% of the minimum national wage.
- Scholarships for pupils.
- Ensuring free of charge school supplies for pupils coming from disadvantaged families (Law 126/2002).
- Ensuring participation in holiday camps.
- The Program Euro 200
- The Program Money for Highschool

#### Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor si a altor forme de sprijin material pentru elevii, studentii si cursantii din învățământul de stat, cursuri de zi

Hotarârea Guvernului nr. 558/03/09/1998

Hotarârea Guvernului nr. 859/25/10/1995 privind acordarea de burse si alte facilitati financiare si materiale pentru copii, elevii, studentii si cursantii din învățământul de stat (republicata)

Hotarârea Guvernului nr. 1004/10/09/2002

Legea nr. 116/15/03/2002 privind prevenirea si combaterea marginalizarii sociale

Legea nr. 261/31/12/1998 pentru modificarea si completarea Legii nr. 61/1993 privind alocatia de stat pentru copii

Legea nr. 61/22/09/1993 privind alocatia de stat pentru copii (republicata în baza Legii 261/31/12/1998)

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 5.10. Age Levels and Grouping of Pupils

During secondary and post-secondary non-tertiary education a different teacher teaches each subject of the curriculum. According to the "principle of continuity", usually the same teacher works with a given class throughout all the grades during which the respective subject is studied within a given education level. Class composition is established by the school's administration council according to the following general criteria:

- During gimnaziu (grades V to VIII) class composition is mainly determined by the foreign languages studied by the pupils;
- During școala de arte și meserii (Arts and trades school), in the lower and upper cycle of Liceu the Completion year and post-secondary non-tertiary education, the class composition depends on the branches of study, educational profile and specialisation, and furthermore on the foreign languages studied.

The classes are in general homogenous regarding the age of the pupils. The grades structure in secondary education and the indicative age levels are as follows (day classes):

- Gimnaziu is organised for pupils aged 10-14 and includes grades from V to VIII;
- Școala de arte și meserii (Arts and trades school), is organised for pupils aged 14-16 and includes grades IX to X;
- Liceu – lower cycle is organised for pupils aged 14-16 and includes grades IX to X;
- The Completion year is organised for pupils aged 16 - 17 and includes grade XI;
- Liceu – upper cycle is organised for pupils aged 16 - 18 and includes grades XI to XII.

The number of pupils per class depends on the education level and is established by the Education Law (Law 84/1995, republished, subsequently modified and completed):

- Gimnaziu (grades V to VIII) – in average 25 pupils per class, but no less than 10 and no more than 30;
- Școala de arte și meserii (Arts and trades school), Liceu – lower cycle, Liceu – upper cycle and post-secondary schools – in average 25 pupils per class, but no less than 15 and no more than 30.

The Ministry of Education, Research and Youth can approve classes below the minimum or over the maximum number of pupils per class – according to the specific conditions (isolated areas, classes with tuition in the languages of the national minorities, etc.). Within pre-university education pupils can transfer between different schools and educational profiles, routes etc. according to the specific rules established by the Regulation for Organisation and Functioning of Pre-University Education Institutions (Ministerial Order 4925/2005). Pupils with exceptional aptitudes and performances can pass 2 grades in one school year, according to a procedure approved by an Order of the Minister.

Mainly after gimnaziu education certain subjects can be taught in smaller groups (usually no less than 10 pupils): foreign languages (intensive study and bilingual classes), ICT practical activities (mathematics-informatics with informatics intensive study), arts and sports (specific educational routes), optional subjects (part of the school-based curriculum), practical training (certain specialisations in T/VET), etc.

Post-secondary non-tertiary education is organised for high school graduates (over 18/19 years old) within post-high schools and foremen schools. The duration of studies is between 1 and 3 years and the grouping of the students is based on the specialisations.

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[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 5.11. Specialisation of Studies

Regarding the specialisation of studies, the structure of the secondary and post-secondary non-tertiary education is as follows:

Lower secondary education

- During gimnaziu (grades V to VIII) there is no specialisation of studies – education is provided as general education;
- Școala de Arte și Meserii (Arts and trades school) is organised based on the vocational qualifications provided (levels and specialisations);
- Liceu – lower cycle is provided in three branches of study – general, TVET and specific education and training (military, theological, sports, arts and pedagogical) – further divided into educational profiles and specialisations;

Upper secondary education

- The Completion year is organised based on the vocational qualifications provided (levels and specialisations);
- Liceu – upper cycle is provided in three branches of study – general, TVET and specific education and training (military, theological, sports, arts and pedagogical) – further divided into educational profiles and specialisations;

Post-secondary non-tertiary education is organised based on the vocational qualifications provided (specialisations).

Please refer to subsections for more details.

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[Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact](#)

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### 5.11.1. Lower Secondary Education

Please refer to the subdivisions for more details.

#### 5.11.1.1. Gimnaziu

Gimnaziu (grades V to VIII) constitutes the first stage of the lower secondary education, following the "elementary education" accomplished during the first four grades. Consequently, gimnaziu education is provided as general or comprehensive education. The comprehensive character is ensured through the structure and the content of the National Curriculum: approximately 90% of the teaching-learning time is allocated to the common core curriculum.

Using the school-based curriculum and extra-curricular activities, a large number of schools (mostly in the urban areas) have developed enriched programmes of study, including for example intensive study of foreign languages, ICT studies, sports, arts, etc. However, these programmes cannot be considered as a specialisation but more as a mean to better support both pupils' personal development needs and better educational guidance.

In each county are organised a number of schools providing education with complementary or integral arts/sports curricula. These schools function according to a specific curriculum that ensures both accomplishment of the finalities and educational objectives specific to the education level and intensive arts/sports training. The admission of pupils in these schools is done after testing their skills and abilities according to the specificity of the arts/sports. Even though most of the pupils graduating these types of schools continue their studies in the same domain, is still rather considered a pre-specialization for them, supporting their personal development needs and educational guidance, more than a strict specialization.

The duration of lower secondary education in Gimnaziu is of 4 years

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### 5.11.1.2. Liceu – Second Phase of Lower Secondary Level

The lower secondary education (lower cycle of high school) is provided in three different branches of study: general, TVET and specific education and training (military, theological, sports, arts and pedagogical). Each branch of study is further divided into educational profiles and specialisations/basic acquisitions– as presented in the table below.

Branch of study	Educational profile	Educational specialisation/ basic acquisitions
General	Humanities	Philology
		Social sciences
	Sciences (real)	Mathematics-informatics
		Natural sciences
Technological	Technical	Electronics and automatics
		Media production
		Polygraph technique
		Electrics
		Electro mechanics
		Mechanics
		Building materials
		Industrial chemistry
		Buildings, installations and public works
		Textile, leather
	Services	Tourism and public alimentation
		Administrative
		Postal services
		Economic
	Natural resources and protection of the environment	Food industry
		Protection of the environment
		Industrial chemistry
		Agriculture
		Forestry



Branch of study	Educational profile	Educational specialisation/ basic acquisitions
Vocational	Military	Military music
		Mathematics-informatics
		Social sciences
	Theological	Orthodoxy
		Cultural patrimony
		Catholic
		Evangelic-Lutheran
		Baptist
		Pentecostal
		Adventist
		Unitarian
		Reformed
		Moslem
	Sports	54 sports specialisations
	Arts	Architecture, ambient arts and design
		Fine arts and decoration
		Choreography
		Music
		Actors' art
	Pedagogical	Pre-primary and primary teacher
Librarian, animator, instructor for after school activities, school pedagogue		

The duration of studies in the lower cycle of high school is of 2 years for day classes. For evening classes the duration of the studies is extended to 1 year.

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### 5.11.1.3. Arts and Trades School (Școala de Arte și Meserii)

The nomenclatures of the vocational qualifications provided in the pre-university education, as well as the duration of the studies are established by the Ministry of Education, Research and Youth, with advice from the Ministry of Labour, Social Solidarity and Family and is approved through Decision of the Romanian Government.

Technological training is provided in școala de arte și meserii (Arts and trades school).

Școala de arte și meserii (Arts and trades school) (Government Decision no. 867/2008) ensures vocational qualification within the following domains:

- Mechanics;
- Electro-mechanics;
- Electronics and automatics;
- Industrial chemistry;
- Building materials;
- Electricity;
- Buildings, installations and public works;
- Agriculture;
- Forestry;
- Commerce;
- Tourism and alimentation;
- Food industry;
- Manufacturing of wooden products;
- Textile and leather industry;
- Publishing techniques;
- Human aesthetics and hygiene;
- Theology.

The domains provided for vocational qualification are identical for arts and trades school and the Completion year in order to ensure vertical coherence of the VET system and to facilitate and encourage the continuation of the studies for the arts and trades school graduates.

The duration of education provided by the Arts and Trades Schools is of 2 years for day classes. This duration is extended by 1 year for the evening classes form and for special education.

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## 5.11.2. Upper Secondary Education

Please refer to the subdivisions for more details.

### 5.11.2.1. Liceu – Upper Cycle

Upper secondary education in upper cycle of high school is provided in three different branches of study: general, TVET and specific education and training (military, theological, sports, arts and pedagogical). Each branch of study is further divided into educational profiles and specialisations/basic acquisitions– as presented in the table below.

According to the Curriculum approved by the Order of the Minister of Education no. 5718/2005, annex 5, there are no longer specified the profile and the specialisation, but only the vocational qualification, as follows:

Branch of study	Educational profile	Educational specialisation/ basic acquisitions
General	Humanities	Philology
		Social sciences
	Sciences (real)	Mathematics-informatics
		Natural sciences
Technological	Technical	Fabrication of wood products
		Media production
		Mechanics
		Buildings, installations and public works
		Electronics and automatics
		Electrics
		Electro mechanics
		Polygraph Technique
		Building materials
		Textile, leather
	Services	Trade
		Aesthetics and hygiene
		Economic
	Natural resources and protection of the environment	Food industry
		Protection of the environment
		Industrial chemistry
		Agriculture
		Forestry

Branch of study	Educational profile	Educational specialisation/ basic acquisitions
Vocational	Military	Military music
		Mathematics-informatics
		Social sciences
	Theological	Orthodoxy
		Cultural patrimony
		Catholic
		Baptist
		Pentecostal
		Adventist
		Unitarian
		Reformed
		Moslem
	Sports	54 sports specializations
	Arts	Architecture, ambient arts and design
		Fine arts and art decoration
		Choreography
		Music
		Actors' art
	Pedagogical	Pre-primary and primary teacher
		Librarian, animator, instructor for after school activities, school pedagogue

Graduates of the TVET and specific education and training can obtain a level 3 vocational qualification for the specialisations established by the Ministry of Education, Research and Youth with advice from the Ministry of Labour, Social Solidarity and Family and set through Government Decision. The nomenclatures of the vocational qualifications provided in the pre-university education, as well as the duration of the studies are approved by Government Decision.

The duration of the studies in upper cycle of high school is of 2 years for day classes. For evening classes, technological branch, the duration of the studies is extended by 1 semester.

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### 5.11.2.2. Completion Year

The completion year is a path to the Arts and Trades School (Școala de Arte și Meserii) graduation leading to a level 2 vocational qualification and the possibility to continue the studies in the upper cycle of Liceu.

In order to ensure vertical coherence of the VET system and to facilitate and encourage the continuation of the studies for the arts and trades school graduates, the domains provided for vocational qualification are identical for arts and trades school and the completion year.

The duration of VET offered by the Completion year is of 1 year. This duration is extended by 1 year for the evening classes form and for special education.

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### 5.11.3. Post-Secondary Non-Tertiary Education (Școala Postliceală)

Post-secondary non-tertiary education ensures further specialised technical vocational education and certification of a level 3 higher vocational qualification.

According to the in-force legislation (Government Decision 867/2008), post-secondary non-tertiary education provides level 3 higher vocational qualification for the following domains:

- Școala postliceală (Post-high school):
  - Mechanics;
  - Mechatronics and informatics;
  - Electronics and automatics;
  - Energy;
  - Buildings, installations and public works;
  - Transportation;
  - Fabrication of wood products;
  - Forestry;
  - Agriculture;
  - Protection of the environment;
  - Services;
  - Trade
  - Tourism and food;
  - Textile and leather;
  - Media production;
  - Economics;
  - Aesthetics and hygiene;
  - Health and pedagogical assistance;
- Foremen school:

- Mechanics (9 vocational qualifications);
- Electricity;
- Chemistry;
- Mines, petrol and gases;
- Energy;
- Metallurgy;
- Building materials;
- Buildings, installations and public works;
- Fabrication of wood products;
- Transportation;
- Textile-leather;
- Food industry
- Agriculture and alimentary;
- Artistic.

For most of the vocational qualifications provided through post-high school and all the vocational qualifications provided through foremen school the duration of the studies is of 2 years for day classes. For evening classes and special education the duration of the studies is extended according to the frame curricula established by the Ministry of Education, Research and Youth.

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## 5.12. Organisation of School Time

Organisation of the school year for secondary and post-secondary non tertiary education is decided yearly by the Ministry of Education, Research and Youth. The structure of the school year takes several aspects into consideration: a balanced distribution of the school-days and holidays, the specificity of the climate in Romania and the respect for the religious beliefs of the population. The National Curriculum is established by the Ministry of Education, Research and Youth and specifies for each pre-university education level and grade:

- The total minimum and maximum number of classes per week;
- The minimum and maximum number of classes per week for each subject within the common core curriculum;
- The minimum and maximum number of classes per week dedicated to optional subjects/activities.

Within the framework set by the structure of the school year and the National Curriculum, each pre-university education institution has the full responsibility to establish the weekly and daily timetables for each grade.

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### 5.12.1. Organisation of the School Year

The school year in Romania for secondary and post-secondary non tertiary education comprises two semesters, three holidays during the school year and a summer holiday. The exact calendar of the school year is established each year through Order of the Minister of Education. The 2008/2009 school year had 35 weeks of school (5-day week system), summing 172 school days structured as follows:

- I semester:
  - School from Monday, 15 September 2008 to Friday, 19 December 2008;
  - Holiday from Saturday, 20 December 2008 to Sunday, 4 January 2009;
  - School from Monday, 5 January 2009 to Friday, 30 January 2009;

**Intersemestrial holiday** from Saturday, 31 January 2009 to Sunday 8 February 2009.

- II semester:
  - School from 9 February 2009 to 10 April 2009;
  - Holiday from Saturday, 11 April 2009 to Monday, 20 April 2009;
  - School from Tuesday 21 April 2009 to Friday, 12 June 2009;

Summer holiday is till Saturday, 13 June 2009 until to Sunday, 13 September 2009.

The school year has 36 weeks for the Arts and Trades School, and for the Completion year and some grades of the upper cycle of high school – technological branch it has 37 weeks. The additional weeks are meant to provide practical instruction activities.

According to the Ministerial Order and as provided by the in-force legislation, schools can request County School Inspectorates amendments of the school year calendar due to objective reasons: special weather conditions, specificity of the area (agricultural activities), natural calamities, schools with the majority of the pupils of other beliefs than the Orthodox one, etc. The County School Inspectorates can approve such requests subject to the condition that all pupils attend the total number of school-weeks and corresponding school-days as established by the Ministerial Order.

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### 5.12.2. Weekly and Daily Timetable

The weekly (5-day week system) and daily timetables for secondary and post-secondary non-tertiary education are established by the administration council of the schools subsequent consultations with the teachers and the parents/the pupils and based on the following criteria:

- The number of classes per week and subject within the range established by the Frame Plans for each grade, and
- The minimum and maximum number of classes per week established by the Frame Plans for each grade.

According to the provisions of the in-force Frame Plans, the total number of classes per week and grade for day-schooling secondary and post-secondary non-tertiary education depends on the education level, branch of study, profile and specialisation/ vocational qualification:

For gimnaziu (grades V to VIII) the number of classes per week and grade through the Frame Plans approved by Order of the Ministry of Education has to fall in the following ranges:



Grade	Minimum – maximum number of classes per week by type of programme			
	Tuition in Romanian language	Tuition in languages of the national minorities	Integrated education	Sports Integrated Education
V	24-26	27-29	28-30(1) 29-31(2) 28-30(3)	26-30
VI	26-28	29-31	28-30(1) 29-31(2) 28-30(3)	26-30
VII	29-30	32-33	30-31(1) 31-32(2) 30-31(3)	28-32
VIII	29-30	31-32	32-33(1) 33-34(2) 32-33(3)	30-34

(1) Music

(2) Choreography

(3) Fine arts

For școala de arte și meserii (Arts and trades school) and the Completion year the number of classes is 33 per week during theoretical courses and 30 per week during the practical instruction.

For lower and upper cycle of liceu, the number of classes per week through the Frame Plans approved by Order of the Ministry of Education varies depending on the grade, branch, profile and specialisation as follows:

Branch	Profile	Specialisation	Maximum-minimum number of periods per week (1)			
			Grade IX	Grade X	Grade XI	Grade XII/XIII
General	scientific	Mathematics–informatics (1)	32	32	30-32	30-32
		Natural sciences	32	32	29-31	28-30
	humanistic	Philology	32	32	28-30	28-30
		Social sciences	32	32	28-30	28-30
Vocational	artistic	Music	35	34	31-33	31-33
		Choreography	37	36	32-34	32-34
		Actors' art	34	34	29-31	29-31
		Architecture, ambient arts and design	35	34	30-33	30-33
		Fine arts and art decoration	35	34	30-33	30-33
	theologic	Orthodoxy	33	33	32-33	32-33
		Cultural patrimony	33	33	32-33	32-33
		Catholic	33	33	30-31	30-31
		Baptist	33	33	30-31	30-31
		Pentecostal	33	33	31-32	31-32
		Adventist	33	33	29-30	29-30
		Unitarian	33	33	31-33	31-33
		Reformed	33	33	30-31	30-31
	pedagogical	Moslem	33	33	31-32	31-32
		Librarian-documentarist	33	33	28-30	28-30
		animator, instructor for after school activities	33	33	28-31	28-31
		school pedagogue	33	33	28-31	28-31
	military	teacher-instructor	33	33	32-34	32-34
		Mathematics–informatics (1)	34	35	32-34	32-33
	sport	Social sciences	33	33	30-32	30-32
All specializations		37	36	31-34	31-34	
Technological	services	All vocational qualifications	33	33	33	33
	technical	All vocational qualifications	33	33	34	34
	exploitation of natural resources	All vocational qualifications	33	33	34	34

(1) The maximum number of periods per week for each grade presented in the table may be passed in the following cases, specified by the regulations in force:

- in the education institutions with tuition in the languages of the national minorities – to the minimum number of periods per week specified in the curriculum frameworks, are added 3-4 periods for studying the language and the literature of the mother tongue – the same number of periods applies for the study of the Romanian language and literature; this situation also applies to the education institutions with tuition in the Romanian language, for the classes/ groups of the national minorities that requested to study the language and literature of the mother tongue;

- for the classes with intensive study of a modern language – to the minimum number of periods per week, are added 4 periods per week for the study of this subject (usually this is the „modern language 1”);

- for the classes with bilingual study programme – to the minimum number of periods per week specified in the curriculum frameworks, are added 5 periods per week for the study of the modern language, usually „modern language 1”, as well as 1 hour per week for the study of the history/geography/culture and civilisation of that particular linguistic area;

- for the classes with the specialisation „mathematics-informatics”, with intensive informatics programme – to the minimum number of periods per week are added 3 periods per week for the study of this subject.

For the post-secondary non-tertiary education the number of classes per week depends on the specialisation and the duration of studies and is established through the curriculum that has to be approved by the Ministry of Education, Research and Youth.

Secondary education is usually organised in the morning, (5-day week system). Lessons are 50 minutes long and are followed by 10 minutes breaks. Most schools organise a 20 minutes break after the third lesson. In schools functioning in double shifts due to insufficient schooling capacity, certain classes start their programme from 12, 1 or 2 pm. Due to the fact that a given class studies either in the morning or in the afternoon, usually there is no lunch break specifically set in the daily timetables of the schools. The only exception to this situation is where schools organise at their own initiative after-school programmes for the pupils.

As a general rule, all compulsory education is organised in day-classes. However, for individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth.

Evening classes can be organised by the County School Inspectorates for the secondary and post-secondary non-tertiary education – according to the existing resources and local demand. In this type of programme the number of classes per week is reduced (24-25) and the number of years of study is increased by one.

Schools can organise daily after-school activities for the pupils in cooperation with the parents, the local public administration authorities and other partners. During these activities pupils are supervised by the school’s teachers (usually the same teachers that work with the classes). The after-school activities can include supervised study, preparation of the homework, cultural and leisure activities, sports, etc. The necessary costs are mainly covered by the parents, but financial support can also be provided by local public administration authorities, NGOs, individuals, etc.

[Planuri de învățământ](#)

[Ministerul Educației, Cercetării și Tineretului](#)

[Legea învățământului nr. 84/24/07/1995 \(republicată, cu modificările și completările ulterioare\)](#)

## 5.13. Curriculum, Subjects, Number of Periods

The content of secondary and post-secondary non-tertiary education is established within the National Curriculum, defined by the Education Law (Law 84/1995, republished, subsequently modified and completed) as the coherent assembly of curriculum frameworks, syllabi and textbooks applied for each education level, branch of study, profile, specialisation and grade.

The National Curriculum for secondary level covers phases of both compulsory education (Gimnaziul, followed by the lower cycle of Liceu or by Arts and Trades School) and post-compulsory education (the upper cycle of Liceu), as a demand to the diversity of interests and needs of the pupils aged 11 to 18/19. Therefore, the national curriculum for secondary level presents structural diversity, depending on each educational level.

Like in the case of the primary education, the curriculum frameworks and the syllabi are elaborated by national committees of specialists, under the supervision of experts working for the National Centre for Curriculum and Evaluation for the Pre-university Education (public institution, special body under the subordination of the Ministry of Education, Research and Youth/ Innovation, which in 2007 took over, by the Government Decision no. 231/2007, the attributions of the former National Council for Curriculum). The

national committees of specialist are composed by teachers of pre-university and high education, inspectors and teachers, highly estimated at national level for their professional activity. As a result of the public debates, the curriculum frameworks and the syllabi are advised by the National Centre for Curriculum and Evaluation for the Pre-university Education and approved by Order of the minister of education, becoming normative documents, mandatory for the whole national education system.

### **5.13.1. National Curriculum for Gimnaziu (first phase of lower secondary level)**

Gimnaziul (grades V-VIII) represents the first phase of the lower secondary level, being followed by a second phase of lower secondary level, which can be, depending on the case, the lower cycle of Liceu and of the Arts and Trades School.

In Gimnaziu, which has – same as the primary education – one single training path, the curriculum frameworks structure the curricular offer in two main parts: the central offer, represented by a common core curriculum, and the local offer, represented by the school based curriculum.

The common core represents the common and mandatory education offer for all pupils, established at national level, consisting of the same subjects and timetables for each grade and using the same syllabi.

The educational units can also organize extra-curricular activities, depending on the existing resources and needs. The extra-curricular activities can include the study of modern languages, remedial education, preparation of the pupils with high performances, cultural, artistic and sports activities, ICT, etc. According to the legislation in force, the teachers jobs can include up to 3 periods of extra-curricular activities dedicated to high scholar results.

The school-based curriculum represents the entire educational processes and learning experiences which each education institution provides directly to the pupils in a certain class, within the personal curricular offer. The school based curriculum consists of one or several optional subjects and, depending on the case, of further or extended study classes of the core curriculum.

Like in the case of the primary education, for Gimnaziu, the curriculum frameworks establish, for each grade: the minimum and maximum number of classes per week, the compulsory and the optional subjects, the global number of classes per week, allocated at the decision of the school, for the school based curriculum.

The school based curriculum may include:

- Further study classes of the subjects from the core curriculum – dedicated to the subjects included in the common core curriculum and using the same syllabi as the one established within the common core curriculum. These types of activities are usually meant for supporting low achievers and intend to attaining only compulsory reference objectives and contents; in-depth tuition is done only for the subjects which has allotted minimum and maximum periods in the curriculum frameworks and request various learning activities. It happens only in cases of pupils who did not attain the minimum level of the reference objectives and targets provided by the syllabi in the previous school years.
- Extensions of the subjects from the core curriculum – dedicated to the subjects included in the common core curriculum and using extended syllabi (supplementary/same educational objectives and supplementary content). These types of activities are usually meant for supporting high achievers according with the extensions of the syllabi reference objectives and contents are marked with an asterisk in the curriculum frameworks. Extensions are allowed to subjects with flexible number of periods allotted and only to pupils interested to supplementary studies.
- Optional subjects - different subjects not included in the core curriculum for the given education level, route, profile, specialisation and grade. In some cases these subjects are introduced by the common curriculum for other education level, route, profile, specialisation and grade (e.g. foreign languages, ACT, etc.) or suggested by the Ministry as a National Base of optional subjects (e.g. Health and Care, Ecology, European

Studies, Local culture and traditions etc.) . In these cases an adapted syllabi can be used. For optional subjects that are not part of the National Curriculum (e.g. local history, cultural heritage, applied mathematics and sciences, use of ICT, etc.) the teachers proposing the optional subjects have to prepare the syllabi and to submit it for approval to the County School Inspectorate.

The whole content of the school based curriculum – the structure (the number and type of the optional subjects, the further/extended study classes of the core curriculum) and the number of periods – are established based on the advice of the pupils, parents and other partners, with the approval of the teaching board; therefore, the administration board of each education institution decides every year the exact number of periods per week for each subject (for the ones that the frame-curriculum specifies the maximum and minimum number of periods per week). The total number of periods per week established for each grade must respect the limits specified in the National Curriculum.

Schools can also organise extra-curricular activities, according to the existing resources and needs. Extra-curricular activities can include study of foreign languages, remedial/high performance education, cultural activities, arts, sports, use of ICT, etc. According to the in-force legislation, teachers' norms can include up to 3 classes per week of extra-curricular activities dedicated to accomplishment of high scholastic performances – which no longer refers only to activities with high achievers.

The National Curriculum for the grades V-VIII is structured in seven curricular areas defined on the basis of epistemological and psycho-pedagogical principles and criteria: (1) Language and communication; (2) Mathematics and natural sciences; (3) Human being and society; (4) Arts; (5) Physical education and sports; (6) Technologies and (7) Counselling and guidance. Optional subjects/activities can fall in either of the curricular areas.

The curriculum frameworks for gymnasium (grades V to VIII) approved by the Minister of Education Order no. 3638/2001 set the following subjects and corresponding number of classes per week by grade:

Curricular area/Subject	Grade			
	V	VI	VII	VIII
I. Language and communication	9-10	8-9	8-9	9-10
Romanian language and literature	5	4	4	4
1st Foreign language	2-3	2-3	2-3	2-3
2nd Foreign language	2	2	2	2
Latin	-	-	-	1
II. Mathematics and natural sciences	5-6	8	10	9-10
Mathematics	4	4	4	4
Physics	-	2	2	2
Chemistry	-	-	2	2
Biology	1-2	2	2	1-2
III. Human being and society	3-5	3-5	4-5	6-7
Civic culture	0-1	0-1	1-2	1-2
History	1-2	1-2	1-2	2
Geography	1-2	1-2	1-2	2
Religion	1	1	1	1
IV. Arts	2-3	2-3	2-3	1-2

Curricular area/Subject	Grade			
	V	VI	VII	VIII
Fine arts education	1-2	1-2	1-2	1-2
Musical education	1-2	1-2	1-2	
V. Physical education and sports	2-3	2-3	2-3	1-2
Physical education	2-3	2-3	2-3	1-2
VI. Technologies	1-2	1-2	1-2	1-2
Technological education	1-2	1-2	1-2	1-2
VII. Counseling and guidance	1	1	1	1
Counseling and guidance	1	1	1	1
Total number of classes per week for the common core curriculum	23	25	28	28
Optional subjects/activities	1-3	1-3	1-2	1-2
Minimum number of classes per week	24	26	29	29
Maximum number of classes per week	26	28	30	30

Notes:

- For the programme with tuition in the languages of the national minorities add the same number of classes per week for the mother tongue as for the Romanian language and literature;
- The arts/sports integrated or supplementary programmes add specialty classes in the curricular area Sports and Physical education, Arts respectively.

The syllabi for Gymnasium define, for each compulsory subject, the education objectives (frame objectives and reference objectives) aimed in the learning process, the subject targets and the curricular attainment standards of each subject to be reached by the end of the Gymnasium. Moreover, they provide methodological orientations (suggestions for learning activities) for the teachers, to plan the didactical strategy in order to achieve the aimed education objectives and therefore the curricular attainment standards by the end of the Gymnasium. In the case of the subjects where the curriculum frameworks specifies the minimum and maximum number of periods per week, the syllabi attainment defines a common body of reference objectives and targets (for the minimum number of periods per week) for all pupils, as well as reference objectives and additional targets, marked by asterisk (if the institution chooses the maximum number of periods per week, specified in the curriculum frameworks)

The frameworks targets are education objectives referring to the development of capacities and attitudes generated by the features of the subject, aimed along several study years, usually during all years of Gimnaziu. Reference objectives are the aimed learning targets by the end of each school year indicating the pupil's progress in the development and acquisition of knowledge in each school year. The curricular standards are evaluation criteria of the quality of the learning process. They represent synthetic statements aimed to indicate to what extension of the objectives of each subject are being reached by the pupils at the end of Gimnaziu.

For Gimnaziu, the curriculum framework objectives established for each subject are the following:

Curricular area/ Subject	Main objectives
I. Language and communication	
Romanian language and literature V-VIII	Development of the capacity to perceive oral messages Development of the capacity to express oneself orally Development of the capacity to perceive written messages Development of the capacity to express oneself in writing
Language and literature of the mother tongue V-VIII	Same as for the Romanian language and literature, plus, depending on the case: Development of cultural representations and of the interest in studying the language and civilization of the particular ethno linguistic area
Modern languages V-VIII	As for the Romanian language, plus: Development of cultural representations, of the interest in studying the language and civilization of the particular ethno linguistic area
Latin language VIII	Development of the capacity to perceive messages Development of the capacity to express messages Development of cultural representations and of the interest in studying the Latin language and the Greek-roman civilization
II. Mathematics and natural sciences	
Mathematics V-VIII	Knowledge and use of concepts and calculation procedures specific to mathematics Development of exploration/investigation and problem solving capacities Building and development of the capacity to communicate using mathematics' language Development of interest and motivation for studying and using mathematics in various contexts
Physics VI-VIII	Knowledge and use of physical phenomena, of terminology, concepts and methods specific to physics Development of the capacity to explore/investigate reality and the capacity to experiment using adequate instruments and procedures specific to physics Development of exploration/investigation and problem solving capacities Building and development of the capacity to communicate using physics' language Development of a critical attitude regarding the effects of science on the technological and social development, and of the interest to protect the environment
Chemistry VII-VIII	Knowledge and use of chemical phenomena, of terminology, concepts and methods specific to chemistry Development of exploration/investigation and problem solving capacities Building and development of the capacity to communicate using the specific language Developing of attitudes and values regarding the impact of chemistry over nature and society
Biology V-VIII	Knowledge and use of terminology, concepts and methods specific to biology Development of exploration/investigation and problem solving capacities Building and development of the capacity to communicate using the specific language Developing attitudes and skills regarding the impact of biology over nature and society



Curricular area/ Subject	Main objectives
III. Human being and society	
Civic culture VII-VIII	Knowledge and use of the (oral and written) language in the area of civic values Knowledge of the fundamental values of democracy, of democratic actions and of human rights Development of the capacity to communicate and cooperate with the others, by accepting pluralism and by positive valorising of the differences Nurturing positive attitudes towards oneself and the others Stimulation of the interest to participate at the social life and to develop an active citizenship
History V-VIII	Representation of historical time and space Knowledge and use of historical sources Knowledge and interpretation of the historical facts Understanding and use of the speciality language Stimulation of the curiosity for studying history and development of a positive attitude towards oneself and the others
Geography V-VIII	Correct positioning (localization) in space and time of natural and social phenomena and processes Reading and interpretation of graphic and cartographic representations Understanding and use of the speciality language Observation and interpretation of the geographical phenomena Development of favourable and responsible attitudes towards the environment
Religion V-VIII	Knowledge and love of God/ Allah as a fundamental part of the human development Knowledge and use of the language in the area of religious values Knowledge of the Bible's/ Koran's Moral, of the religious practices and of the history of the Church/ Islam Development of the Islamic virtues and consolidation of a moral-religious behavior Education of the attitudes of tolerance, understanding and respect towards people having other faith and beliefs
IV. Arts	
Musical education	Development of the capacity for musical (vocal and instrumental) performance Development of the capacity to perceive music and development of musical culture Knowledge and use of the terms specific to music Development of the sensibility, of the imagination and of the musical/ artistic creativity
Plastic education	Development of the capacity of plastic expression using different materials, instruments and techniques Development of the sensibility, of the imagination and of artistic creativity Knowledge and use of elements of the fine arts' language Development of the capacity to perceive visual art's message
V. Physical education and sports	
Physical education	Maintaining the best possible health condition of the pupils and Harmonization of the physical development according to the particularities related to age and gender Development of personality features favorable for the social integration Extension of the basic motor skills Assimilation of the basic technical procedures and elementary rules for individual or group tactical actions at sports in or out of the scholar activities

Curricular area/ Subject	Main objectives
VI. Technologies	
Technological education	Understanding of the implications of the technological development over the individual, the environment and the society Development of the capacity of designing, manufacturing, testing and use of products Use of the technological terms and symbols specific in communication Development of the initiative spirit and the capacity for self vocational orientation
VII. Counseling and orientation	
Counseling and orientation  V-VIII	Development of the capacity of self-knowledge and of a positive attitude towards oneself Development of the ability to interact in different contexts Development of the ability to use the acquired information in the learning process Development of the ability to explore and plan the career Exercises for the ability to have a quality lifestyle

In 2008, the core curricula for grades V-VIII were revised, according to the following principles:

- Focus on the pupil, as a subject of the instruction-education activity;
- Selection of the learning contents, according to the social, scientific and motivational learning criteria, so that all reference objectives of the syllabus to be covered by the contents; to remove theoretical learning approaches and promote learning practical strategies. Assuring the coherence of the whole curricular offer of Gimnaziu with the curricular offer for primary and for high school education (where are considered the key-competences defined by the European frameworks).

### 5.13.2. National Curriculum for the lower cycle of Liceu

The lower cycle of Liceu (grades IX-X) is a part of the lower secondary education level and represents, together with the Arts and Trades School, one of the two alternative educational paths in order to complete the compulsory education. Comparing to Gimnaziu, which has only one possible training path, the lower cycle of Liceu is organised in three branches (general, vocational, technological), and each of them provides, depending on the case, different profiles and specialisations.

Taking into account the diversity of profiles, the curriculum frameworks for the lower cycle of Liceu (grades IX-X) depend significantly on the branch, profile and, depending on the case, on the specialisation. The curricular offer established by the curriculum frameworks is structured in three main parts: core curriculum, the differentially curriculum and school based curriculum – for the general and vocational branch, respectively local development curriculum – for the technological branch.

The core curriculum and the differentially curriculum represent the central offer. The school based curriculum and the local development curriculum represent the educational offer established by each school.

For all branches, profiles and specialisations within the lower cycle of high school, the core-curriculum represents the common and mandatory central offer for all pupils and aims the acquisition of key competences for general education, defined at European level. Therefore, for all subjects of the core-curriculum are used the same syllabi, no matter of the branch, profile or specialisation. The core-curriculum offer assures the basis for equal opportunities for all pupils, regardless of the type of high school (branch, profile, specialisation).

The subjects of the core curriculum of the lower cycle of high school are classified in 7 curricular areas (Language and communication, Mathematics and Natural Sciences, Human Being and Society, Arts, Technologies, Physical Education and Sports, Counseling and Orientation), all specified in the national curriculum for primary education and for Gimnaziu; in this way, it is assured the continuity of the curriculum frameworks for grades I – a VIII-a and the curricula frameworks for high school and for Arts and trades school. The structure of the core curriculum of the lower cycle of high school (containing the list of subjects for each curricular area and the corresponding timetables for each curricular area and subject) is presented as follows:

Curricular area/Subject	Grade	
	IX	X
<b>Language and communication (1)</b>	8	7
Romanian language and literature	4	3
Modern language 1	2	2
Modern language 2	2	2
<b>Mathematics and natural sciences</b>	6	6
Mathematics	2	2
Physics	2	2
Chemistry	1	1
Biology	1	1
<b>Human being and society</b>	4	4
History	1	1
Geography	1	1
Social and human studies	1	1
Religion	1	1
<b>Arts</b>	2	2
Musical education	1	1
Plastic education	1	1
<b>Technologies</b>	2	2
ICT	2	1
Enterprise Education	-	1
<b>Physical education and sports</b>	2	2
Physical education	2	2
<b>Counseling and orientation</b>	1	1
Counseling and orientation	1	1
Total number of periods in the core curriculum	25	24

The differentially curriculum represents the mandatory central offer for all pupils with the same profile (within the general and technological branch)/ the same specialisation (within the vocational branch); it includes the same subjects, the same time tables, corresponding for each profile; it aims the pupil's initiation in specialised training routes, providing a diverse basis of possibilities, in order to turn the pupil straight to the next level of studies or to integrate her/him after graduation in the social life and occupation.

The institutional curricular offer is realised within the school based curriculum, in the case of general and vocational branches, respectively within the local development curriculum in the case of the technological branch.

The school based curriculum represents all educational processes and learning experiences which each education institution provides directly to the pupils in a certain class, within the personal curricular offer. The school based curriculum consists of one or several optional subjects and, depending on the case, of further or extended study classes of the core curriculum.

The school based curriculum can include:

- In-depth study classes of the subjects from the core/differentially curriculum; in-depth tuition attain specific competences and targets, new content's units
- Extensions of the subjects from the core/differentially curriculum – dedicated to the subjects included in the common core curriculum and using extended syllabi (supplementary/same educational objectives and supplementary content).
- Optional subjects - different subjects, not included in the core curriculum; in these cases adapted syllabi could be used to attain new specific competences and contents
- Integrated optional – new subject structured about an integrated topic of a curricular area or of more curricular areas to attain new specific complex interdisciplinary competences and contents

The whole content of the school based curriculum – the structure (the number and type of the optional subjects, the further/extended study classes of the core curriculum) and the number of periods – are established based on the advice of the pupils, parents and other partners, with the approval of the teaching board. The total number of periods per week established for each grade must respect the limits specified in the National Curriculum.

The syllabi for the optional subjects elaborated at local level need the advice of the specialized inspector of the local school inspectorate.

The local development curriculum contains the allocated periods for the development of the specific institutional curricular offer, realized in cooperation with the economic agents. Through this curricular offer, in the local technological context required by the economical agents, it is attained the curriculum framework for the technical competences described in the VET standards. As a consequence of the extension of the compulsory education up to 10 grades (Law no. 268/2003) and the assumption by Romania the development objectives of education and training systems in Europe (Barcelona-Copenhagen process) – starting with the school year 2004-2005, in the lower cycle of high school have been implemented new curricula frameworks and new syllabi. The changes in the National Curriculum have been made in order to assure to the graduates the basic education defined at European level, in the 8 areas of key competences: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; interpersonal, intercultural, social and civic competences; sense of initiative and entrepreneurial culture; learning to learn, cultural awareness and expression. Directly, the balanced formation of the key-competences aims to the achievement of the necessary knowledge and to the formation of the expected skills and attitudes. Doing so, all the competences achieved during basic education are requested to the benefit of the individual and society.

Comparing tot the previous education levels (primary and Gymnasium), starting with the IX grade, the National Curriculum focuses explicitly on competences (defined as a structured ensemble of knowledge's and skills acquired by learning, which allow the identification and solving of specific problems of a certain subject in different contexts). The focus on competences is visible first of all in the syllabi which define, irrespective of the training profile, the education offer in terms of general and specific competences, established for each subject in the curriculum framework.

The general competences of each subject are defined in the curriculum frameworks and are usually acquired during all grades of high school education; they have a high level of generalization and complexity and turn the didactical strategies to the final pupils achievements. The specific competences corresponds to the syllabi contents are defined for each subject and acquired during one year of study; they derive from the general competences and represent key stages in the acquisition of the general competences

### 5.13.3. National Curriculumul for the Arts and Trades School

The Arts and Trades School (grades IX-X) is part of the lower secondary level and represents, same as the lower cycle of Liceu, one of the two alternative paths in order to complete the compulsory education.

The curriculum frameworks for the Arts and Trades School structures the curricular offer in two main parts: the core curriculum and the local development curriculum.

The core curriculum represents the central offer of subjects and modules, with the corresponding timetables, common for all vocational qualifications.

The local development curriculum consists of the specific curricular offer of an education institution, mean to adapt the learning outcomes with the local labour market needs. This curricular offer ensure the curriculum framework aims for an instruction which allow, in the local technological context, the holistic competences attainment described in the VET Standards. The modules within the local development curriculum are elaborated at institutional level, in collaboration with the school's partner institutions. At institutional level, the local development curriculum is advised by the responsible person for the curricular area Technologies and by the Local Development and Social Partnership Board, to be approved by the District School Inspectorate. The local development curriculum is elaborated according to the provisions of the Order of the Minister of Education, Research and Youth no. 4338/09.06.2008 regarding the methodological items to elaborate the local development curriculum for VET. The structure of the core curriculum and the local development curriculum, with the corresponding timetables, are represented in the following table:

Curricular area/ Subject	GRADE IX			GRADE X		
	No. of periods/ week		No. of periods / year	No. ore/ week		No. of periods / year
	TC	CDL	TC+CDL	TC	CDL	TC+CDL
Language and communication			128			120
Romanian language and literature	2	-		2	-	
Modern language	2	-		2	-	
Mathematics and natural sciences			192			150
Mathematics	2	-		2	-	
Physics	-	-		-	-	
Chemistry	2	-		1	-	
Biology	2	-		2	-	
Human being and society			64			90
Civic/Enterprise culture	1	-		-	-	
History		-		1	-	
Geography		-		1	-	
Religion*	1	-		1	-	
Arts	-	-		-	-	
Physical education and sports			32			30
Physical education	1	-		1	-	
Counseling and orientation			32			30
Vocational counseling and orientation	1	-		1	-	

Curricular area/ Subject	GRADE IX			GRADE X		
	No. of periods/ week		No. of periods / year	No. ore/ week		No. of periods / year
	TC	CDL	TC+CDL	TC	CDL	TC+CDL
Technologies			728			750
ICT	2	-		2		
Specialised culture	3	2		3	2	
Practical instruction	12	30		12	30	
Total (school year)	992	184		930	240	

#### 5.13.4. Upper Secondary Level – upper cycle of Liceu

The upper cycle of Liceu (grades XI-XII/XIII) covers entirely the upper cycle of the secondary level and represents the post-compulsory education.

The curriculum frameworks for the upper cycle of high school are structured as follows: core curriculum, differentially curriculum and school based/ local development curriculum; they depend significantly of branch, profile and specialisation/ vocational qualification. Their main feature is the decreasing of the central education offer (of the core and differentially curriculum) and the increasing of the school based/ local development curriculum. In this way, is ensured to the pupil the possibility to participate at his/her own training route and to increase school's responsibility in the curricular offer implementation according to the local educational requirements.

For the general and vocational branches, the curriculum frameworks for the upper cycle of high school are structured as follows: core curriculum, differentially curriculum and school based curriculum. The core curriculum and the differentially curriculum represent the central education offer. The school based curriculum represents the education offer established at institutional level.

The core curriculum is established at central level and contains the common subjects for all specialisations within a profile and the corresponding timetables. The core curriculum aims a thoroughly development of the key competences acquired in the compulsory education, which are relevant for the training path of the pupil, as well as the development of specific competences common for all specialisations within a profile.

The differentially curriculum is established at central level and contains the specific subjects for each specialisation within a profile and the corresponding timetables. The differentially curriculum aims especially the development of specific competences for each specialisation. The pupils benefit from a basic diversified training, good for the continuous studies and for the future socio-professional integration. The curricular offer, focused on the thoroughly development of the key competences and on the development of specific competences creates a favorable basis for the future graduate's success both on social level (by communication, critical thought, decision making, efficient use of information) and on professional level (by the possibility to continue the studies within the same specialisation or in related specializations).

The school based curriculum contains the allocated periods for the development of the institutional curricular offer. For the school based curriculum, the syllabi specify for all profiles and specialisations within the general and vocational branch, a minimum and a maximum number of periods per week, corresponding for each specialisation. Through this curricular offer, it is ensured the framework to sustain diversified performances and the specific learning pupils' interests. The school based curriculum can include:

- In-depth study classes of the subjects from the core/differentially curriculum; in-depth tuition attain specific competences and targets, new content's units
- Extensions of the subjects from the core/differentially curriculum – dedicated to the subjects included in the common core curriculum and using extended syllabi (supplementary/same educational objectives and supplementary content).

- Optional subjects - different subjects, not included in the core curriculum; in these cases adapted syllabi could be used to attain new specific competences and contents
- Integrated optional – new subject structured about an integrated topic of a curricular area or of more curricular areas to attain new specific complex interdisciplinary competences and contents

The whole content of the school based curriculum – the number and type of the optional subjects, the further/extended study classes of disciplines from the central offer (represented by the core and differentially curriculum), as well as the allocated number of periods – is established based on the advice of the pupils, parents and other partners, and approved by the teaching board. The total number of periods per week for each grade must respect the limits specified by the National Curriculum.

The syllabi for the subjects elaborate at local level need the approval of the specialised inspector of the district school inspectorate.

The structure of the frame-curriculum for the upper cycle of high school in curricular areas, on the one hand, and in a core-curriculum (for each profile), differentially curriculum (for each specialisation) and school based curriculum, on the other hand, give the possibility to identify the specific features of each profile and specialisation, regarding the subjects and the corresponding time tables. This structure give the possibility to the pupil to choose his own training path.

For the technological branch, the curriculum frameworks for the upper cycle of VET, irrespective of the vocational route, is structured in three main parts: core curriculum, the differentially curriculum and the local development curriculum.

The core curriculum and the differentially curriculum represent the central offer. The school based curriculum and the local development curriculum represent the educational offer established by each school.

The core curriculum is established at central level and contains the common subjects for all specialisations within a profile and the corresponding timetables. The core curriculum aims a thoroughly development of the key competences acquired in the compulsory education, which are relevant for the training path of the pupil, as well as the acquisition of general knowledge needed for the specialised training.

The differentially curriculum is established at central level and contains several modules and the corresponding timetables, for each vocational qualification within the same formation domain. Within this module are allotted theoretical and practical classes to attain vocational competencies and key-abilities. Practical preparation could be done in technological laboratories/school-labs and in companies 6 periods weekly or in placements( 120-150 periods per year). This educational offer ensure specialized formation routes. Differentially curriculum was introduced to attain the general technical and specialized competences development for a better qualification. In this way pupils get the differentially preparation requested to their learning guidance and further social or labour insertion.

The local development curriculum contains the allocated periods for the development of the specific institutional curricular offer, realized in cooperation with the economic agents. This curricular offer ensures, in the local technological environment, the optimal framework for the complete attainment of the technical specialized competences described by the Vocational Standards.

For all vocational qualifications within the technological branch, the planned vocational offer through differentially curriculum and local development curriculum is based on the competences comprised in the Vocational Standards approved by Minister's Order.



The curricular offer, focused on the thorough development of the key competences and on the development of specific competences creates a favorable basis for the future graduate's success both on social level (by communication, critical thought, decision making, efficient use of information) and on professional level (by the possibility of a quick integration in the labour market on the basis of the level 3 qualification certificate; by the possibility to continue the studies within the same specialisation or in related specialisations).

### **5.13.5. National Curriculum for the Completion Year**

The completion year (grade XI) offers the graduates of the Arts and Trades School (grades IX-X) to continue their studies in the upper cycle of Liceu and/or to acquire a higher qualification (level 2), as the one obtained through the Art and Trades School (level 1).

The curriculum frameworks for the Completion year structures the education offer in three main parts: core curriculum, differentially curriculum and local development curriculum.

The core curriculum represents the central education offer for subjects of general knowledge, and the correspondent timetables. It is common for all vocational qualifications.

The differentially curriculum represents the central education offer and includes the subjects and the corresponding timetables for all qualifications of a specialisation, as well as modules about the culture of the speciality and for practical instruction, depending on the vocational qualification. Through this structure of the differentially curriculum it is aimed to develop the general competences of theoretical subjects which are relevant for the continuation of studies, and on the other hand to consolidate and to develop the technical competences – general and specific – which contribute to the acquisition of a level 2 of vocational qualification.

The local development curriculum represents the local education offer, specific for each education institution, which includes specific training modules elaborated at local level (through collaborations between the institution and other economic agents). The local development curriculum has the role to correlate the learning outcomes with the local labour market needs. This curricular offer ensure the curriculum framework aims for an instruction which allow, in the local technological context, the holistic competences attainment described in the VET Standards. At the school level, the local development curriculum is noticed first by the manager of the curricular area Technologies and the School administration council, than submitted to the Local Committee for Social Partnership Development and finally approved by the local school inspectorate. The local development curriculum is designed according to the provisions of the OMIT no. 4338/09.06.2008 which regards the methodological items about the elaboration of the local development curriculum.

The curricular design for the T/VET is accomplished based on the competence units of the training standards. The training standard ensures the correspondence between the training programme and the requirements of one or more occupational standards. The training standard presents the competence units of the specialisation (that can correspond to more than one occupational standard) and within each competence unit the competences to be developed through the T/VET process – structured in "knowledge competences", "execution competences" and "social competences". Vocational qualification is organised based on transferable credits and is provided as modular training for most specialisations. The two categories of competence units – key-competences and technical and vocational competences – comprise at this moment a variable number of credits according to the qualification level:

- Level 1 – 30 credits of which 15 for key-competences and work experience and 15 for technical and vocational competences;
- Level 2 – 15 credits of which 5 for key-competences – and work experience and 10 for technical and vocational competences;
- Level 3 – 30 credits of which 10 for key-competences and work experience and 20 for technical and vocational competences.

According to the conventional equivalent "1 credit = 60 education and training classes", the total number of classes established within the frame curricula has to sum up for example a minimum of 1,800 certifiable classes for a level 1 vocational qualification.

The curriculum for post-secondary non-tertiary education is also based on the training standard. Both the curriculum and the training standard for a given specialisation are elaborated in cooperation by the educational institution, the Ministry of Education, Research and Youth and the National Centre for TVET Development. The training standard includes:

- The definition of the speciality;
- The list of competence units specific to the specialisation;
- The description of the competences required by the specialisation, grouped for each competence units by:
  - Knowledge competences;
  - Execution competences;
  - Social competences;
- Recommendations for the development of the curriculum and of the teaching aids:
  - Content units (organised by subjects and modules) horizontally and vertically correlated;
  - Types of contents;
- Recommendations regarding evaluation and assessments means specific to the specialisation.

The curriculum for post-secondary non-tertiary education is developed in modules determined by the structure of the competency units. For each module are elaborated performance criteria – based on the competency units and specific competences. Performance criteria refer to the conditions (quality, quantity, duration, location, etc.) and the minimal accomplishment level of the competences acquired through the content.

[Planuri de învățământ](#)

[Programe școlare pentru liceu](#)

[Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact](#)

[Centrul National pentru Dezvoltarea Învatamântului Profesional si Tehnic](#)

[National Centre for Curriculum and Evaluation for Pre-university Education](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 5.14. Teaching Methods and Materials

The teaching methods applied in secondary and post-secondary non-tertiary education are carefully chosen so as to meet the finalities and the educational objectives set for the education levels and most of all, the pupils' age and individual particularities. The teacher is fully responsible for choosing the methods, taking the structure of the class into consideration, the teaching aids available in the school and following the methodological guidelines provided by the National Curriculum and the teachers' guides for each subject.

During secondary and post-secondary non-tertiary education a teacher teaches each subject. According to the "principle of continuity", usually the same teacher works with a given class throughout all the study years during which the respective subject is studied within a given educational cycle/level. During a given lesson, the class management is entirely the responsibility of the teacher. In consequence, teachers can decide per se to organise the activities with all the pupils (frontal activities), in smaller groups or individually

(differentiated activities) – depending on the specific objectives of the lesson and the level of the pupils. Separated group teaching-learning activities, with groups comprising at least 10 pupils, can be organised in one of the following situations:

- Activities organised within the school-based curriculum and/or extra-curricular activities;
- Intensive study of a foreign language;
- Study of the foreign language for bilingual classes;
- Informatics intensive study;
- Certain practical training (T/VET).

Individualised teaching-learning activities can be organised only during after-school activities and parents usually support the necessary costs.

Regarding the teaching methods, the following general remarks can be taken into consideration:

- The oral communication methods utilized can be classified as expository methods (description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.). Teachers also use exploratory learning methods: direct exploration of objects and phenomena (systematic and independent observation, experiments, practical work, etc.) and indirect exploration (problem solving, demonstration through pictures, films, etc.);
- The system promoted the use of interactive methods focused on the each individual and based on the pupils' direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through dramatisation, etc.);
- Practical training is a compulsory activity carried on within T/VET and is ensured by engineer-teachers and/or foremen in laboratories and workshops, as well as by tutors (staff designated by the employers for the practical training of the pupils in the enterprise).

At the end of each lesson, teachers usually assign the homework for the next class. The homework requests solving exercises and realising essays, activities, etc. chosen either from the textbooks or from other printed teaching aids (pupils' textbooks, texts anthologies, problems and exercises collections, etc.). In some cases pupils are also requested to perform as their homework specific practical activities – like measurements, observations, small practical projects, etc. At the beginning of each lesson teachers usually check with the pupils the homework and, as the case may be, help them in accomplishing it, giving supplementary explanations. As a general rule, the Ministry of Education, Research and Youth recommends that time dedicated for homework should take into consideration the need of the youngsters to socialise and perform sports and other leisure activities.

Textbooks are provided free of charge for all compulsory education. The same provision applies to pupils attending post-compulsory education if coming from families with an average income per capita less than 50% of the minimum national wage. The rest of the pupils have to pay themselves for the textbooks. The Education Law stipulates that teachers are allowed to use only textbooks that are approved by the Ministry of Education, Research and Youth. For most subjects taught during secondary education there are three or more alternative textbooks approved by the Ministry of Education, Research and Youth for each grade. According to the level of pupils, each teacher decides and recommend at the beginning of the school year the textbooks to be used for each subject.

The teaching aids used in secondary and post-secondary non-tertiary education depend on the education level and subject. Implementation of the e-Learning initiative marked an important momentum in spreading the use of ICT in education, especially at high school level. Nevertheless, further development of the infrastructure and in-service training for the teachers are required.

An important number of publications are available for supporting teaching activities: general or specific teacher-training publications, methodological guides for specific subjects, textbooks for teachers, etc.

Didactica modernă

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## 5.15. Pupil Assessment

The general and specific rules regarding the evaluation, assessment and progression of the pupils are established within the Education Law (Law 84/1995, republished, subsequently modified and completed), the Regulation for Organisation and Functioning of Pre-University Education Institutions (Ministerial Order 4925/2005) and Orders of the Minister of Education, Research and Youth related to the final exams.

Pupils' evaluation has to be performed on a regular base for all subjects (compulsory and optional) during the semesters by the teachers working with the class (continuous evaluation). Each semester includes periods dedicated to the consolidation and evaluation of the competences acquired by the pupils (formative and summative evaluations) decided by the teachers working with the class. For certain subjects that are part of the common core curriculum and are established yearly through Ministerial Order, pupils have to undertake a semester summative written paper covering all the content taught during the given semester. The semester consolidation and evaluation periods are usually established towards the end of the semester and teachers foresee:

- To improve the teaching-learning process results;
- To support systematisation of the knowledge acquired;
- To stimulate the performances of low and high achievers.

Evaluation methods and instruments are established by the teacher according to psychological particularities of the pupils and taking the specificity of the subject into consideration. These can include oral questioning, written papers, practical activities, reports and projects, interviews, portfolios, as well as other instruments elaborated by the school's chairs/departments and approved by the head of school or elaborated by the Ministry of Education, Research and Youth and the County School Inspectorates.

During secondary and post-secondary non-tertiary education, evaluations of the pupils' performances for each subject are materialised in marks on a 10-level scale, corresponding roughly to the following attainment levels: 1.00 to 4.00 – "insufficient"; 5.00 to 6.99 – "sufficient"; 7.00 to 8.99 – "good" and 9.00 to 10 – "very good". Evaluation of the pupils is performed according to the curricular performance standards established by the National Curriculum and the performance descriptors established by the Ministry of Education, Research and Youth.

The mark assigned by the teachers following each evaluation has to be communicated and explained to the pupils. The teachers have also the obligation to immediately register the mark in the class' index and the pupils' personal indexes under the corresponding subject and mentioning the date. At the end of each semester and of the school year the final average marks (see below) for each subject are registered in the class' index and the pupils' personal indexes. The school year average final marks for each subject are also registered in the general school matriculation index. The official school record of the pupils' results during all schooling period comprises the classes' indexes and the school matriculation index – official documents that are permanently archived by the school or, later on, by the State's Archives.

The number of marks assigned during a semester to each pupil for each subject has to be at least equal to the number of classes per week established by the frame-curriculum for the given subject and grade. For the subjects with only one class per week teachers have to assign at least two marks per semester to each pupil. Pupils in danger of not passing a subject have to have at least one more mark than the minimum number

previously specified, the last one being usually assigned during the last two weeks of the semester. The same provisions apply to optional subjects established within the school-based curriculum. All the numbers of marks herein mentioned are considered without taking into consideration the mark obtained at the semester summative written paper.

At the end of each semester and at the end of the school year teachers have the obligation to conclude the academic situation of each pupil for each subject (compulsory or optional). Conclusion of the academic situation consists of calculating and registering in the school records the final average mark for each subject (rounded-up for the semester final average mark). The mark obtained at the semester summative written paper counts as 25% of the semester final average mark for the given subject. The semester final average mark is considered "legally constituted" if it is calculated based on the minimum number of marks set by the Regulation.

The tutor teacher of each class has to work out at the end of the school year the overall final average mark for all the pupils that passed all the subjects as the mathematical mean of all the subjects' final average marks. The school year overall final average marks are registered in the classes' indexes, the general school matriculation index and the pupils' personal indexes. Following consultations with the other teachers, the tutor teachers have to assign for each pupil the semester and school year final marks for behaviour. Behaviour final marks below 7 have to be decided by the Teachers' Council of the school. In secondary education, at the end of each year, the tutor teachers award in an official ceremony distinctions to the three pupils of each class that have obtained the highest school year overall final average marks within the given class and 10 for behaviour.

Taking the results of the continuous evaluations into consideration, teachers can decide on performing remedial education for the low achievers. Remedial education can be accomplished either within the school-based curriculum ("further study classes") and/or extra-curricular activities or during afternoon activities in the schools that organise such activities. Alternatively, teachers can rely on differentiated activities performed during the daily normal programme.

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[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 5.16. Progression of Pupils

The general and specific rules regarding the evaluation, assessment and progression of the pupils are established within the Education Law (Law 84/1995, republished, subsequently modified and completed), the Regulation for Organisation and Functioning of Pre-University Education Institutions (Ministerial Order 4925/2005) and Orders of the Minister of Education, Research and Youth related to the final exams.

In secondary and post-secondary non-tertiary education, pupils can progress from one grade to the next one – within the same education level/cycle – if for each subject studied in the given grade their school year final average mark is at least 5.00 and at least 6.00 for behavior. Are declared "postponed for the semester/school year" pupils for whom the academic situation for one or more subjects cannot be concluded due to either of the following reasons:

- They have been registered during the semester or the school year with a number of absences exceeding 50% of the total number of classes for the given subject(s) and as a consequence they could not be evaluated;

- They have been released of participating to lessons by the head of school during the participation to festivals or professional, cultural, arts or sports national or international contests;
- They have benefited of a study scholarships that is recognised by the Ministry of Education, Research and Youth;
- They have been studying for a given period of time abroad.

The academic situation of the pupils declared postponed for the first semester has to be concluded during the first four weeks of the second semester. The academic situation of the pupils declared postponed for the second semester or for the school year has to be concluded during the summer vacation in a period established by the head of school, previous to the "second examination" session (see below). Conclusion of the academic situation of the pupils declared postponed for the semester or the school year has to be accomplished according to the rules of the "second examination".

Pupils that do not attain the minimum 5.00 school year final average mark to a given subject are declared "failed" for the considered subject. Pupils that "failed" no more than two subjects are given the possibility to take a "second examination" during the summer vacation in a period established by the Ministry of Education, Research and Youth. It is mandatory that the pupils prepare for the "second examination" all the content set by the syllabus for the given subject and grade. The "second examination" is performed by an exam commission nominated by the head of school and consisting of a chair and two teachers – one of them being the teacher that works with the examined pupil(s). Subject to the decision of the head of school, the "second examination" consists of two out of the following possible three assessments: an oral questioning, a written paper and a practical activity. In most cases the combination used is the oral questioning and the written paper – except for the subjects that are predominantly based on practical activities (such as the ones included in the curricular area Technologies). The written paper takes 90 minutes and pupils are allowed to choose between two different items. For the oral questioning pupils extract randomly an exam-question from the ones prepared by the commission. Pupils are allowed to change the exam-question twice, subject to the corresponding diminishing of the mark for each change. During the oral questioning pupils present the answers for the exam-question; teachers are allowed to support the pupil through supplementary orientation-questions.

Each teacher member of the exam commission assigns independently a mark for each assessment and calculates the final rounded-up average mark. The final mark of the "second examination" is the rounded-up mathematical mean of the final average marks assigned by the two teachers – subject to the condition that the difference between the two marks is less than 1; otherwise the chair of the exam commission ensures mediation between the two teachers. The final mark assigned for the "second examination" becomes the school year final average mark for the given subject and is recorded in the school official documents – the class' index and the general school matriculation index. Pupils that fail the "second examination" to only one subject (final mark less than 5.00) may be allowed, upon the written request of the parents and subject to the decision of the head of school, to sit a re-examination before the start of the school year.

According to the in-force legislation pupils are declared "repeaters" if they are in one of the following situations by the end of the school year:

- Pupils that were given the final average marks less than 5.00 in more than two subjects (no "second examination" allowed in this case);
- Pupils that were given the final average mark less than 6.00 for behaviour (less than 7.00 in pedagogical and theological high schools);
- Pupils that "failed" and that either did not sit or did not pass the "second examination" ;
- Postponed pupils that did not pass the examination necessary for conclusion of their academic situation, neither the "second examination" for at least one subject;
- Pupils that were expelled (with re-matriculation right) due to extremely bad behavior (not applicable during compulsory education – grades I to X).



Repeaters can re-matriculate in the corresponding grade the following school year in the same school or in a different one, subject to the limit established by the Education Law for the maximum number of pupils per class. For the compulsory education sequence, individuals exceeding with more than 2 years the normal age of a given grade are considered in a "school abandon" situation. For individuals in a "school abandon" situation, education within the compulsory sequence can be provided in other forms than day-classes – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. The Ministry of Education, Research and Youth can also approve organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education). Pupils attending upper secondary education can be for maximum two times in repetition situation and a given grade can be repeated only once.

The teachers' council validates in the plenary sessions organised at the end of the semester/school year the overall academic situation of all pupils as presented by the classes' tutor teachers. The secretary of the teachers' council registers in the plenary sessions' records the academic situation of the pupils by class, nominating the promoted, the failed, the repeaters and the postponed pupils. The academic situation of the failed, the repeaters and the postponed pupils is communicated in writing by the class' tutor teacher to the pupil's parents or legally appointed guardians, at the latest 10 days after the conclusion of the semester/school year; parents or legally appointed guardians have also to be informed on the periods in which the "second examination" takes place. Although not specifically set by the legislation, most schools organise intensive remedial education periods during the summer vacation for the pupils that failed one or two subjects in order to support their preparation for the "second examination".

By the end of the first semester and of the school year every school has the obligation to report the statistical situation of the pupils – both to the County School Inspectorate and the county branch of the National Institute of the Statistics. The head of school has to mention and analyse the statistical situation of the pupils in his/her semester/school year report. The statistical situations are centralised by the National Institute for Statistics and the Ministry of Education, Research and Youth and become part of the Statistical Yearbook and of the annual evaluation report of the Ministry of Education, Research and Youth.

The progress of the pupils from the last grade of a given education level/cycle to the first grade of the next education level/cycle is possible only for the pupils that passed the grade and might be subject to certain criteria established by the Education Law (Law 84/1995, republished, subsequently modified and completed) and the Ministry of Education, Research and Youth.

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## 5.17. Certification

The certification system in secondary and post-secondary non-tertiary education is based on the following final examinations:

- Until 2007, National Tests were organised for graduates of gimnaziu at the end of grade VIII. Passing of the exam is attested through a certificate for graduation of national tests conferring to the holder the right to compete for a place in high school education;
- The vocational competences certification exam is organised for graduates of școala de arte și meserii (Arts and trades school). Passing of the exam is confirmed through a qualification certificate for level 1.



- The vocational competences certification exam is organised for graduates of the Completion year. Passing of the exam is confirmed through a qualification certificate for level 2.
- The vocational competences certification exam is organised for graduates of Liceu – upper cycle in certain profiles and specialisations of the theoretical and specific education and training (military, theological, arts, sports and pedagogical) branches of study. Passing of the exam is confirmed through an attestation certificate. The [Atestat profesional](#) ( certificate of competences) is meant to both facilitate the insertion of the graduates on the labour market and to support them in continuing their education and training after being employed;
- The [examenul de bacalaureat](#) is organised for the high school graduates at the end of grade XII/XIII. Passing of the exam is attested through a [diploma de bacalaureat](#) conferring to the holder the right to compete for a place in tertiary education;
- The examen de absolvire (graduation exam) is organised at the end of the post-secondary non-tertiary studies. Passing of the exam is attested through a "graduation certificate" acting as a level 3 vocational qualification certificate and conferring to the holder the right to exercise on the labour market the endorsed profession.

Any of the herein mentioned final exams, if failed in the first session (organised immediately after the finalisation of the corresponding education level), can be undertaken as many times as required. Candidates coming from public education can undertake the exams free of charge for maximum two times. Candidates from private education attending the exams in public educational institutions and graduates of public education after the second failure have to pay a fee necessary to cover for all exams related costs. Depending on the exam, the fee is established by the Ministry of Education, Research and Youth or by the County School Inspectorates.

Please refer to subsections for more details.

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### 5.17.1. Lower Secondary Education

Please refer to the subdivisions for more details.

#### 5.17.1.1. Gimnaziu

The Ministry of Education, Research and Youth has decided to introduce the national test papers for grades VII and VIII for the following subjects: Romanian language, mother tongue (depending on the case), mathematics, and to decision of the candidate, history of geography of Romania. The national test papers were for the first time introduced in the second semester of the school year 2006-2007, only for grade VII. At that time, the examinations were on the following disciplines: Romanian language and literature, mathematics and mother tongue for the pupils who studied in the language of a national minority. Starting with the school year 2007-2008, the national examination is set up with written exams for the grades VII and VIII at the three mentioned subjects, and for the grade VIII one more of the second two subjects: history of geography of Romania, depending on the decision of the candidate. The average mark obtained at the national written exams in grades VII and VIII represents 50% of the final average for the computerized distribution session for grade IX of high school or Arts and Trades School.

All graduates of gimnaziu receive upon request the certificate of graduation and the **folia metrical** (registration paper). The registration paper is issued by the school and lists all the subjects studied during grades V to VIII with the corresponding school year final average marks and the overall school year final average marks for each grade. For the pupils that do not continue their studies in the same institution, the school has the responsibility to send the registration paper to the school where the pupil has moved.

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### 5.17.1.2. Liceu – Second Phase of Lower Secondary Level

At the end of the two years of Lice – lower cycle, there is no final examination and pupils receive a graduation certificate – certificate de absolvent and a personal portfolio for further education. Depending on the results obtained during the first cycle, pupils may choose to continue their studies in the upper cycle of Lice, according to the methodology for admission approved by a ministerial order.

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### 5.17.1.3. Arts and Trades School (Școala de Arte și Meserii)

At the end of the two years of școală de arte și meserii (Arts and trades school), pupils receive a graduation certificate – [certificat de absolvire](#), and a personal portfolio for further education. Pupils also receive the level 1 vocational qualification certificate after successfully passing the examination of vocational skills. These certificates give access to the labour market and to the Completion year.

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## 5.17.2. Upper Secondary Education

Please refer to the subdivisions for more details.

### 5.17.2.1. Liceu – Upper Cycle

High school education is finalised through the national exam – [examenul de bacalaureat](#), diversified according to the branch of study, profile and specialisation, and the option of the candidates. According to the provisions of the Education Law (Law 84/1995, republished, subsequently modified and completed), the national exam – [examenul de bacalaureat](#) is an external final exam consisting of 2(3) common examinations and 3 examinations differentiated according to the branch of study, profile and specialisation. The common examinations are as follows:

- The Romanian language – written and oral examination;
- One of the foreign languages studied during the high school;
- The mother tongue – written and oral examination – for the pupils that have followed the high school studies in one of the languages of the national minorities;

The differentiated examinations depend on the branch of study and educational profile and the candidates have to choose from the subjects complying with the following conditions:

General branch of study

- Humanistic profile:

- History or geography;
- One subject at the decision of the candidate from the curricular area corresponding to the specialisation of study;
- One subject at the decision of the candidate from a different curricular area (other subject than the ones examined so far);
- Scientific profile:
  - Mathematics;
  - One subject at the decision of the candidate from the curricular area corresponding to the specialisation of study;
  - One subject at the decision of the candidate from a different curricular area (other subject than the ones examined so far);

Technological branch of study:

- Mathematics for all profiles and specialisations;
- One subject at the decision of the candidate from the curricular area "Technologies", according to the specialisation chosen by the pupil;
- One subject at the decision of the candidate from a different curricular area (other subject than the ones examined so far);

Vocational branch of study:

- History or geography or a socio-humanistic subject, or mathematics or sciences, depending on the profile;
- One subject at the decision of the candidate from the curricular areas corresponding to the profile and specialisation; the curricular areas are established by the Ministry of Education, Research and Youth in cooperation with the ministries involved;
- One subject at the decision of the candidate from a different curricular area (other subject than the ones examined so far);

The subjects for which a candidate may opt are established annually through Ministerial Order.

In order to pass the [examenul de bacalaureat](#), candidates have to obtain for each examination minimum the mark 5.00 and the final average mark has to be at least 6.00. Passing of the exam is attested through the [diploma de bacalaureat](#) issued by the school and listing the marks obtained at each examination as well as the average final mark of the exam. The [diploma de bacalaureat](#) confers to the holder the right to continue the studies in higher education, according to the criteria established by the Ministry of Education, Research and Youth and the higher education institutions. High school graduates that do not pass the national exam – [examenul de bacalaureat](#) may receive upon request a certificate attesting that they have graduated (completed) the high school. This certificate confers to the holder the right to continue the studies in post-secondary non-tertiary education, according to the general admission criteria established by the Ministry of Education, Research and Youth and the specific admission criteria established by the educational institutions.

The graduates of the TVET and specific education and training routes (military, theological, sports, arts and pedagogical) can undertake a vocational competences certification exam. The vocational competences certification exam is non-mandatory. For the graduates of a TVET, level 3 of qualification, the exam consists of a practical examination with theoretical argumentation and a project preparation and presentation – both related to the specialisation of the studies. In order to pass the exam, the candidates from the TVET must be declared admitted, and those from the vocational high schools have to obtain at least the mark 6.00 for the practical examination and the mark 7.00 for the project presentation; in addition the final average mark of the exam has to be at least 7.00. Passing of the exam is attested through a level 3 vocational qualification certificate specifying the mark obtained and listing the vocational competences acquired. The certificate is

issued by the school and confers to the holder the legal right to exercise on the labour market the endorsed trade/profession. The level 3 vocational qualification achieved through TVET is defined as "technician" (Government Decision 1246/2001).

Certain high school graduates can undertake an exam that attests specific competences as follows:

- General branch of study, scientific profile, specialisation mathematics-informatics with informatics intensive study – to attest vocational competences;
- Any branch of study, profile and specialisation with intensive study of a foreign language and bilingual studies – to attest linguistic competences;
- Any branch of study, profile and specialisation with tuition in the languages of the national minorities – to attest linguistic competences;
- Specific education and training branch of study, pedagogical profile, specialisation pre-primary/primary education teachers – to attest capacity to teach religion and foreign languages in pre-primary/primary education.

The attestation exam is a mixed internal-external non-mandatory exam consisting of one or two of the following examinations related to and depending on the specificity of the studies: a practical examination, a project preparation and presentation, an oral questioning, a written paper. Passing of the exam is not conditioned by the passing of the [examenul de bacalaureat](#) and is attested through a certificate issued by the school, specifying the mark obtained and the competences acquired. The attestation certificate [Atestatul profesional](#) is meant to both facilitate the insertion of the graduates on the labour market and to support them in continuing their education and training after being employed.

Ministerul Educatiei, Cercetarii si Tineretului

Hotărârea Guvernului nr. 1246/13/12/2001 privind sistemul de certificare a nivelurilor de calificare în învățământul profesional, liceal – filiera tehnologică și vocatională – și postliceal

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 5.17.2.2. Completion Year

Graduates of the Completion year receive a graduation certificate – [certificat de absolvire](#), and personal portfolio for further education. Successful pupils at the examination of vocational skills receive a certificate of level 2 vocational qualification, giving access to the labour market or to the specialised upper secondary level, progressive route. Graduates of the Completion year who possess the graduation certificate and the level 2 vocational qualification certificate may continue their education in the upper cycle of Liceu upon request, following an admission procedure elaborated by the Ministry of Education, Research and Youth .

Ministerul Educatiei, Cercetarii si Tineretului

Hotărârea Guvernului nr. 1246/13/12/2001 privind sistemul de certificare a nivelurilor de calificare în învățământul profesional, liceal – filiera tehnologică și vocatională – și postliceal

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 5.17.3. Post-Secondary non-Tertiary Education (Școala Postliceală)

Finalisation of the post-secondary non-tertiary education is accomplished through a graduation exam regulated by the Ministry of Education, Research and Youth. The graduation exam is a mixed internal-external exam consisting of a practical examination, a written paper and a project preparation and presentation – all related to the specialisation of the studies. In order to pass the exam, candidates have to obtain at least the mark 6.00 for the practical examination and the project presentation respectively, and the mark 5.00 for the written paper; in addition the final average mark of the exam has to be at least 6.00. Passing

of the exam is attested through a level 3 vocational qualification certificate specifying the mark obtained and listing the vocational competences acquired. The level 3 vocational qualification achieved through post-high school and foremen school is defined as "specialist technician" and "foreman" respectively (Government Decision 1246/2001). The certificate is issued by the school and confers to the holder the legal right to exercise on the labour market the endorsed trade. For the graduates that do not pass the exam, the school can issue upon request a certificate specifying the education level passed and the trade/specialisation, mentioning in clear "without the graduation exam".

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 1246/13/12/2001 privind sistemul de certificare a nivelurilor de calificare în învățământul profesional, liceal – filiera tehnologica si vocationala – si postliceal

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 5.18. Educational/Vocational Guidance, Education/Employment Links

During the secondary level, the educational/vocational guidance is assured through the National Curriculum and realised by the head teacher, together with the parents and the school board. The National Curriculum includes the curricular area Counseling and orientation. The curriculum frameworks allocates for it one hour per week, for all phases of the secondary level (Gimnaziu, Liceu, Arts and Trades School. Completion Year).

Starting with the school year 2006-2007, this curricular area also has a central offer with education programmes approved by an order of the minister of education, which establishes, differently, for each phase (Gimnaziu, Liceu, Arts and Trades School. Completion Year), the aimed education objectives and subject matters, providing at the same time methodological suggestions which directs the activity of the teachers in order to reach the objectives/ to develop the specific competences for this particular curricular area.

The syllabi for the curricular area Counseling and orientation refers to the following key competences established at European level: interpersonal, intercultural, social and civic competences; „to learn how to learn“; digital competences (based on ICT skills); entrepreneurial competences.

In Gimnaziu, which has one single training path, the national offer for the curricular area Counseling and orientation, represented by the syllabi for the grades V-VIII, is the same for all education institutions. Regarding grades IX-XII/XIII, which have different training paths (lower cycle of high school, arts and trades school, upper cycle of high school, completion year), the national offer for the curricular area Counseling and orientation is different, depending on the pupil's profile and needs.

The objectives (for Gimnaziu)/ competences (for Arts and Trades School and for the Completion year) are organized in 5 modules as follows: self-knowledge and personal development: communication and social abilities; information and learning management; carrier planning; lifestyle quality. The variety of objectives for each grade corresponds to the education needs and to the age of the pupils. The contents are flexible, adapted to the needs of the pupils, of the education institution, of the community and of the whole society. For a pragmatic approach, the teacher may ask for the collaboration with specialists: doctors, layers, social assistants, psychologists, sociologists, policemen, firemen, etc. and can take part in formal/non-formal education projects, implemented at national, regional or local level.

The tutor teacher has the responsibility to plan, organise and accomplish the activities for the counselling and guidance classes – based on the existing guiding lines, on consultations with the parents and the pupils and according to the pupils' age and particularities. Mostly for pupils attending final grades of a given education level, the activities accomplished during the counselling and guidance classes include meetings

and debates with representatives of educational institutions and local employers, visits to various institutions, application and interpretation of personality and aptitude tests, etc.

High schools and higher education institutions send on regular basis detailed information on their educational offer, usually through their teachers/professors. On these occasions the schools managements organise meetings with all the pupils attending a given final grade. Specifically for T/VET, the practical training of the pupils performed on a contract basis at different local employers has an important role in their vocational guidance. During the practical training pupils get in touch directly with the employees, acknowledge the work conditions provided understand the requirements of the work and the requested level of initial training get first-hand information on the income and on other details. The efficiency of this guidance is proved by the fact that an important number of the T/VET graduates get their first job in the same firms where they accomplished their practical training. Moreover it has been often reported that for highly requested specialisations – such as for the domains light industry, tourism, commerce, etc. – firms hire the pupils even before they graduate. Training-employment and school-industry relations are also ensured through the consultative bodies working at the level of the school and of the county.

The County School Inspectorates organise yearly a 5-day fair known as "The Fair of Your Chances". All high schools and post-secondary non-tertiary schools display all the information on their current educational offer (enrolment quota, specialisation of studies, school-based curriculum, etc.) as well as on the quality of the education they provide (educational conditions, resources internal and external efficiency, relationships established with industry, etc.). Schools' managements and tutor teachers facilitate and organize visits for their pupils to the fair in order to better support their educational guidance.

[The District Centre for Resources and Educational Assistance - Centrul Județean De Resurse si Asistență Educationala](#), The Centers for psycho-pedagogical assistance – [Centre Județene de Asistență Psihopedagogică](#) are organised at the level of each county as pre-university education complementary units subordinated to the County School Inspectorates. In each school with more than 800 pupils psycho-pedagogical assistance units can be organised, according to the existing resources and needs. Schools with less than 800 pupils apply to a psycho-pedagogical assistance unit organised in another school. Psycho-pedagogical assistance centers and units ensure through individual and collective activities the psycho-pedagogical monitoring and counselling of the pupils as well as guidance of the teachers and pupils' parents. In cooperation with the schools and the local community the psycho-pedagogical assistance centers and units also organise educational and vocational guidance of the pupils, information and documentation activities, etc.

Health care of pupils in secondary education is ensured either through schools' medical units (existing mostly in urban areas) or through public medical units and is free of charge (including medication).

Ministerul Educatiei, Cercetarii si Tineretului

National Centre for Curriculum and Evaluation for Pre-university Education

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 5.19. Private Education

According to the provisions of the Education Law (Law 84/1995, republished, subsequently modified and completed), economic agents, individuals and entities with legal personality can establish secondary and post-secondary non-tertiary education institutions.

The organizations willing to provide education have to cover the evaluation and accreditation procedure, specified in the Government Ordinance no. 75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006;



The Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) realises the evaluation and the accreditation for the providers of pre-university education and suggests the Ministry of Education, Research and Youth the foundation and accreditation of pre-university education institutions, for each education grade, study programme and vocational qualification, depending on the case. The foundation and accreditation are approved by an order of the minister of education, research and Youth.

Accredited private education institutions are part of the national education system and can receive support from the state. Private education functions according to the law if:

- It is organised and functions based on the non-profit principle;
- It is organised based on non-discriminatory principles and rejects ideas, currents and attitudes that are anti-democratic, xenophobic and racial;
- It respects the national standards.

Evaluation criteria for private pre-university education institutions refer to the basic domains of organisation and functioning: teaching staff, content, material basis and financial activity. The Romanian Agency for Quality Assurance in Pre-University Education (ARACIP) establishes the national standards for each criterion, differentiated by education level. The accreditation procedure follows two steps:

- "temporary functioning authorization" that gives the unit the provisory right for functioning, and accreditation that confers the unit all the rights established by the law. The organizations providing education with an "temporary functioning authorization" are obligated to request the accreditation after a scholar cycle but no more than two years after the first graduation, otherwise the temporary functioning authorization could be lost.

When organising a private education institution, the initiators have to comply with the following general standards, as provided by the Education Law (Law 84/1995, republished, subsequently modified and completed):

- The number of pupils per class cannot exceed the number established by the law by education level;
- In secondary and post-secondary non-tertiary education at least 40% and 50% respectively of the teachers have to be full-time employed by the unit;
- Management staff has to be permanently employed by the unit and has to comply with the provisions of the Teaching Staff Statute (Law 128/1997);
- The material basis has to comply with the national standards; in order to obtain the accreditation, the schools have to prove that at least 25% of the income has been invested in the material basis during the provisory functioning;
- After two complete schooling cycles subsequent to accreditation, the unit has to prove it owns at least 50% of the educational spaces it uses.

Within the external evaluation procedure realized by ARACIP, there are also checked the Standards regarding the authorisation for temporary functioning of the pre-university education institutions and the Standards regarding the accreditation and periodical evaluation of the pre-primary education institutions, approved by the Governmental Decision no. 21/2007.

The curriculum frameworks and corresponding syllabi of private pre-university education have to be similar or alternative to the ones used in public education and have to comply with the national standards. The Ministry of Education, Research and Youth is the authority that approves the curriculum frameworks and the corresponding syllabi for private pre-university education.

Financing of private schools is performed according to the in-force financial norms and is ensured by the investors and through fees paid by the parents/pupils. The fees are established autonomously by the schools, within the general framework provided by the law.



Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 5.20. Organisational Variations and Alternative Structures

The Education Law (Law 84/1995, republished, subsequently modified and completed) consents to organisation and functioning of educational alternatives in public and private education with the agreement of the Ministry of Education, Research and Youth. Evaluation and accreditation of educational alternatives is performed by the Ministry of Education, Research and Youth, according to the provisions of the law.

Currently, the following educational alternatives are organised in pre-university education:

- Step by Step programme (ascent trend);
- Waldorf education system (descent trend);
- Montessori pedagogy;
- Freinet techniques;
- Jena Plan.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 5.21. Statistics

Please refer to subdivisions for more details.

### 5.21.1. Lower Secondary Education

Please refer to subdivisions for more details.

#### 5.21.1.1. Gimnaziu

The statistical data in gimnaziu for 2007/2008 school year were:

Number of schools and enrolled pupils

	Units	Pupils
Urban	1332	472768
Rural	3252	441653
Total	4584	914421

Number of enrolled pupils according to the teaching language

	Total	%
Romanian	864772	94.5
Hungarian	44697	4.9
German	4500	0.5
Other languages*	452	0.1
Total	914421	100

\*Serbian, Ukrainian, Slovakian, Czech, Croatian, Turkish, Rroma

Teaching staff in primary education and gimnaziu

	Teachers	Full-time employers		Qualified teachers	
	Total	Total	%	Total	%
Urban	60964	51120	83.9 %	59786	98.1 %
Rural	71857	57151	79.5 %	66839	93.0 %
Total	132821	108271	81.5 %	126625	95.3 %

in gimnaziu, about 11 pupils are for each teacher.

Available infrastructure for the primary education and gimnaziu

	Classrooms	Specialised laboratories	Sport halls	Specialised workshop rooms
Urban	28597	3486	1219	494
Rural	47640	4031	1605	535
Total	76237	7517	2824	1029

Învățământul primar și gimnazial la începutul anului școlar 2007-2008

Învățământul primar și gimnazial la începutul anului școlar 2005-2006

Institutul National de Statistica

Ministerul Educatiei, Cercetarii si Tineretului

### 5.21.1.2. Liceu – Second Phase of Lower Secondary Level

In the 2007-2008 school year, the statistical data for entire high school education (lower and upper cycles) were:

Number of educational institutions and students according to the educational branch of study and form of organisation

Educational branch	Units	Students			
		Total	Day classes	Evening classes	Part-time classes
General	567	356114	311524	11045	33545
Technological	673	387992	302659	39602	45731
Vocational	186	47242	46871	162	209
Total	1426	791348	661054	50809	79485

Teaching staff according to the educational branch

Educational branch	Teaching staff				
	Total	Full-time employers		Qualified teachers	
<b>Total</b>	61620	54044	87.7%	60607	98.4%
General	22157	19320	87.2%	21932	99.0%
Technological	33520	29718	88.7%	32808	97.9%
Vocational	5943	5006	84.2%	5867	98.7%

Available infrastructure

Classrooms	Specialised laboratories	Sport halls	Specialised workshops rooms
35462	7290	1366	4277

Învățământul primar și gimnazial la începutul anului școlar 2007-2008

Învățământul liceal la începutul anului școlar 2005-2006

Institutul National de Statistica

Ministerul Educatiei, Cercetarii si Tineretului

### 5.21.1.3. Arts and Trades School (Școala de Arte și Meserii)

In the 2007-2008 school year, the statistical data for școala de arte și meserii and anul complementar were

#### **Number of educational institutions and enrolled students**

Total	Independents			Departments in the school groups	Total enrolled students
	Total	School institutions	School groups		
1360	147	54	93	1213	220335

Number of educational institutions and students according to the property

Total		Public		Private		Cooperatist	
Units independent	Students	Units	Students	Units	Students	Units	Students
147	220335	139	217689	4	362	4	2284

Teaching staff

Teaching staff	Full-time employers		Qualified teachers	
5939	Total	%	Total	%
	4651	78.3	5498	92.6

Available infrastructure

Classrooms	Specialised laboratories	Sport halls	Specialised workshops rooms
2480	310	83	690

## 5.21.2. Upper Secondary Education

Please refer to subdivisions for more details.

### 5.21.2.1. Liceu – Upper Cycle

Please see the statistical data specified to the subdivision 5.21.1.2. Liceu – Lower Cycle

### 5.21.2.2. Completion Year

Please see the statistical data specified to the subdivision 5.21.1.3. Școala de arte și meserii

## 5.21.3. Post-Secondary Non-Tertiary Education (Școala Postliceală)

In the 2007-2008 school year, the statistical data for post-secondary non-tertiary education (școala postliceală) were:

### Number of educational institutions and enrolled students

Total	Independents			Departments in the school groups	Total enrolled students
	Total	School institutions	School groups		
427	83	80	3	344	45528

Number of educational institutions and enrolled students according to the property

Total		Public + Cooperatist		Private	
Units independent	Students	Units	Students	Units	Students
83	45528	25	25698	58	19830

Teaching staff

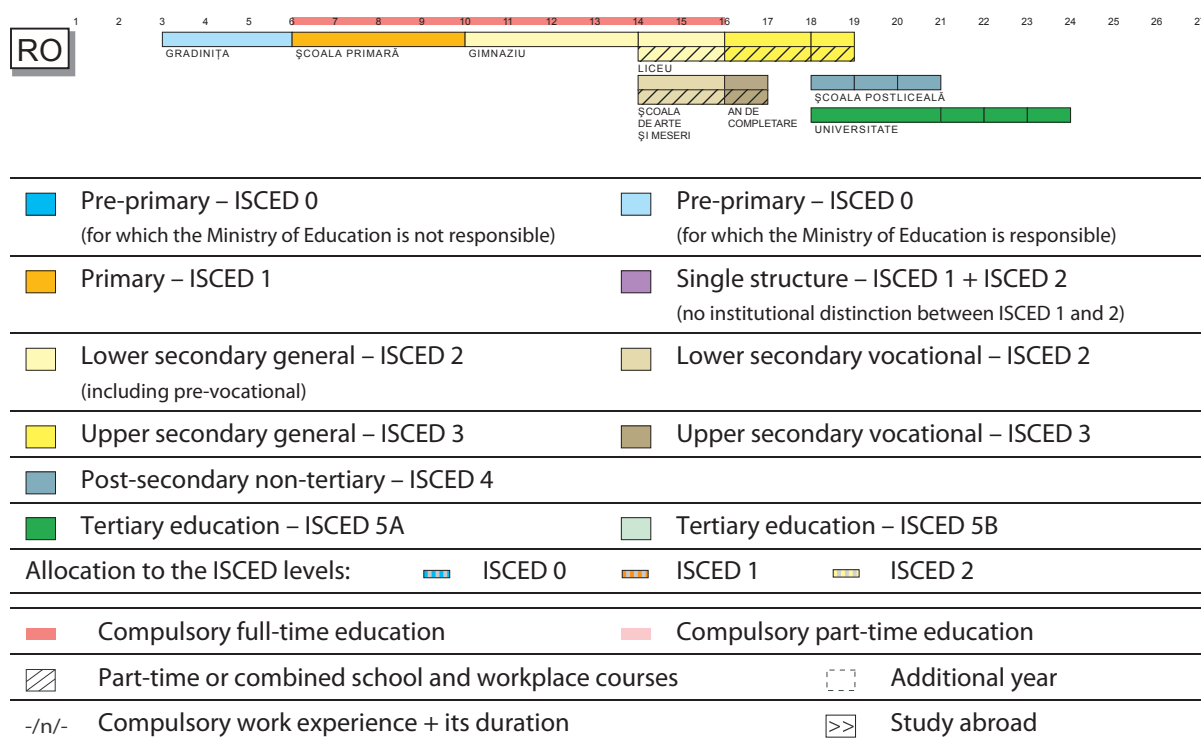
Teaching staff	Full-time employers		Qualified teachers	
	Total	%	Total	%
1006	509	50.6	985	97.9

Available infrastructure

Classrooms	Laboratories	Sport halls	Specialised workshops rooms
655	189	20	33

## 6. TERTIARY EDUCATION

### Organisation of the education system in Romania, 2008/09



Source: Eurydice.

According to the Education Law (Law 84/1995, republished, subsequently amended and completed) 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 Ministry of Education, Research and Youth coordinates the activity of the universities and other higher education institutions, complying with their autonomy. The university autonomy is correlated with the principle of personal and public accountability for the quality of the entire teaching and scientific research activity accomplished by the higher education institution.

In Romania the national education system has an open character. At the higher education level, the open character is ensured through the University Charter. The University Charter is adopted by the university senate and establishes the assembly of rights and obligations, as well as the norms that regulate the university community activity within each area. 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 Youth 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 universities, academies of study and post-university studies institutions. The mission of the higher education institutions is either education and research or only

education. Specialisations and specialisations groups' nomenclature are established by the Ministry of Education, Research and Youth in cooperation with the Ministry of Labour, Social Solidarity and Family, the higher education institutions as well as other interested players. Higher education institutions usually include several faculties, university colleges - [colegiu universitar](#), departments, chairs and units for scientific research, design and micro-production.

The enrolment quota financed from the state/local budget(s) for all education levels is established yearly through Decisions of the Government (Government Decision 405/2006 regarding approval of the enrolment quota for higher education for the academic year 2006/2007). According to the Education Law, only high school graduates holding a [diploma de bacalaureat](#) can be admitted in higher education. The higher education institutions establish the admission methodology, according to the general criteria established by the Ministry of Education, Research and Youth. The selection and admission procedure can rely on: the average mark obtained by the candidates at the national exam - [examenul de bacalaureat](#) and at various subjects studied during high school, as well as the mark obtained at an entrance examination entirely organised by the higher education institution. Higher education institutions are authorized to accept a number of students exceeding the number of placements financed from the state-budget, subject to students' agreement to support the costs for the education provided (Law 441/2001). The Ministry of Education, Research and Youth approves the exact number of paid-placements for each higher education institution every year, based on the propositions of the university senates and according to the national standards for academic evaluation and accreditation. The educational fee is established by the university senate according to the costs of the education provided.

All students benefit of free medical and psychological assistance in universities' or other public medical and psychological units. Students also benefit throughout the entire year of 50% reduction of the cost for internal public transportation (except air-travel) as well as for entrances to museums, concerts, theatres, opera, movies and other cultural and sports events organised by public institutions. Orphaned students benefit of free internal public transportation (except air-travel). As for all education levels, scholarships and other forms of financial/material support are granted according to specific criteria.

Until the academic year 2005/2006, tertiary education was organised in short-term education (3 years) and long-term education (4-6 years). Short-term higher education was provided in university colleges - [colegiu universitar](#) established within long-term higher education institutions. Finalisation of the short-term higher education was accomplished through a graduation exam, organised based on the criteria established by the Ministry of Education, Research and Youth and a methodology established by the university senates. Graduates passing the graduation exam received a graduation diploma specifying the acquired specialisation domain, whilst students who did not pass the graduation exam could receive, upon request, a short-term higher education certificate - [certificat de studii universitare de scurtă durată](#) and a copy of the matriculation fiche - [foaia matricolă](#).

Short-term higher education graduates holding a graduation diploma could continue their studies in long-term higher education in the same or similar specialisations, based on admission criteria established by the long-term higher education institutions. Long-term higher education was provided in universities institutions and academies of study, within faculties and specialisations temporary authorised or accredited. Finalisation of the long-term higher education was accomplished through an exam - [examenul de licență](#) - organised based on the general criteria established by the Ministry of Education, Research and Youth. The content of the exams and the specific criteria were established by university senates. Graduates passing the [examenul de licență](#) received the title Licentiate in the corresponding profile and specialisation. Graduates that did not pass the exam or the diploma exam could receive, upon request, a long-term higher education certificate - [certificat de studii universitare de lungă durată](#) and a copy of the matriculation fiche - [foaia matricolă](#).

Students or graduates wanting to pursue a teaching career have the obligation to attend and pass the courses organised by the Teacher Training Department. Post-graduate education (also referred to as "post-university studies") is organised in higher education institutions and post-university studies schools accredited for this purpose and is accomplished through: DEA studies, master-degree studies, academic post-university studies, doctoral studies, specialty post-university studies, in-service post-university training courses and specific forms of post-university medical studies. Except for the doctoral studies, admission for post-university studies is organised based on the general criteria established by the Ministry of Education, Research and Youth and the specific criteria established by the university senates. Admission, organisation and functioning of the doctoral studies are regulated through Government Decision. For all education levels involved, the curricula are established autonomously by the higher education institutions, according to the national strategies for higher education development and the national academic standards.

Starting with 2005/06 academic year, all higher education institutions, private and public, are obliged by the 2004 Law to implement the new 3-cycle structure: Bachelor, [Master](#) and Doctorate. Students enrolled in the first year in 2005/06 began their studies based on the 3-cycle structure.

Official regulations related to the new structure apply to all types of institutions (accredited or temporarily authorised), branches and fields of study, except the courses related to professions regulated at European Union level. Each cycle has its own admissions and graduation procedures. Durations of study cycles, corresponding to various fields and areas of specialisation, have been established by the Ministry of Education, Research and Youth on the basis of proposals from the National Council of Rectors and have been approved by government decision. Special norms concerning the study conditions applicable to regulated professions adopted at European level have been established within the Romanian higher education system. The first (Bachelor's) cycle includes a minimum of 180 and a maximum of 240 transferable study credits equivalent to ECTS, and lasts three to four years, depending on the field and area of specialisation. The second [Master](#) includes a minimum of 90 and a maximum of 120 transferable study credits (in exceptional cases and depending on the length of the first cycle, the lower limit may be 60 transferable study credits), and lasts one to two years. Both cycles should enable the accumulation of at least 300 transferable study credits

Long studies are still provided alongside those with a 3-cycle structure, being undertaken by students enrolled in higher education institutions before 2005/06.

The new structure does not apply to ISCED 5B programmes. According to the 2004 Law, university colleges - [colegiu universitar](#), the only Romanian institutions providing programmes belonging to ISCED 5B, will enter into a liquidation process or courses provided by these institutions will be reorganised into ISCED 5A courses, in existing or related domains. As a result, ISCED 5B programmes will no longer exist and will be suppressed in 2007/08.

The National Agency for Qualification and Partnership between Universities and the Social-Economic Environment (ACPART) was established in 2005 in order to elaborate the National Qualification Framework and to support opening of the higher education institutions to the society and economy. ACPART is a public institution with legal personality subordinated to the Ministry of Education, Research and Youth. The institutional framework was established to improve knowledge transfer from research to economy and to increase higher education institutions participation to the social-economic development. This institutional framework consists of the scientific and technological parks – defined as a common area for education, research, technological transfer and economic activities. The scientific and technological parks are established based on a contract between an accredited higher education institution on one side and state or private enterprises, local public administration, employers or professional associations, Romanian or foreign investors, on the other side.



The in-force legislation consents to and provides the general framework for the establishment of private education institutions of all levels, including universities and other higher education institutions. In order to be recognised as part of the national education system, private education institutions have to be accredited through specific procedures established by the law. Establishment of public or private higher education institutions is possible only through dedicated laws, according to the higher education institutions accreditation and diploma recognition procedures. Diplomas and certificates emitted by the accredited private education institutions produce the same effects as the ones emitted by the public education institutions. Organizing bodies of private education institutions are entirely responsible for the administration and financing of the activities within the established legal framework.

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), tertiary education is provided in Romanian Language. The persons belonging to the national minorities have the right to study and be instructed in their mother tongue at all levels and forms of education as well as in all types of education – providing there is a sufficient demand. In consequence, study lines in Hungarian and German for students belonging to these national minorities are organised in several higher education institutions. Besides this, certain higher education institutions organise departments for initial teacher training for teaching the languages of national minorities in Pre-tertiary education. At the same time, the Education Law (Law 84/1995, republished, subsequently amended and completed) states that learning of Romanian, as the official language, is compulsory for all Romanian citizens, irrespective of their nationality.

Please refer to subsections for more details.

[Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Ministerul Muncii, Familiei si Egalitatii de Sansa](#)

[Hotarârea Guvernului nr. 1338/27/12/2001 privind înfiintarea Agentiei Nationale pentru Parteneriatul Universitatilor cu Mediul Economico-Social \(APART\)](#)

[Hotarârea Guvernului nr. 1620/23/12/2003](#)

[Ordonanta Guvernului nr. 14/24/01/2002 privind constituirea si functionarea parcurilor stiintifice si tehnologice](#)

[Legea nr. 441 din 18.07.2001 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 133/2000 privind învatamântul universitar si postuniversitar de stat cu taxa](#)

[Legea nr. 50/21/01/2003 pentru aprobarea Ordonantei Guvernului nr. 14/2002 privind constituirea si functionarea parcurilor stiintifice si tehnologice](#)

[Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învatamânt superior si recunoasterea diplomelor \(republicata\)](#)

[Legea învatamântului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 6.1. Historical Overview

Please see to subsections 1.1. and 2.1. for details.

It is considered that higher education started in Romania in the middle of the 17th Century, when the Academia Vasiliana (1640) was founded under the reign of Vasile Lupu – a higher education institution dedicated to the study of Latin and Slavonic. Later on, the first higher education with tuition in Greek was founded in Bucharest – the Academia Domneasca de la Sf. Sava (around 1680). The Academy functioned

until 1821, being reorganised several times during the 17th Century. A similar institution with tuition in Greek was established in Iasi in 1707.

In 1814, Gheorghe Asachi (1788-1869) organized and taught alongside the Academia Domnească of Iasi the first course for engineers with tuition in Romanian. Later on, in 1835 under the reign of Mihail Sturza, Gheorghe Asachi organized the Academia Mihaileana in Iasi – a higher education institution with tuition in the Romanian language and four faculties: Philosophy, Law, Theology and the "extraordinary courses" of engineering, economy, classic and modern philology. Gheorghe Lazar (1779-1823), born in Avrig, a small village near Sibiu, established in Bucharest in 1818 the first institute covering all education levels with tuition entirely in Romanian. It is considered that the first university based on modern principles was established in Iasi, in 1860. Four years later the University of Bucharest was set up with the law, philosophy, philology and sciences faculties and not long after, the School of Medicine (Bucharest), the Conservatory of Music and Dramatic Art (Bucharest and Iasi) and the Art School (Bucharest and Iasi) were also set up.

The first Education Law was promulgated in 1864 under the reign of Alexandru Ioan Cuza (1820-1873) and established the modern education system in Romania. According to the provisions of the law, the education system was organized uniformly throughout the country with the following education levels and durations starting September 1865: primary – 4 years, secondary – 7 years and university – 3 years. During the Modern Era the most important reforms were promoted by Spiru Haret (1851-1912) through the Secondary and Higher Education Law (1898) and the Vocational Education Law (1899).

With the foundation of the National Unitary Romanian State on December 1st 1918, higher education developed rapidly with the increasing demand of specialists and with the awareness of the importance of science, culture and free access to education. Higher education was provided during the two World Wars in the universities of Bucharest, Iasi, Cluj and Cernauti, the polytechnic institutes in Bucharest and Timisoara, the academy of architecture in Bucharest, the academies of fine arts in Bucharest and Iasi, the academies of music and drama in Bucharest, Iasi, Cluj and Cernauti, the institute of physical education in Bucharest, the academies of industrial and commercial sciences and the agronomic academies in Bucharest and Cluj, and the War College in Bucharest. The course of study at these institutions ranged from three to six years, with some graduates continuing their training and research work and obtaining PhDs.

After World War II, all the three major periods of the communist regime brought significant changes in the administration, structure, content and finalities of education in Romania, according to the orientation and political priorities of the moment. During the Stalinist era, lasting up to the late 50s, access to higher education was forbidden directly or through impossible education fees to all youngsters with a "non-healthy background" (children of former land owner, entrepreneurs, politicians, priests, etc.). In the beginning of the 60s, the communist authorities started a process of national reconciliation, altogether with the reorientation of the Romanian foreign policy. Higher education developed accordingly. As a consequence, at the end of 1970, 164,567 students were enrolled in the existing 42 higher education institutions, including the seven universities (Bucharest, Cluj-Napoca, Iasi, Timisoara, Craiova, Brasov, and Galati). With the "Theses of July 1971" Romania entered the "cultural revolution" and the final stage of the communist regime: the stage of the dictatorship. Preserving some of the provisions of the 1968 Education Law (basic principles, length of compulsory education, etc.), the new Education Law promulgated in 1978 by the totalitarian regime officially introduced ideological propaganda in schools and blended education with industrial production. Higher education institutions were put under the tutelage of the state-owned enterprises, pupils and students receiving production quotas. The enrolment quotas for higher education – entirely established at the central level – were reduced dramatically and were strongly oriented towards technical studies (the largest number of places by far was offered in polytechnic institutions). The economic policy promoted by the regime, the degradation of the technology and the blending of education with industrial production led to a narrow and highly specialised technical and vocational education and training with severe effects on the professional mobility of the work force, still resented today.

After the overthrowing of the communist regime the number of higher education institutions (including private ones) and the enrolment quotas increased rapidly, altogether with a large diversification of the specialisation of studies offered. Following this development, in 1993 the legal framework for the accreditation of the higher education institutions and diplomas recognition procedures was established (Law 88/1993 amended through Law 144/1999) – setting the national quality standards for higher education providers.

Through the Education Law (Law 84/1995, republished, subsequently amended and completed) promulgated on July 24 1995 university autonomy was guaranteed, higher education institutions being granted the right to establish and implement their own development policies, within the general provisions of the legislation and under the coordination of the Ministry of Education, Research and Youth. Altogether with the reforms measures promoted in Pre-tertiary education, in 1997 the Romanian Government launched the Higher Education and University Science Research Project – financed from the state budget, a 50 million USD loan from the World Bank and 9.6 million USD as non-refundable financial assistance from the European Union. Implementation of the project led to the improvement of the management capacity of the higher education institutions, the elaboration of new curricula for higher education and continuing education and development of post-graduate studies and research programmes. The implementation of the new financing mechanism of higher education (based on contracts between the Ministry of Education, Research and Youth and the higher education institutions See 2.8. Methods of Financing Education) was facilitated with the support of the European Union through the Phare programme. The Phare project Higher Education Reform (HER) was accomplished in 2001 and led to the establishment of an integrated financing system for higher education. More specifically, following the infrastructure development (ICT and LAN equipment, basic and specific software), the project main outcomes were (CNFIS – the National Council for Financing Higher Education; CNCSIS – the National Council for Scientific Research in Higher Education): design and execution of the budgets as a result of a continuous interaction between the higher education institutions and CNFIS-CNCSIS; financial management and administration of each higher education institution and of the CNFIS-CNCSIS as part of their financial autonomy; entire allocation and financial management of the research funds from internal/external sources; resources strategic planning and allocation at the level of the Ministry of Education, Research and Youth and CNFIS-CNCSIS and management of the higher education institutions.

The current stage of the education reform began in 2002 with the accomplishment of some of the major reform projects from the previous stage and with the endorsement by the Romanian Government of the European programme "Education & Training 2010". By the end of 2002, the need to accelerate the development of higher education in line with the "Bologna Process" concluded the strategic planning phase for the period up to 2010. Following the full endorsement by the Romanian Government of the programmatic documents foreseeing the development of the European area of higher education, the Ministry of Education, Research and Youth, in cooperation with the higher education institutions and its strategic partners established the "Strategy for development of higher education in the period 2002-2010". The Strategy establishes the objectives for the development of higher education in Romania in line with the European trends in the area. Concrete measures have been taken between 2001/2002 and 2003/2004 in order to address these objectives, according to the new educational policy. Out of these, probably the most important is the preparation of a new legislative framework meant to better support the restructuring of the higher education system with a view to the integration into the European area of higher education. The project of the law on Higher Education Studies is currently under public debate.

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Istoria învățământului din România Vol. II (1821 – 1918)

Legi ale învățământului din România (1864-1978), Vol. I-II

Strategia dezvoltării învățământului superior pentru perioada 2002-2010

Învățământul românesc în date

Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Constituția României

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 6.2. Ongoing Debates and Future Developments

The "structural improvement of the higher education system" is considered to be the strategic priority of the development of higher education in the current stage of the education reform in Romania. According to the "Strategy for developing higher education in the period 2002-2010", this priority is addressed through the following major objectives:

- To optimize the national higher education institutions network;
- To consolidate the university autonomy in parallel with the improvement of the higher education system synergy;
- To improve students and teaching staff performances;
- To improve the infrastructure of the higher education system;
- To ensure better correlation between higher education and the labour market;
- To reorganise the teaching-learning process according to the priorities of the knowledge society and economy;
- To stimulate the integration into the European area of higher education and enlarged international cooperation.

The system of quality assurance in higher education is under a developing process. The Ministry of Education, Research and Youth set up in 2005 the Romanian Agency for Quality Assurance in Higher Education (ARACIS) by the Government Ordinance 75/2005.

Strategia dezvoltării învățământului superior pentru perioada 2002-2010

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 172/2.10.1998 privind ratificarea Conventiei cu privire la recunoasterea atestatelor obtinute în învățământul superior din statele din Europa, adoptata la Lisabona la 11.04.1997

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Ordinul ministrului educatiei nr. 3659/20/04/2000 privind Diploma Supplement

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 6.3. Specific Legislative Framework

The general legal framework for organising and functioning of the national education system, including higher education, is established within the Education Law (Law 84/1995, republished, subsequently amended and completed). Implementation of the general provisions of the law is ensured through Decisions of the Government and Orders of the Minister of Education, Research and Youth and of other central public authorities. A succinct selection of the legislation acts related to higher education includes:

- Government Decision 57/1992 regarding certain measures concerning the scientific research, design, expertise and consulting activities within higher education institutions;
- Law 88/1993 regarding higher education institutions accreditation and diploma recognition (amended through Law 144/1999);
- Government Decision 528/1994 regarding approval of regulations for the National Council for Academic Evaluation and Accreditation and of the evaluation commissions (amended through Government Decision 243/1999);
- Government Decision 689/1994 regarding granting of study, doctoral and specialisation scholarships and other forms of support for youngsters of Romanian origin or Romanian citizens living abroad (amended through Government Decision 630/1998 and 968/2000);
- Law 71/1995 regarding the right of private high school, post-high school and higher education graduates to undertake the final exams at similar public units and institutions (amended through Law 64/1997, 60/2000 and 131/2000);
- Government Decision 859/1995 regarding scholarships and other forms of material and financial support for children, pupils, students and individuals attending public education (republished);
- Order of the Minister of Health 1955/1995 regarding the approval of the hygiene Norms for institutions that ensure care, education and instruction of the children and youngsters;
- Government Decision 309/1996 regarding reduction by 50% of the fare costs for local surface and underground transportation, as well as for internal auto, railway and naval transportation for pupils and students in public and private accredited education (amended through Government Decision 1187/2000 and 1367/2003);
- Law 128/1997 the Teaching Staff Statute (various amendments);
- Government Decision 445/1997 regarding establishment of the general criteria for scholarships and other forms of support for pupils, students and individuals attending day-schooling public education;
- Government Decision 997/1998 regarding establishment of the National Office for Abroad Study Scholarships;
- Law 171/1999 regarding the right of universities senates to establish the fees for the private higher education graduates to undertake the final exams;
- Law 193/1999 regarding approval of Ordinance of the Government 105/1998 regarding bank loans for the students attending public higher education;
- Government Decision 49/1999 regarding the establishment of the National Centre Recognition and Equivalence of Diplomas;
- Government Decision 120/999 regarding the establishment of the Students Social Agency;
- Law 150/2000 regarding approval of the Ordinance of the Government 62/1999 regarding establishment of the Management Centre for Financing of Higher Education and University Scientific Research;
- Law 219/2000 regarding ensuring equal opportunities for attending higher education through granting of study social scholarships;
- Government Decision 238/2000 regarding approval of the methodological Norms for evaluation of the individual professional performances of the higher education teaching staff;
- Law 719/2001 regarding approval of the Ordinance of the Government 138/2000 regarding support measures for private education;

- Emergency Ordinance of the Government 174/2001 regarding certain measures for improving higher education financing;
- Government Decision 1011/2001 regarding organisation and functioning of distance learning and part-time studies in higher education institutions;
- Government Decision 1020/2001 regarding granting of study scholarships to certain students living in rural areas;
- Government Decision 1070/2001 regarding granting of monthly study scholarships to Romanian youngsters studying abroad;
- Government Decision 1338/2001 regarding establishment of the National Agency for Universities Partnership with the Social-Economic Environment and participation of Romania in the TEMPUS III Programme (amended through and republished based on Government Decision 1620/2003);
- Law 50/2003 regarding approval of the Ordinance of the Government 14/2002 regarding establishment and functioning of scientific and technological parks;
- Law 319/2003 regarding the Statute of research-development staff;
- Law on the organisation of university studies (No. 288/2004)
- Government decision No. 88/2005 concerning the organisation of Bachelor university studies
- Ministerial Order No. 3617/2005 concerning the full implementation of ECTS
- Government Decision No. 567/2005 concerning the organisation of doctoral studies
- Government Ordinance No. 75/2005 concerning the quality assurance of education
- Government Ordinance No. 78/2005 for the modification and completion of Law No. 288/2004 concerning the organisation of university studies
- Government Decision No. 1169/2005 for the modification of Government Decision 567/2005 concerning the organisation of doctoral studies
- Government Decision No. 1257/2005 concerning the approval of regulation for organisation and operation of ARACIS
- Law No. 346/2005 concerning the approval of Government Ordinance No. 78/2005 for the modification and completion of Law No. 288/2004 concerning the organisation of university studies
- Government Decision 1357/2005 concerning the establishment, organisation and operation of the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment – ACPART
- Law No. 87/2006 for approval of the Government Ordinance No. 75/2005 concerning quality assurance of education
- Ministerial Order No. 3235/2005 concerning the organisation of Bachelor cycle
- Ministerial Order No. 3928/2005 concerning the quality assurance of education services in higher education
- Ministerial Order No. 3861/2005 concerning the establishment of post-doctoral research programmes
- Ministerial Order No. 4491 concerning the organisation of university doctoral studies starting with the academic year 2005/2006

The assembly of rights and obligations, as well as the norms that regulate the university community activity within each higher education university area are established through the University Charter of the higher education institution, adopted by the university senate.

Hotărârea Guvernului nr. 1011/08/10/2001 privind organizarea și funcționarea învățământului la distanță și a învățământului cu frecvență redusă în instituțiile de învățământ superior

Hotărârea Guvernului nr. 1338/27/12/2001 privind înființarea Agenției Naționale pentru Parteneriatul Universităților cu Mediul Economico-Social (APART)



Hotărârea Guvernului nr. 238/31/03/2000 privind aprobarea Normelor metodologice pentru evaluarea performanțelor profesionale individuale ale personalului didactic din învățământul superior

Hotărârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor și a altor forme de sprijin material pentru elevii, studenții și cursanții din învățământul de stat, cursuri de zi

Hotărârea Guvernului nr. 49/29/01/1999 privind înființarea Centrului National de Recunoaștere și Echivalare a Diplomelor

Hotărârea Guvernului nr. 528/10/08/1994 privind aprobarea regulamentelor de desfășurare a activității Consiliului National de Evaluare Academica și Acreditare și a comisiilor de evaluare

Hotărârea Guvernului nr. 57/08/02/1992 privind unele măsuri pentru desfășurarea activităților de cercetare științifică, proiectare, expertiză și consulting în instituțiile de învățământ superior

Hotărârea Guvernului nr. 689/07/10/1994 privind acordarea unor burse de studii, doctorat și specializare, a altor forme de sprijin pentru tineri de origine etnică română sau pentru cetățeni români cu domiciliul în străinătate

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse și alte facilități financiare și materiale pentru copii, elevii, studenții și cursanții din învățământul de stat (republicată)

Hotărârea Guvernului nr. 1070/25/10/2001 privind acordarea unor burse de studiu lunare tinerilor români aflați la studii în străinătate

Hotărârea Guvernului nr. 1169/29/09/2005 pentru modificarea Hotărârii de Guvern nr. 567/2005 privind organizarea studiilor de doctorat

Hotărârea Guvernului nr. 1357/03/11/2005 privind înființarea, organizarea și funcționarea Agenției Nationale pentru Calificări din Învățământul Superior și Parteneriat cu Mediul Economic și Social – ACPART

Hotărârea Guvernului nr. 567/15/06/2005 privind organizarea studiilor de doctorat

Hotărârea Guvernului nr. 88/10.02.2005 privind organizarea studiilor universitare de licență

Ordonanța de Urgență a Guvernului nr. 75/12/07/2005 privind asigurarea calității educației

Ordonanța de Urgență a Guvernului nr. 78/12/07/2005 pentru modificarea și completarea Legii 288/2004 privind organizarea studiilor universitare

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 150/26/07/2000 pentru aprobarea Ordonanței Guvernului nr. 62/1999 privind înființarea Centrului de Management pentru Finanțarea Învățământului Superior și a Cercetării Științifice Universitare

Legea nr. 171/25.11.1999 privind dreptul senatelor universitare de a stabili cuantumul taxelor pentru susținerea examenelor de finalizare a studiilor de către absolvenții învățământului superior particular

Legea nr. 288/24/06/2004 privind organizarea studiilor universitare

Legea nr. 319/08/07/2003 privind Statutul personalului de cercetare-dezvoltare



Legea nr. 346/29/11/2005 privind aprobarea Ordonantei de Urgenta Guvernamentale nr. 78/2005 pentru modificarea si completarea Legii nr. 288/2004 privind organizarea studiilor universitare

Legea nr. 50/21/01/2003 pentru aprobarea Ordonantei Guvernului nr. 14/2002 privind constituirea si functionarea parcurilor stiintifice si tehnologice

Legea nr. 719/04/12/2001 pentru aprobarea Ordonantei Guvernului nr. 138/2000 privind masuri de sustinere a învățământului privat

Legea nr. 87/10/04/2006 pentru aprobarea Ordonantei de Urgenta Guvernamentale nr. 75/2005 privind asigurarea calitatii educatiei

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Ordinul ministrului educatiei nr. 3235/2005 privind organizarea ciclului de licenta

Ordinul ministrului educatiei nr. 3617/2005 privind aplicarea generalizata a Sistemului European de Credite Transferabile

Ordinul ministrului educatiei nr. 3928/2005 privind asigurarea serviciilor educationale în învățământul superior

Ordinul ministrului educatiei Nr. 4491/06/06/2005 privind organizarea studiilor universitare de doctorat începând cu anul universitar 2005/2006

Ordinul Ministrului Sanatatii nr. 1955/18/10/1995 pentru aprobarea Normelor de igiena privind unitatile pentru ocrotirea, educatia si instruirea copiilor si tinerilor

## 6.4. General Objectives

The structural improvement of the higher education system represents the strategic priority of the development of higher education in the current stage of the education reform. According to the "Strategy for developing higher education in the period 2002-2010", this priority is addressed through the following major objectives:

Optimization of the national higher education institutions network. Specific actions:

- To use performance criteria in order to establish a hierarchy of the higher education institution;
- To correlate the distribution of the higher education institution within the development regions according to the existing population, resources and social-economic situation;
- To promote quality private higher education institutions.

Consolidation of the university autonomy. Specific actions:

- To accelerate the decentralisation process of the activities specific to higher education;
- To improve the accountability of the higher education institutions management;
- To establish new cooperation relations between the higher education institutions and the Ministry of Education, Research and Youth;
- To promote a flexible but exigent monitoring system.

New performances in students' and teaching staff activity. Specific actions:

- To increase exigency in promoting the teaching staff;
- To reorganise the teaching-learning process according to a new philosophy of learning: moving from acquisition of facts towards development of competences;

- To improve selection and motivation of the students for new performances;
- To establish internal and external evaluation in order to achieve new quality;
- To revitalise higher education scientific research and to use the results in the teaching-learning process.

Improvement of the higher education infrastructure. Specific actions:

- To modernise the material basis through allocation of new funds from the state budget;
- To identify new financial sources for the development of the material basis;
- To draw private investors to improve the material basis;
- To manage with responsibility the existing material basis.

Better correlation of the higher education with the labour market. Specific actions:

- To correlate the specialisation of studies with the occupation nomenclature;
- To monitor the labour market insertion of the graduates;
- To promote the concepts of entrepreneurial university and entrepreneurial initiative;
- To optimize the practical activities in the teaching-learning process;
- To orient higher education scientific research towards the current economic, social and cultural issues.

Reorganisation of the teaching-learning process. Specific actions:

- To establish a modular system of university courses packages;
- To initiate and develop e-Learning educational policies in the communication domains and to modernise the corresponding infrastructure;
- To establish experience exchanges at national level and inter-university cooperation;
- To improve the organisation of the competitions for lecturer and professor positions;
- To restructure the system based on cycles and leaving points for the students;
- To improve the significance of the credits in higher education activity.

Strategia dezvoltării învățământului superior pentru perioada 2002-2010

Ministerul Educației, Cercetării și Tineretului

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 6.5. Types of Institution

Higher education is accomplished through universities, institutions, academies of study and post-university studies schools. The mission of the higher education institutions is either education and research or only education. Establishment of the higher education institutions is possible only through dedicated laws, according to the institutions accreditation and diploma recognition procedures (Law 88/1993 amended through Law 144/1999). Specialisations and specialisations groups' nomenclature are established by the Ministry of Education, Research and Youth in cooperation with the Ministry of Labour, Social Solidarity and Family and upon consulting the National Council for Academic Evaluation and Accreditation, the higher education institutions as well as other interested players. Higher education institutions usually include several faculties, university colleges - [colegiu universitar](#), departments, chairs and units for scientific research, design and micro-production.

Short-term higher education is provided in university colleges - [colegiu universitar](#) established within long-term higher education institutions. Long-term higher education is provided in universities and academies of study, within faculties and specialisations authorised or accredited.

Post-graduate education (also referred to as "post-university studies") is organised in higher education institutions and post-university studies schools accredited for this purpose and is accomplished through:

DEA studies, master-degree studies, academic post-university studies, doctoral studies, specialty post-university studies, in-service post-university training courses.

The doctoral studies are organized in higher education institutions and in scientific research institutions approved by the Ministry of Education, Research and Youth following the proposals of the National Council for the Attestation of Academic Degrees, Diplomas and Certificates (CNATDCU) and on the basis of the accreditation criteria regulated for this purpose. The higher education and scientific research institutions accredited following these procedures are named Institutions Organizing Doctoral Studies (IOD.). Each IOD elaborates according to the law its own regulations for the organization and proceeding of the doctoral studies (including admission), which then are approved by the university Senate/IOD Scientific Council.

Ministerul Educatiei, Cercetarii si Tineretului

Hotararea de Guvern nr. 567 din 15/06/2005 privind organizarea si desfasurarea doctoratului

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de invatamant superior si recunoasterea diplomelor (republicata)

Legea invatamantului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 6.6. Admission Requirements

According to the Education Law (Law 84/1995, republished, subsequently amended and completed), only high school graduates holding a [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 Youth. The selection and admission procedure can rely on: the average mark obtained by the candidates at the national exam – [examenul de bacalaureat](#) 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 high school syllabi for the examined subjects and all the approved alternative textbooks used in high school education for the given subjects. Candidates are allowed to undertake the entrance examination in the language they studied the respective subjects.

The enrolment quota financed from the state/local budget(s) for all education levels is established yearly through Decisions of the Government. The placements financed from the state budget are allocated to the public higher education institutions through Ministerial Order. At the same time, public higher education institutions are authorised to accept a number of students exceeding the number of placements financed from the state-budget, subject to students' agreement to support the costs for the education provided (Law 441/2001). The Ministry of Education, Research and Youth approves the exact number of paid-placements for each public higher education institution every year, based on the propositions of the university senates and according to the national standards for academic evaluation and accreditation. The tuitions fees are established by the university senate according to the costs of the education provided.

Candidates may apply simultaneously to several specialisations/higher education institutions. However, a candidate declared admitted can follow one single financed specialisation over the normal duration of the studies. Students of private accredited higher education institutions admitted on financed places can benefit of the recognition of the studied accomplished, according to the provisions established by the university senate and based on the transferable credits acquired. The same provision applies to the students of public higher education if admitted in a private accredited higher education institution.

Graduates of private accredited higher education have the right to follow a second specialisation in public higher education institutions, according to the provisions of the law and the conditions set by the University Charter. Graduates of public higher education can be admitted and can partially follow a second specialisation without tuitions fees. They have the obligation to declare if they had followed another

specialisation and the periods that they had benefited of financial support from the state budget upon registration. The university senates establish the conditions for the short-term higher education graduates to continue their studies in long-term higher education (credits transfer may apply).

Within the framework provided by the Education Law (Law 84/1995, republished, subsequently amended and completed), the Ministry of Education, Research and Youth establishes yearly the general criteria for the direct matriculation (without undertaking the admission procedure) on the financed places of the students that have obtained during high school remarkable results in national and/or international competitions..

The Ministry of Education, Research and Youth establishes the number of financed-places for post-university studies, while the university senates establish autonomously the number of paid-places. Admission for post-university studies is organised for higher education graduates and, except for the doctoral studies, is based on the general criteria established by the Ministry of Education, Research and Youth and the specific criteria established by the university senates. Admission to, organisation and functioning of the doctoral studies are regulated through Government Decision. For all forms of post-university studies, the Ministry of Education, Research and Youth ensures a number of study scholarships. The institutions grant the study scholarships to the students based on a competition.

Except for the in-service post-university training courses, admission for post-university studies is conditioned by the graduation with the diploma de licență of higher education. Admission for the DEA studies, master-degree studies and academic post-university studies is on a selective basis usually following an entrance exam. The entrance exam consists of one or two examinations in the specialisation of the studies – as established by the university senate.

According to the provisions of the law, long-term higher education graduates holding a diploma de licență may apply for doctoral studies, and admission is based on a competition. The admission competition is organised yearly, as a general rule at the beginning of the academic year, and is conducted by an admission commission consisting of directors of doctoral programmes and other specialists holding a [diploma de doctor](#) and with at least lecturer or rank II scientific researcher academic title; specialists from other countries complying with this conditions may also be members of the admission commission. The admission competition includes besides examinations in the specialisation of the studies, an assessment of the linguistic competences of the candidates in a foreign language. Evaluation and ranking of the candidates is accomplished based on a marking system established in the IOD organisation and proceeding of the doctoral studies regulation. The admission is decided by the admission commission, according to the results obtained by the candidates and in the limit of the number of placements established.

Consiliul National de Atestare a Titlurilor, Diplomelor si Certificatelor Universitare

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea de Guvern nr. 567 din 15/06/2005 privind organizarea si desfasurarea doctoratului

Hotarârea Guvernului nr. 1004/10/09/2002

Legea nr. 441 din 18.07.2001 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 133/2000 privind învățământul universitar si postuniversitar de stat cu taxa

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 6.7. Registration and/or Tuition Fees

The placements financed from the state budget are allocated to the public higher education institutions through Ministerial Order. At the same time, public higher education institutions are authorised to accept a number of students exceeding the number of placements financed from the state-budget, subject to students' agreement to support the costs for the education provided (Law 441/2001). The Ministry of Education, Research and Youth approves every year the exact number of paid-placements for each public higher education institution, based on the propositions of the university senates and according to the national standards for academic evaluation and accreditation. The tuitions fees are established by the university senates according to the costs of the education provided.

According to the provisions of the Education Law, the Ministry of Education, Research and Youth establishes the number of financed-places for post-university studies, while the universities senates establish autonomously the number of paid-places. In this case too, the tuition fees are established by the university senates according to the costs of the education provided.

Higher education institutions can request a registration fee from the candidates, according to the provisions of the law. The registration fee is meant to cover for the costs necessary to organise and proceed with the admission. The quantum of the registration fee is established by the university senates and certain exemption rules may be devised and applied. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), teachers' children are exempted from the registration fee for admission in public higher education.

Students accommodated in university campuses have to cover partially for the necessary costs. However, in a rather important number of cases the scholarships granted to the students partially or totally cover the accommodation costs.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea nr. 441 din 18.07.2001 pentru aprobarea Ordonantei de urgenta a Guvernului nr. 133/2000 privind învățământul universitar și postuniversitar de stat cu taxa](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile și completările ulterioare\)](#)

## 6.8. Financial Support for Students

All students benefit of free medical and psychological assistance in universities' or other public medical and psychological units. Students also benefit throughout the entire year of 50% reduction of the cost for internal public transportation (except air-travel) as well as for entrances to museums, concerts, theatres, opera, movies and other cultural and sports events organised by public institutions. Orphaned students benefit of free internal public transportation (except air-travel).

Students have to cover for the costs of the meals and accommodation provided within the universities campuses. Nevertheless, through the complementary funding, part of these costs is covered from the state budget. The higher education institutions also have to meet the meals, accommodation and transportation costs incurred by the students' practical activities that are deployed outside the higher education institutions premises.

For students attending public higher education, various types of scholarships are supported from the state budget and/or higher education institutions own revenues in order to improve access to quality education and to fight against social marginalisation. Currently, approximately 25% of the students attending public higher education are granted scholarships financed from the state budget. Within the structure of these scholarships (see below): 30-40% are social aid scholarships, 30-40% are study scholarships, 25% are merit scholarships and 5% are performance scholarships. The reconsideration of the scholarship granting system

led to a slight increase of the number of the social aid scholarships and merit scholarships, and a significant modification of the number of study scholarships. Furthermore, students may receive scholarships on the basis of contracts signed with economic agents and other legal and natural persons, as well as study loans extended by banks according to the provisions of the law. In practice, the latter is at its beginning, and Romanian banks have not been too sensitive to existing requests so far. Some students from underprivileged families, enrolled with tuition fees See 6.7. Registration and/or Tuition Fees may be granted exemption or reduction of the fees, subject to the criteria and the decision of the university senates. The general eligibility criteria for scholarships are decided through Decisions of the Government, whilst the specific criteria are devised by the university senates. All scholarships are subject to indexation according to the current inflation rate and overall the minimum quanta of students' scholarships have to cover for the accommodation and meal costs in the universities campuses. Every year, the Ministry of Education, Research and Youth confers scholarships for university and post-university study trips abroad on a competitive basis.

The following types of grants are awarded from the state budget for students attending public higher education:

- Students attending public higher education can benefit of a monthly or occasional "social aid scholarship". Monthly social aid scholarships are granted to orphaned students and those coming from orphanages and placement centres.
- students can benefit of a monthly "study grant", "merit scholarship" or "performance grant". Study, merit and performance grants are awarded in certain limits to students with high academic achievements according to the general criteria established by the Decisions of the Government mentioned above and specific criteria established by the university senates.
- According to the provisions of the law regarding ensuring equal opportunities for attending higher education (Law 219/2000) higher education institutions can constitute from their own revenues (extra-budgetary funds) funds for granting social study scholarships. Social study scholarships may be granted to students coming from families with an income less than the minimum gross national wage, according to specific criteria established by the university senates.
- According to the Law on preventing and fighting social marginalisation (Law 116/2002), graduates of the compulsory education that continue their studies (in secondary, post-secondary and tertiary education) and come from families with at least 2 children and accomplishing the conditions for the minimum guaranteed national wage, benefit of a monthly "scholarship for continuation of the studies".
- According to the Government Decision 1004/2002, students that were awarded distinctions in the international subject Olympics benefit of a monthly special performance scholarship named "The Olympic Merit". The Olympic Merit scholarship is granted at least during the following year the student was awarded the distinction.

Besides all the above mentioned support measures, the Ministry of Education, Research and Youth grants a number of free of charge/subsidised places in the students' holiday camps every year. Consequently, in the last years an increased number of students have benefited of the educational and leisure activities organised during the winter and summer vacations in various types of holiday camps.

Subject to the provisions of the law and the conditions established by the Ministry of Education, Research and Youth and the university senates, a number of students attending pos-university studies benefit yearly of scholarships. In most cases these scholarships are granted based on competitions regulated by the Ministry of Education, Research and Youth and the university senates.

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 445/08/08/1997 privind stabilirea Criteriilor generale de acordare a burselor si a altor forme de sprijin material pentru elevii, studentii si cursantii din învățământul de stat, cursuri de zi



Hotărârea Guvernului nr. 558/03/09/1998

Hotărârea Guvernului nr. 859/25/10/1995 privind acordarea de burse și alte facilități financiare și materiale pentru copii, elevii, studenții și cursanții din învățământul de stat (republicată)

Hotărârea Guvernului nr. 1004/10/09/2002

Legea nr. 116/15/03/2002 privind prevenirea și combaterea marginalizării sociale

Legea nr. 219/28.11.2000 privind egalitatea șanselor de a urma studiile în învățământul superior prin acordarea bursei sociale de studiu

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

## 6.9. Organisation of the Academic Year

Organisation of the academic year for higher education is decided yearly by the university senates following the general guidelines provided by the Ministry of Education, Research and Youth. According to the in-force legislation, the academic year in Romania has a number of fixed reference points – the periods for courses, seminars and practical activities, examination sessions, vacations and holidays. Higher education institutions are autonomous. Higher education institutions are free to decide on the structure of the academic year, which is approved by the university senate.

The academic year generally begins at October 1 and is structured in 2 semesters, each comprising 14 weeks of courses, seminars and practical activities and followed by an examination session. After each semester is established a holiday and, during the semesters, students benefit of the legal holidays. Organisation of each semester follows the rule of the 14-week continuity the only exceptions being the legal holidays.

Ministerul Educației, Cercetării și Tineretului

## 6.10. Branches of Study, Specialisation

The reference domains and specialisations of study in higher education are established through a Government Decision. Current domains and specialisation are the followings:

- Exact sciences: Mathematics, Physics, Chemistry, Informatics;
- Sciences of life and earth: Biology, Geography, Geology;
- Humanistic sciences: Philosophy, Philology, History, Psychology, Sciences of education;
- Theology: Theology;
- Political and social sciences: Sociology, Social assistance, Political sciences, International relations, Administrative sciences, Communication sciences;
- Juridical sciences: Law;
- Economy sciences: Economy, Cybernetics and economy statistics, Finances, Accounting, International economy relations, Management, Marketing;
- Agricultural, forestry and zoo-technical (livestock) sciences: Agriculture, Horticulture, Forestry, Zoo-technology, Biotechnology;
- Medical sciences: Medicine, Dental medicine, Pharmacy, Veterinary medicine;
- Architecture and urbanism: Architecture, Urbanism;
- Arts: Fine and decorative arts, Music, Theatre, Cinematography and media;
- Physical education and sport: Physical education and sport;
- Engineering sciences: Technical geology, Mines, Oil and gases, Geodesy, Civil engineering, Installations, Sapper engineering, Aero-spatial engineering, Naval and navigation engineering, Mechanics engineering, Transportation engineering, Materials engineering, Industrial engineering, Wood engineering, Mechatronics, Systems and computers engineering, Electricity engineering, Energy engineering, Electronics engineering,



Chemistry engineering, Textile and leather products engineering, Aliments engineering, Applied sciences, Economy engineering, Environment engineering, Military engineering;

- Military sciences.

DEA studies aim at enoiching the knowledge in the field of the long-term higher education graduated. DEA studies take 2-3 semesters, are finalized by a dissertation and recognised through a DEA Diploma. Master-degree studies aims at extending competences into several fields of the long-term higher education specialisation graduated. Master-degree studies take 2-4 semesters, are finalized by a dissertation and recognised through a [Diploma de Master](#). Academic post-university studies take 2-4 semesters and are carried on in post-university institutions of academic studies, organized by independent institutions in Romania or abroad. Their purpose is to extent and to improve the education and training provided in long-term higher education. Academic post-university studies are finalized by a dissertation and recognised through a Diploma of Academic Post-university Studies. For specialty post-university studies and in-service post-university training courses the duration and finalisation are established by the university senates.

According to the legislation, the doctoral studies are organised in fundamental domains of sciences and arts. In sciences the doctoral studies are organised in the following domains: exact sciences, natural sciences, humanistic sciences, social and political sciences, sciences of education, economy sciences, juridical sciences, agriculture and forestry sciences, medical sciences, architecture and urbanism, engineering sciences, theology and military sciences. In arts the doctoral studies are organised in the following domains: visual arts, music, theatre, cinematography, ballet and physical education and sport. Doctoral studies are finalised with a doctoral thesis and are recognised through a [diploma de doctor](#).

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 645/04/08/2000 privind profilurile, specializarile, durata studiilor, precum si titlurile obtinute de absolventii învatamântului universitar, cursuri de zi

Hotarârea Guvernului nr. 682/12/06/2003 pentru modificarea Hotarârii Guvernului nr. 1336/2001 privind domeniile si specializarile de referinta din învatamântul universitar

Hotarârea Guvernului nr. 567/15/06/2005 privind organizarea studiilor de doctorat

## 6.11. Curriculum

Curricula are established autonomously by the higher education institutions, according to the national strategies for higher education development and the national academic standards.

According to the provisions of the law regarding higher education institutions accreditation and diploma recognition, the higher education curricula have to include compulsory, optional and facultative subjects. Compulsory and optional subjects belong to any of the following categories: fundamental, profile/specialisation and complementary subjects. For each reference domain and specialisation of study recognized by the law (See 6.10.), the higher education institutions establish the educational plan. The educational plan is a complex document comprising duration of studies, subjects by type and year of study, types of activities, number of allocated periods by subject and activity, examinations, and number of credits allocated, etc.

The structure and content of the educational plan regarding subjects, activities and number of periods has to comply with the national academic standards. The specific standards provide the indicative list of fundamental, profile/specialisation and complementary subjects and the ranges of the weights of the subjects in the each specialisation's curriculum. Depending on the specialisation of studies, the weights of the different types of subjects in the total number of periods may range between 15% and 30% for fundamental subjects, between 50% and as high as 80% for profile and/or specialisation subjects, and between 5% and 10% for complementary subjects. Most of the education and training programme is

compulsory (at least 60% of the time, but can be as high as 90% for certain specialisations); optional subjects can also contribute to the study credits, but facultative subjects usually do not. Regarding the activities, the national standards establish for each reference domain/specialisation the ration of theoretical activities (courses) and practical ones (seminars, laboratories, practical training, project work, etc.). For most specialisation this ration is 1:1 with a maximum of 20% deviation in either sense; however, for certain specialisations, the time allocated to the practical activities has to be significantly larger than for the theoretical ones (e.g. for medicine 1:2). The final curricula for each subject are elaborated by the higher education institutions departments according to these specific standards, analysed by the departments' councils, and approved by university senates.

Students wanting to pursue a teaching career have to attain and pass the courses provided by the Teacher Training Department of the higher education institution. During this specific training, students are required to take theoretical courses in pedagogy, psychology and specialty didactics (methodology), as well as practical training consisting in lessons observations and assisted teaching.

Foreign languages courses are compulsory in the first two years of study, regardless of the domain or specialisation attended. A number of higher education institutions provide complete tuition in a foreign language for certain specialisations.

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), for all education levels, education and training is provided in Romanian. The persons belonging to the national minorities have the right to study and be instructed in their mother tongue at all levels and forms of education as well as in all types of education – providing there is a sufficient demand. In consequence, study lines in Hungarian and German for students belonging to these national minorities are organised in several higher education institutions. Besides this, certain higher education institutions organise departments for initial teacher training for teaching the languages of national minorities in Pre-tertiary education. At the same time, the Education Law (Law 84/1995, republished, subsequently amended and completed) states that learning of Romanian, as the official language, is compulsory for all Romanian citizens, irrespective of their nationality.

The doctoral studies may be organized either under the form of full-time for a 3-year period or part-time for a period determined by the board of the IOD. The doctoral studies comprise the following:

- High general training – determined by the student and the Director of the doctoral programme together, subsequently approved by the council of the department, respectively by the scientific council of the research institute.
- Preparation and elaboration of the doctoral thesis. The title and the subject of the thesis are approved by the council of the department, respectively by the scientific council of the research institute; the student is allowed to change the subject once.
- Public presentation of the doctoral thesis.

The structure of the training programme consists of theoretical and practical activities for the specific field of the doctoral studies, at least 3 examinations and 3 research papers (or creative works in the artistic field). For the full-time doctoral studies, the structure of the training programme includes, besides examinations and research papers/creative works, the attendance of minimum 4 courses and their respective seminars. These courses are established by the Director of the doctoral programme and are approved by the IOD. The structure of this programme comprises the promotion standards of the above-mentioned assessments. Graduates holding a diploma in a different specialisation from the one of the doctoral studies may attend additional training programmes. The candidates for a doctorate degree holding a diploma of post-university academic studies in the same domain or specialisation are exempt from this stipulation.

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior și recunoașterea diplomelor (republicata)

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificările și completările ulterioare)

## 6.12. Teaching Methods

The teaching-learning activities have to comply in what regards fundamental types and ratios with the national academic standards for each reference domain and specialisation.

The teaching-learning activities for most academic subjects include lectures (theoretical courses), seminars, laboratory classes, practical activities and projects preparation and presentation. Lectures, usually held to a large number of students, provide the basic knowledge in a specific field of study. Seminars are devoted to a thorough study of the themes approached in lectures and require an active participation of the students. Laboratory classes, taught to small groups of students, are devoted to research activities and practical training under the supervision of a tutor. For certain specialisations practical activities – in the form of field work, scientific research, teaching practice, etc. – are required.

Teachers are free to choose their own teaching methods. During all the teaching-learning activities, according to the specificity of the specialisation and subject, professors use a variety of teaching methods, include:

- Expository methods (description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.) – mostly during lectures;
- Exploratory learning methods such as direct exploration of objects and phenomena (systematic and independent observation, experiments, practical work, etc.) and indirect exploration (problem solving, demonstration through pictures, films, etc.) – mostly during seminars, laboratory classes and practical activities;
- Project preparation and presentation.

The teaching aids used in higher education depend on the specialisation and subject. Teaching through ICT is used on an extensive scale for modelling, designing, calculating, presentations, information acquisition, communication, etc. In higher education institutions as well as in numerous universities campuses students have full-time free of charge access to public computers connected to Internet. All public higher education institutions are connected to the ROEDUNET – the national network specially designed for education and financially supported from the state budget and higher education institutions budgets.

Individual teaching-learning activities occur during project preparations and, most of all, during the preparation of the students for the final exams.

Ministerul Educației, Cercetării și Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificările și completările ulterioare)

## 6.13. Student Assessment

Students assessment in higher education is accomplished through periodic (summative) examinations organised for each subject in the curricula. Assessments are performed in the form of oral questioning, written papers and practical examinations as well as, in some cases, project presentations. The evaluation criteria for the academic and professional performances of the students are established by the higher education institutions according to the university autonomy. The concrete requirements and evaluation criteria for each subject are regulated by the curricula (in the introductory section of each subject). Evaluations of the students' performances during higher education are materialized for each subject in marks on a 10-level scale. The examination of the students for each subject is performed by a commission

comprising the professor lecturing on the given subject assisted by at least one other specialist from the same chair/department. After each examination the mark assigned to the student is registered in the students' personal indexes and the official records of the institution.

Higher education institutions organise two regular examination sessions for the students during each academic year – usually held in February and May-June respectively – and at least one second examination session in autumn, before the beginning of the academic year. The second examination sessions are organised for the students that did not attain or failed one or more subjects' examinations during the regular examination sessions. Students are granted the possibility to try to pass the examination for a given subject (regular examination, second examination and re-examination) for three times; if failed each time, the student has to attend once more all the teaching-learning activities related to the respective subject. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), the higher education institutions may establish certain fees for the second examinations and re-examinations in order to cover for the supplementary costs.

Generally, practical requirements and criteria of evaluation for all types of post-graduate studies are regulated by the curricula (in the introductory section of each subject). The professors lecturing on the specific subjects have full autonomy in assessing the students. For DEA studies and master-degree studies there are four end-of-semester assessments, and two of them must be carried out in the form of examinations. During post-university academic studies the assessment of the students is accomplished throughout the academic year in the form of end-of-semester and end-of-year examinations. Students attending specialty post-university studies and in-service post-university training courses are assessed on a semester basis.

The structure of the training programme for doctoral studies consists of theoretical and practical activities for the specific field, at least 3 examinations and 3 research papers (or creative works in the artistic field). The examinations are performed by an Examination Commission comprising the Director of the doctoral programme (chair of the commission) and at least two other specialists in the field holding a [diploma de doctor](#) and appointed by the head of the IOD.

Students can advance in their education and training programme if obtaining a minimum mark of 8.00 in examinations and a "pass" qualification for the research papers/creative works. If they fail one examination or if one research paper is not accepted, they may sit the examination once more, or may defend the research paper/creative work again. For the full-time doctoral studies, the structure of the training programme includes, besides examinations and research papers/creative works, the attendance of minimum 4 courses and their respective seminars. These courses are established by the Director of the doctoral programme and are approved by the IOD.

Graduates holding a diploma in a different specialisation from the one of the doctoral studies may attend additional training programmes. The candidates for a doctorate degree holding a diploma of post-university academic studies in the same domain or specialisation are exempt from this stipulation.

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 6.14. Progression of Students

The organization of the higher education process using the transferable credit system has begun during the 1998/1999 academic year. This mode of organization makes the use of an analytical evaluation system of the time and effort necessary to carry on activities composing the education process possible. Moreover, it has advantages both for the mode of organization and its management and for its validation with the education process in other universities in Romania and abroad.

The total number of credits associated to a higher education programme is set and is of 180, 240, 300 or 360 credits – corresponding to duration of studies day courses respectively (one year more for evening courses, part-time or distance education). Thus, a year of day course study is the equivalent of an average of 60 credits. The maximum number of transferable credits in the ECTS (European Credits Transfer System) is set by the council of each faculty. If a student follows a study period in other higher education institutions (domestic and/or abroad), according to the regulations set by each institution, the credits obtained will be recognized.

Within the university autonomy, each higher education institution establishes its own promotion requirements, according to the general provisions of the law and the national standards for higher education. Students are granted the possibility to try to pass the examination for a given subject three times: regular examination, second examination and re-examination. If failing both regular and second examination (the latter performed in a dedicated session), the student may be allowed to enroll in the next year of study and sit the examination again, subject to the rector's approval. Nevertheless, the deadline for the third examination (the re-examination) is the first regular session of the next academic year. If failing for the third time, the student has to attend once more all the teaching-learning activities related to the respective subject.

Promotion from one year of study to the next one is subject to the overall performance of the students, as assessed through the results of the examinations held in the given year of study. Students have to pass a certain percentage of the total number of examinations of a given year of study before being allowed to enroll for the next one. Students that do not accomplish the minimum percentage of passed examinations established by the higher education institution are declared "repeaters" and have to repeat the corresponding year of study. However, professors may accept recognition of the examinations previously passed with a certain minimum mark.

Student transfer requirements are regulated by the university senates of the higher education institutions. Usually the transfer may take place at the beginning of the academic year (under exceptional circumstances it may occur at the beginning of the second semester) and is allowed between related reference domains/specialisations See 6.10. Branches of Study, Specialisation. The transfer is a multiple step process, involving a series of formal approvals from the deans and the rectors of the higher education institutions involved. The receiving higher education institution has to issue a registration order for the new student, and to control if the credits are transferable.

Short-term higher education graduates holding a graduation diploma - [diplomă de absolvire](#) can continue their studies in long-term higher education in the same or similar specialisations, based on admission criteria established by the long-term higher education institutions. Credits transfer applies according to the general and specific rules, and as a consequence enrolment may be accepted in the third year of study of the long-term higher education programme of study.

Specifically regarding doctoral studies, students can advance in their education and training programme if obtaining a minimum mark of 8.00 in examinations and a "pass" qualification for the research papers/creative works they have to undertake. Transfer from one domain to another within doctoral studies is not accepted.

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 6.15. Certification

Finalisation of the short-term higher education is accomplished through a graduation exam, organised based on the criteria established by the Ministry of Education, Research and Youth and a methodology established by the university senates. Passing of the graduation exam is attested through a graduation diploma – [diplomă de absolvire](#) specifying the specialisation and issued by the higher education institution organizing the exam. Students that do not pass the graduation exam can receive, upon request, a short-term higher

education certificate – [certificat de studii universitare de scurtă durată](#) and a copy of the matriculation fiche – [foaia matricolă](#) listing all the subjects and the corresponding marks. Short-term higher education graduates holding a graduation diploma – [diplomă de absolvire](#) can continue their studies in long-term higher education in the same or similar specialisations, based on admission criteria established by the long-term higher education institutions (credits transfer applies).

Finalisation of the long-term higher education is accomplished through an exam – examen de licență organised based on the general criteria established by the Ministry of Education, Research and Youth. The content of the exams and the specific criteria are established by the university senates. Graduates passing the [examenul de licență](#) receive the title [Licențiat](#) in the corresponding profile and specialisation, attested through a diploma issued by the higher education institution organizing the exam. Long-term higher education studies lasting for more than 4 years are finalised through the diploma exam, as the case may be. Graduates passing the diploma exam receive the title diplomat in the corresponding specialisation, according to the international standards, attested through a diploma issued by the higher education institution organizing the exam. Graduates that do not pass the [examenul de licență](#) or the diploma exam can receive, upon request, a long-term higher education certificate – [certificat de studii universitare de lungă durată](#) and a copy of the matriculation fiche listing all the subjects and the corresponding marks. Students or graduates wanting to pursue a teaching career have the obligation to attend and pass the courses organised by the Teacher Training Department. Passing of these specific courses is attested through a graduation certificate.

According to the general criteria established through Ministerial Order, the graduation exam (short-term higher education) and the [examenul de licență](#) or diploma exam (long-term higher education) consist of the following two assessments:

- Evaluation of the fundamental and speciality knowledge of the candidate, and
- Presentation and defending of the graduation paper, license paper or diploma project.

The content for each assessment is established by the higher education institution organizing the exams. The exam is considered passed if each assessment is marked with at least 5.00 and the average value of the two marks is at least 6.00. The candidates have to provide before sitting the exam a certificate of their linguistic competences in a foreign language of international circulation issued by the corresponding chair of the higher education institution or other recognised institution.

Post-graduate education (also referred to as "post-university studies") is accomplished through: DEA studies, master-degree studies, academic post-university studies, doctoral studies, specialty post-university studies, in-service post-university training courses and specific forms of post-university medical studies.

DEA studies, master-degree studies and academic post-university studies are finalised through a dissertation exam during which the candidates have to present a dissertation in the specialisation of study. The minimum passing mark for the dissertation exam is 6.00. Graduation is attested through a DEA, [Master](#) or academic post-university studies diploma - [diploma de studii academice postuniversitare](#) respectively, issued by the higher education institution. Finalisation modality of the specialty post-university studies and in-service post-university training courses are established by the university senates - [colocviu](#). Graduation is attested through the specialty post-university studies diploma – [diploma de specializare postuniversitară](#) and the in-service post-university training courses graduation certificate respectively, both issued by the higher education institution.

For higher education, DEA studies and master-degree studies the final exams have to be taken before an exam commission established for each specialisation. The exam commissions are established through decision of the rector of the higher education institution organizing the exams, based on the propositions of the faculty, college or department councils. The exam commission has to comprise at least three members with doctorate degrees and the chair has to be a professor or a lecturer.



In each academic year the final exams can be organised in two sessions: the summer session (June-August) and the winter session (January-February). For medical and pharmaceutical studies the final exams can be organised in the autumn session (September-November) and the winter session. With the approval of the faculties, colleges or departments councils special final exam sessions can be organised for candidates that could not attain for objective reasons the regular ones.

Doctoral studies are finalised through a thesis publicly defended and evaluated by a commission of specialists approved by the university senate of the IOD. The commission comprises a chair, the Director of the doctoral programme and three official reviewers, specialists with outstanding scientific activity holding a [diploma de doctor](#) in the domain (professors, lecturers, academicians, scientific researchers of rank I – from the country or abroad) of which at least two do not function in the respective IOD. The members of the commission produce review papers containing general and analytical assessment remarks, and their conclusion on the academic value of the thesis, expressing their agreement or disagreement upon the awarding of the [diploma de doctor](#). The final decision of the commission is taken through open voting immediately following the public defending of the thesis and in the presence of the candidate and the public. "Summa cum laude", "magna cum laude" or "cum laude" may be awarded for theses that prove remarkable creative qualities. The scientific title of [Doctor](#) is awarded by the IOD following the confirmation of the National Council of University Titles, Diplomas and Certificates Attestation. The IOD issues the [diploma de doctor](#) based on the Ministerial Order.

The Diploma Supplement was introduced on the basis of the Ministerial Order adopted in April 2000. At present it is issued automatically, free of charge, by all institutions and for all Bachelor's and Master's programmes, in Romanian and English.

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 49/29/01/1999 privind înfiintarea Centrului National de Recunoastere si Echivalare a Diplomelor

Legea nr. 172/2.10.1998 privind ratificarea Conventiei cu privire la recunoasterea atestatelor obtinute în invatamântul superior din statele din Europa, adoptata la Lisabona la 11.04.1997

Ordinul ministrului educatiei nr. 3659/20/04/2000 privind Diploma Supplement

Legea invatamântului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 6.16. Educational/Vocational Guidance, Education/Employment Links

In order to support educational and vocational guidance of the students and to facilitate their insertion on the extremely dynamic labour market of today's Romania, in each higher education institution were established Departments for Career Advice and Employment Guidance at the beginning of the 1998. Keeping a close link with the labour market, the departments have the following attributions:

- To provide full information on the study programmes offered by the respective higher education institution;
- To offer career and employment advice;
- To ensure guidance to students willing to chose or change their vocational career;
- To encourage graduates to affiliate into graduates' associations meant to support higher education institutions and students' interests in the relationship with firms, cultural communities and administrative bodies, at local and national level as well;



- To carry out prognosis studies on the labour market, and provide information about companies needing and recruiting qualified personnel trained in higher education institutions;
- To provide counselling, and support for the vocational training of students by maintaining a close contact with economic units.

The departments can also involve specialised teaching staff, assistant deans, students' associations and non-profit vocational organizations in their actions and activities. A director appointed by the university's rector heads the department. In order to facilitate graduates' employment the Ministry of Education, Research and Youth has to provide and publicly display in every higher education institution, information on vacancies, after been collecting them from the territorial offices of the Ministry of Labour and Social Protection.

The National Agency for Qualifications in Higher Education and Partnership with Social-Economic Environment (ACPART) was established in 2005 in order to elaborate the National Qualification Framework and to support opening of the higher education institutions to the society and economy. ACPART is a public institution with legal personality subordinated to the Ministry of Education, Research and Youth. Its main mission is to promote and support cooperation between higher education institutions and economic agents in order to accomplish through specific partnerships:

- Training and specialisation;
- Technological transfer;
- Organisation of business incubators and technological parks;
- Labour market research;
- Opening of the higher education institutions to the social-economic environment;
- Facilitation of higher education graduates absorption into the labour market;
- Development of the entrepreneurship dimension of higher education institutions.

The institutional framework was established to improve knowledge transfer from research to economy and to increase higher education institutions participation to the social-economic development (Ordinance of the Government 14/2002 approved and amended through Law 50/2003). This institutional framework consists of the scientific and technological parks – defined as a common area for education, research, technological transfer and economic activities. The scientific and technological parks are established based on a contract between an accredited higher education institution on one side and state or private enterprises, local public administration, employers or professional associations, Romanian or foreign investors, on the other side. The social-economic objectives pursued by the establishment of the scientific and technological parks are as follows:

- Technological transfer from research to economic agents;
- Establishment of specialists with high professional performances in research and higher education;
- Training of the Innovation for research activity;
- Absorption of private funds in education and research;
- Market valorisation of the Romanian research results;
- Employment in advance technologies area;
- Stimulation of the innovative and technical-scientific potential of the teaching staff, researchers and students;
- Orientation of the higher education institutions and research facilities towards the social and economic environment;
- Insertion of students and graduates in the social-economic environment;
- Stimulation of the higher education institutions and research facilities to identify new financing sources;
- Stimulation of the economic agents towards active participation of the private sector to the development and valorisation of research and Youth;
- Foreign companies investing in technological transfer activity;
- Development of the scientific, technologic and economic potential at regional level.

The functioning authorisation of the scientific and technological parks is issued by the Ministry of Education, Research and Youth, based on the evaluation of the request submitted by the partners.

In addition to these measures oriented towards supporting a better educational and vocational guidance of the students, in line with the social protection policy promoted by the Government, specific measures were taken in order to facilitate the rapid insertion of the higher education graduates in the labour market in the recent years.

Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social

Ministerul Educatiei, Cercetarii si Tineretului

Hotărârea Guvernului nr. 1338/27/12/2001 privind înființarea Agentiei Nationale pentru Parteneriatul Universitatilor cu Mediul Economico-Social (APART)

Hotărârea Guvernului nr. 1620/23/12/2003

Ordonanta Guvernului nr. 14/24/01/2002 privind constituirea si functionarea parcurilor stiintifice si tehnologice

Legea nr. 50/21/01/2003 pentru aprobarea Ordonantei Guvernului nr. 14/2002 privind constituirea si functionarea parcurilor stiintifice si tehnologice

## 6.17. Private Education

Starting from 1990, the number of higher education institutions (including private ones) and the enrolment quotas increased rapidly, together with a large diversification of the specialisation of studies being offered. This development led in 1993 to the elaboration and promulgation of the legal framework for the accreditation of the higher education institutions and diplomas recognition procedures (Law 88/1993 amended through Law 144/1999) – previous to the Education Law (Law 84/1995, republished, subsequently amended and completed). The legal framework basically sets the national quality standards for higher education providers, ensuring a quality-control over the rapid development of both public and private education. In order to be recognised as part of the national education system, private education institutions have to be accredited through specific procedures established by the law. Accreditation of public or private higher education institutions is possible only through dedicated laws. Diplomas and certificates emitted by the accredited private or education institutions produce the same effects as the ones emitted by the public education institutions. Organizing bodies of private education institutions are entirely responsible of the administration and financing of the activities within the established legal framework. Tuition fees are established autonomously by the private higher education institutions, according to the provisions of the law.

Private education of all levels functions according to the law if:

- It is organised and functions based on the non-profit principle;
- It is organised based on non-discriminatory principles and rejects ideas, currents and attitudes that are anti-democratic, xenophobic and racial;
- It respects the national standards.

The accreditation procedure of higher education institutions comprises two phases:

- The authorisation for provisory functioning that gives the higher education institution the right to organise admission and to proceed with the educational process. the authorisation for provisory functioning is issued through Government Decision;
- The accreditation that supplementary confers the higher education institution the right to organise the graduation, license and/or diploma exams and to issue the diplomas recognised by the Ministry of Education,

Research and Youth. The accreditation has to be requested no later than 2 years after the third graduation following the authorisation for provisory functioning. The accreditation is issued through dedicated law.

According to the provisions of the law, all the higher education institutions functioning at December 22, 1989 are considered accredited and therefore have to undertake only the 5-year periodic external evaluation. Consequently, the authorisation for provisory functioning and the accreditation have to be requested only by the higher education institutions (public or private) organized after 1990. All the provisions of the law regarding authorisation, accreditation and periodic evaluation apply equally to public and private higher education institution.

Assurance of the quality of the educational process is accomplished through periodic evaluation. Evaluation is performed at the level of the university specialisations and/or at the level of institutional structures. The evaluation at the level of institutional structures is carried out for departments, colleges, faculties and/or higher education institutions. The evaluation process is accomplished through internal evaluation, within the respective higher education institution, and external evaluation accomplished by the Romanian Agency for Quality Assurance in University Education (ARACIS).

The academic evaluation and the accreditation procedure are based on an assembly of general criteria and obligatory standards. The criteria refer to the fundamental organising and functioning domains specific to higher education: teaching staff, educational content, material basis, research activity, financial activity, and institutional, administrative and management structures. The standards refer to each criterion and specify the minimum obligatory levels during the evaluation and accreditation period (these levels are differentiated for the provisory functioning period and for the period subsequent establishment through the law). The general criteria and the basic obligatory standards are set by the law whilst the specific criteria by reference domain and specialisation of study are established by the evaluation commissions subordinated to ARACIS.

The authorisation for provisory functioning is withdraw through Government Decision for the faculties, colleges and specialisations found below the national standards, as proved by the negative evaluation reports of the ARACIS. The respective faculties, colleges and specialisations enter a liquidation procedure starting with the first year of study. In case of the accredited higher education institutions a negative report of the ARACIS for certain faculties, colleges and specialisations determine first a warning from the Ministry of Education, Research and Youth. In case that after one year a second negative report is issued following a second evaluation, the respective faculty, college or specialisation enters with the first year of study in liquidation procedure through Ministerial Order.

Students from the provisory authorised higher education institutions have to take their final exams with accredited higher education institutions, according to the provisions of the law (Law 71/1995 amended through the Laws 64/1997, 60/2000 and 131/2000).

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 131/21/07/2000

Legea nr. 60 din 24.04.2000 privind dreptul absolventilor învatamântului superior particular de a sustine examenul de finalizare a studiilor la institutii de învatamânt superior de stat acreditate

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învatamânt superior si recunoasterea diplomelor (republicata)

Legea învatamântului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 6.18. Organisational Variations, Alternative Structures

The Education Law (Law 84/1995, republished, subsequently amended and completed) consents to organisation and functioning of educational alternatives in public and private education with the agreement of the Ministry of Education, Research and Youth. Evaluation and accreditation of educational alternatives is performed by the Ministry of Education, Research and Youth, according to the provisions of the law.

Distance learning (DL) and part-time education are considered flexible forms of higher education meant to ensure initial training, in-service training and professional re-conversion. The curricula for these areas of education are identical with the one used for the full-time form for the same specialisation and the transferable credits system applies correspondingly.

The main characteristics of the DL programmes are: use of resources specific to education based on ICT, distance communication, self-instruction and self-evaluation, and use of the tutorial system. The tutorial system is defined as the educational framework to ensure the necessary educational resources and a bi-directional communication system for the students enrolled in an DL programme. The tutor is the teacher assigned by the council of the DL department to ensure counselling, guidance and evaluation of a group of students enrolled in an DL programme. Part-time education is characterised through compact education periods, periodical meetings with the students in order to accomplish the mandatory practical activities, and the use of certain means specific to DL.

According to the provisions of the law (Government Decision 1011/2001), higher and post-university education accomplished through DL and part-time programmes can ensure the following types and levels of training:

- University high level qualifications corresponding to short- or long-term higher education;
- Post-university specialisations, including DEA studies, master-degree studies and academic post-university studies;
- Further post-graduate studies, finalised with graduation certificate.
- Professional conversion of higher level finalised through diplomas or certificates.

Higher and post-university education accomplished through DL and part-time programmes can only be provided by accredited higher education institutions. Duration of the DL programme for higher education cannot exceed with more than 3 years the duration of the same study programme provided in full-time education. In what regards, post-university education, the duration of the DL programme has to be at least one year longer than for the same programme provided in full-time education.

Management of the DL and part-time education programmes is ensured by specialised institutional structures – departments – organised at the level of the faculty and/or higher education institution. DL and part-time education departments have their own councils chaired by a director. Organisation and functioning of the DL and part-time education programmes are established through the department regulation – including duration of the studies and the evaluation-certification system for each specialisation. The regulation is elaborated by the council of the department and is approved by the university senate.

Admission to the DL and part-time education programmes has to comply with the general criteria established by the Ministry of Education, Research and Youth. The university senate establishes the specific criteria. Candidates admitted to the DL or part-time education programme are enrolled as students of the given higher education institution. Students enrolled for an DL or part-time education programme have to conclude a contract with the organising higher education institution, stipulating the corresponding rights, obligations and responsibilities of the parts.

Education and training of the students enrolled in DL and part-time education programmes is based on specific technologies including: written course support, audio and video cassettes, floppy-disks, CDs,

thematic collections and materials/technologies – all of them meant to ensure self-instruction and self-evaluation. Communication systems with the students imply the use of the Internet, establishment of individual electronic accounts for each student, the tutorial system or individual tutoring, use of other ICT means. Consequently, the material basis of the DL and part-time education departments has to include: educational spaces for synthesis lectures, evaluations, tutoring and administration, laboratories, multimedia communication spaces, LANs with Internet access, technical resources for hard- and e-copies of the didactical materials.

The funds necessary for the DL and part-time education programmes are ensured through tuition fees established according to the provisions of the law and other revenues of the higher education institution. The tuition fees are proposed by the council of the DL and part-time education department and are approved by the university senate.

Accreditation and evaluation of the DL and part-time education programmes is accomplished according to the provisions of the law, following the same procedures and using the same criteria as for full-time education.

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 1011/08/10/2001 privind organizarea si functionarea învățământului la distanță și a învățământului cu frecvență redusă în instituțiile de învățământ superior

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior și recunoasterea diplomelor (republicata)

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile și completările ulterioare)

## 6.19. Statistics

In the 2007/2008 academic year, the statistical data for tertiary education were:

Number of educational institutions according to the property

Public tertiary education		Private tertiary education	
Universities	Faculties	Universities	Faculties
56	432	50	199

Number of enrolled students by the form of education provided and by property

	Tertiary public education		Tertiary private education	
	2006/2007	2007/2008	2006/2007	2007/2008
Total	520263	526844	265243	380509
Day courses	423055	428563	116119	127412
Evening courses	1115	1132	-	-
Part-time	18747	20101	49266	69234
Distance learning	77346	77048	99858	183863
Out of total:				
Short-term tertiary education	12378	1426	559	59

Number of enrolled students by educational profile in public and private tertiary education

Profile	Tertiary public education		Tertiary private education	
	2006/2007	2007/2008	2006/2007	2007/2008
Total	520263	526844	265243	380509
Technical	140318	148337	10598	10833
Agriculture	19472	18436	533	652
Economy	126517	125795	115813	168622
Juridical	24441	22842	58255	93696
Medical-pharmaceutical	35373	37251	4655	4147
University	165286	165203	73425	100098
Arts	8856	8980	1964	2461
<b>Out of which in short term tertiary education:</b>				
Total	12378	1426	559	59
Technical	3981	304	-	-
Agriculture	602	114	-	-
Economy	1440	26	44	-
Medical	2138	820	515	59
University	3991	123	-	-
Arts	226	39	-	-

## Teaching staff

	Teaching staff
Tertiary public education	27044
Tertiary private education	4920
Total	31964

## Available infrastructure

	Lecture rooms	Seminar rooms	Sport halls	Laboratories	Specialised workshops rooms
Tertiary public education	2520	2905	162	7860	539
Tertiary private education	634	1412	50	486	29

Sursa: Învățământul Superior la Începutul Anului Academic 2007/2008; Institutul Național de Statistică

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## 7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS

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The Education Law (Law 84/1995, republished, subsequently amended and completed) states that the Ministry of Education, Research and Youth cooperates with the Ministry of Culture and Cults and other interested ministries, as well as with the media, religious cults, popular universities, cultural foundations and other bodies and institutions in order to facilitate access to culture and science of all citizens, irrespective their age. Lifelong learning is part of the national education system and is considered as a mean to facilitate citizens to deal with the major changes occurring in the social life.

Adult education and training through the education system is accomplished through specific programmes initiated and organised by public and private institutions in the spirit of the social partnership and using interactive methods focusing on a multimedia approach: distance education, video-conferences, computer assisted training, etc. Adult education and training through the education system ensures completion of the basic education, vocational training, and civic education – including education for active citizenship.

The criteria and methodology for the accreditation of the institutions providing adult education and training, as well as the final examinations, the certificates issued and the certification procedures are established by the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family and/or the Minister of Culture and Cults – depending on the type of the programme provided. According to the established rules and procedures, the institutions providing adult education and training can issue educational diplomas and graduation certificates recognised on local and/or national level. The same authorities are responsible for establishing the methodological norms for the organisation and the duration of the adult education and training programmes through the education system. Adult education and training through the education system is ensured by trainers, specialised by domain, from the country or abroad.

Specifically regarding completion of the basic education, the Ministry of Education, Research and Youth approves organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education). For individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. Evening classes can be organised by the County School Inspectorates for VET, high school education and post-secondary non-tertiary education – according to the existing resources and local demand. In this type of programme the number of classes per week is reduced (24-25) and the number of years of study is increased by one (high school ends with grade XIII). Evening classes, part-time education and distance learning are organised in higher education according to specific rules and conditions.

According to the specific legislation regarding adult vocational training (Law 375/2002 approving and amending Ordinance of the Government 129/2000), adults are defined as persons old enough to establish work relations and to participate in vocational training programmes. Adults are ensured equal rights in accessing vocational training without any discrimination regarding age, gender, ethnical origin, political orientation or religious beliefs. The law on equal chances for women and men (Law 202/2002) reinforces the equal right of both genders to access vocational training, as well as vocational counselling and guidance. Access of adults (employed or unemployed) to vocational training is a right guaranteed by the Labour Code (Law 53/2003).

Vocational training is considered as a mean to increase employability, altogether with vocational information and guidance, work mediation, consultancy and assistance in starting an independent activity or to initiate a business, salaries incentives, and stimulation of the work force mobility. The individuals seeking employment



can participate to the vocational training organised by the National Agency for Employment or other vocational training providers authorised according to the provisions of the law. Unemployed persons even have the obligation to attend vocational training programmes, as recommended by the local agency for employment where they are registered, otherwise their unemployment financial aid is withdrawn. Pre-dismissal services that have to be accomplished by the employers include, among others, facilitation of the employees to participate in short-term vocational training. Certain categories of employed or unemployed individuals can benefit free of charge of vocational training and other facilities. Overall, employers have to take all the necessary measures in order to ensure access of their employees to vocational training; the rights and obligations of the employers and employees during the period when employees participate to vocational training have to be stipulated in the collective or individual work contract. In order to train their own employees, employers have to consult the trade unions or, where applicable, the employees' representatives in order to elaborate training plans in accordance with development programs and with sectorial and territorial strategies.

Access to vocational training programmes is preceded by vocational information and guidance. Adult vocational training is organised for initiation, qualification, improvement, specialisation or re-qualification and functions on the basis of a system of transferable credits – meant to prove and certify newly acquired professional competences. Vocational training programs are organised for occupations, trades, specialisations and professions included in the Romanian Classification of Occupations (COR); the Nomenclature of Qualifications (NC), comprise qualifications allowed to be implemented and finalized with a certificate and common vocational competences. In special cases, there can be organised vocational training programmes for the acquisition of competences with no occupational standards, according to the procedure specified in the Order of the Minister of Education, Research and Youth, no. 59/3175/2004, as well as for those professional competences common to several occupations. In special cases, training programs can be organised in order to acquire competences that have no occupational standards, pending on approval of the Ministry of Labour, Social Solidarity and Family and the Ministry of Education, Research and Youth.

The training providers organising programs providing at the end nationally recognised qualification certificates, to conclude vocational training contracts with the trainees. The model of the contract is specified in the annex 2 of the Methodological norms of implementation of the provisions of the Governmental Ordinance no. 129/2000 regarding adult vocational training, approved through Governmental Decision no. 522/2003. The participants in vocational training programmes and the persons qualified through apprenticeship at the workplace must pass graduation examinations upon completion of their training. The graduation examination represents a set of theoretical and/or practical tests that indicate the acquisition of competences specific for the vocational training programme. The organization and deployment of the apprenticeship at the workplace is established by the Law no. 279/2005 regarding apprenticeship at the workplace.

The organization and the deployment procedure of the graduation exam for the adult vocational training programmes, as well as the certification methodology are specified in the Methodology for certifying the adult vocational training, approved by the Order of the Minister of Labor, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003, consequently amended and completed. The procedure regarding the organization and the deployment of the apprenticeship at the workplace is described in the Methodological Norms for implementing the provisions of the Law no. 279/2005 regarding apprenticeship at the workplace, approved by the Governmental Decision no. 234/2006 .

Adult vocational training programmes are financed from the employers' own funds, the unemployment insurance budget, sponsorship, donations and external sources, and/or fees paid by the individuals participating in the training programs. Commercial companies, national companies, co-operative enterprises, state-owned monopolies and other institutions may pay for the vocational training of their employees, the expenses being deducted from the profit taxes or, depending on the case, from the income taxes. The institutions financed from the state/local budgets may spend funds for the vocational training of their

employees out of budget sources or out of other sources. The authorised training providers are exempted from paying VAT for the vocational training operations.

Please refer to subsections for more details.

Agenția Națională pentru Ocuparea Forței de Muncă

Consiliul National de Formare Profesionala a Adultilor

Ministerul Culturii si Cultelor

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Hotarârea Guvernului nr. 522/08/05/2003 pentru aprobarea Normelor metodologice de aplicare a prevederilor Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor

Government Ordinance no. 76/2004 which amends and completes Government Ordinance no. 129/2000 regarding vocational adult education

Methodology for certifying the adult vocational training, approved by the Order of the Minister of Labor, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003,

Order of the Minister of Labor, Social Solidarity and Family and the Minister of Education, Research and Youth, no. 59/3175/ regarding vocational training programmes for the acquisition of competences for occupations without occupational standards

Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor (republicată, modificată și completată cu OG nr. 76/2004)

Legea nr. 202/19/04/2002 privind egalitatea de sanse între femei si barbati

Legea nr. 375/11/06/2002 pentru aprobarea Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor

Legea nr. 53/24/01/2003 Codul Muncii

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Law no. 279/2005 regarding apprenticeship

## 7.1. Historical Overview

The first attested preoccupations for the instruction and education of the adults in Romania (adding to the moral-religious education provided for the adults by the church and popular forms of transmitting and enriching knowledge) can be considered the vocational training provided within the trade-associations (guilds) developed starting the 17th – 18th century. The "statutes" of the various guilds indicate the preoccupation for the quality of the products and the rules of conduct, as well as specific measures to ensure transmitting and enriching of the vocational knowledge. The only form of initial vocational training until the 19th century was ensured through apprenticeship and was provided by the experienced craftsmen of the trade.

A more formal approach to the instruction and education of the adults started with the development of the vocational education and training schools (beginning of the 19th century). In this respect, historical sources mention organisation of evening classes for adults after the promulgation of the first Education Law (1864)

and the reforms promoted by Spiru Haret (1851-1912) through the Secondary and Higher Education Law (1898) and the Vocational Education Law (1899). In 1924, in order to address the problems of illiteracy and access to education, the Primary Education Law was promulgated extending the duration of compulsory education to 7 years, establishing classes for illiterate adults and setting up education in the mother tongue for the national minorities for the first 4 school years.

The forced industrialisation promoted by the communist regime after 1945 requested a rapidly trained work force. As a consequence, enrolment quotas for evening classes and part-time education increased significantly leading to an important number of adults being in education and training programmes. However, the unrealistically high standards and attainment levels established in order to prove the superiority of the regime led, alongside sub-financing, to a continuous degradation of the quality of the education and high disparities between rural and urban areas. At the same time, the economic policy promoted by the regime, the degradation of the technology and the blending of education with industrial production led to a narrow and highly specialised technical and vocational education and training with severe effects on the professional mobility of the work force, still resented today. In terms of general education of the adults in Romania until 1989 there were over 200 community culture centers, more than 2,000 culture clubs and approximately 3,000 people's universities for adults, in addition to a national-wide network of libraries, folk-art schools and folk-art guidance centers. The education for adults provided by these centers included mainly cultural-artistic activities, leisure occupations as well as specialised vocational training courses. Initially these centers were meant to raise the cultural level of the population, but later on most of their activity, except for the vocational training, was submitted to propaganda and the cult of personality (mainly after the "cultural revolution" commanded through the "Thesis of July 1971").

The requirements of the society and the economy towards education have radically changed with the transition to democracy and market-oriented economy that began in 1990 after the overthrowing of the communist regime. Education and training of the adults started to be considered from a different perspective – mostly following closely the developments in the area at the European level. The survey on the Memorandum on Lifelong Learning outlined an important number of existing constraints and problems, but also led to some valuable suggestions for a new policy in the area. Although the Education Law (Law 84/1995, republished, subsequently amended and completed) establishes the general framework for lifelong learning, it has become clear by the end of the 90's that a more concrete and coherent legal framework dealing specifically with adult education and training was required. The main issues needing to be addressed were considered to be the type, content and quality of the programmes provided (including certification), the authorisation of the training providers, financing of the programmes (including support for the employers and employees) and means to increase participation.

Consequently, several legislative acts have been promulgated or amended in the recent years. A significant improvement of the quality of the training programmes and of the training providers is expected; however, the long-term impact of the new legal framework is still to be assessed, mostly in what regards increasing of the participation rates.

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

## 7.2. Ongoing Debates and Future Development

The current policies regarding adult education and training are reflected in the reform priorities established both in the area of education and training and in the social-economic area. Various surveys, studies and assessments of the existing situation in the area as well as the developments at the European level, led to the following major priorities for the development of adult education and training in the following years:

- To strengthen a more coherent lifelong learning approach
- To develop and improve the continuing vocational education and training system.

The reform of education, includes the revision of the curricula from the perspective of the Memorandum on Lifelong Learning and the "Education & Training 2010" programme. Key-competences recommended at the European level have become the foundation of the new curricula for the last two grades of compulsory education. According to a specific amendment introduced in 2003 in the Education Law (Law 84/1995, republished, subsequently amended and completed), all graduates of compulsory education, as well as of all the following education levels, are entitled to a portfolio for lifelong learning. Its main purpose is to support further education and training of the graduates based on the competences acquired.

The National Action Plan for Employment (NAPE) provides also a specific set of policies to sustain lifelong learning. Short and medium-term measures are the increasing of employment, assisting of lifelong learning, increasing labour market effectiveness. The goal is to adapt more rapidly to economic changes and to ensure better access to the labour market, while avoiding discrimination and social exclusion. These measures have been translated into legislation with the new employment law (Law 76/2002 amended through Law 107/2004). Lifelong learning issues are mentioned frequently within most of the Romanian programmatic documents, and there is even a special law on lifelong learning (Law 133/2000). However, existing policies mainly address current problems and needs. A broader national concept of life-long and life-wide learning and a joint vision of the Romanian workforce development over the next 5-10 years are still to be developed.

Continuing vocational training (CVT) has been seriously reconsidered as a mean to facilitate the transformation of the labour force and adapt to new and changing needs. Economic restructuring in Romania is still an ongoing process and important changes in the labour market are expected to occur. Consequently, a specific legal framework has been developed – ensuring coherence at national level of the CVT programmes (including certification), establishing the authorisation methodology for the CVT providers, valuing learning acquired in informal and non-formal environments, and setting active measures to support employers and employees in promoting/attending CVT. One major issue that still remains to be addressed extensively is the participation in CVT – currently rather at low levels in Romania. Access to CVT is particularly difficult for people living in the rural areas.

Considering that an important share of the workforce is employed in agriculture it has become a priority to develop measures to raise participation in and improve access to CVT. Through CVT the workforce will be able to adapt to the changing needs of the labour market – hence shifts to other sectors will be easier. Therefore it is considered that there is a need to extend the general policy framework in order to integrate the different measures to promote better access, incentives for increased participation, and prioritization for the development of CVT system with the existing developments.

[Legea nr 133/21.07.2000 pentru aprobarea Ordonantei Guvernului nr 102/1998 privind formarea profesionala continua prin sistemul educational](#)

[Legea nr. 76/16/01/2002 privind sistemul asigurarilor pentru somaj si stimularea ocuparii fortei de munca](#)

[Legea invatamântului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 7.3. Specific Legislative Framework

The Education Law (Law 84/1995, republished, subsequently amended and completed) states that the Ministry of Education, Research and Youth cooperates with the Ministry of Culture and Cults and other interested ministries, as well as with the media, religious cults, popular universities, cultural foundations and other bodies and institutions in order to facilitate access to culture and science of all citizens, irrespective their age. Lifelong learning (referred to as "permanent education") is part of the national education system and is considered a mean to facilitate citizens to deal with the major changes occurring in the social life. The Education Law (Law 84/1995, republished, subsequently amended and completed) also establishes conditions for "second chance" education, evening classes, part-time education and distance learning.

The Law 133/2000 (approving and amending Ordinance of the Government 102/1998) establishes the framework for providing adult education and training through the education system. Adult education and training through the education system is meant to ensure completion of the basic education, vocational training, and civic education – including education for active citizenship. The criteria and methodology for the accreditation of the providers (public or private institutions), as well as the final examinations, the certificates issued and the certification procedures are established by the Ministry of Education, Research and Youth in cooperation with the Ministry of Labour, Social Solidarity and Family and/or the Minister of Culture and Cults – depending on the type of the programme provided. The same authorities are responsible for establishing the methodological norms for the organisation and the duration of the adult education and training programmes through the education system.

The vocational training of adults is specifically regulated through the Law on adult training (Law 375/2002 approving and amending Ordinance of the Government 129/2000). The law refers to lifelong learning measures specific to continuing vocational training (CVT) such as: guarantees of access to CVT for all employees by including a right to CVT in collective labour contracts, encouraging employers to invest in human resources, and to evaluate and recognise the competencies acquired by non-formal and informal learning, etc. The law further focuses on the quality of adult learning provision, specifying the types of programmes and certificates, the requirements for the accreditation of adult learning providers, etc. The National Adult Training Board (CNFPA), set up as a tripartite autonomous advisory body, comprise representatives of national public administration, trade-unions and employers associations. CNFPA was established first as a consultative body to promote politics and strategies for vocational training of adults. Nowadays, CNFPA coordinates and controls at national level the following activities: authorises the vocational training providers through the county/ Bucharest authorization boards, elaborates occupational standards, evaluates and certifies the vocational competences acquired by the adults through in-service vocational training. Starting with 2004, CNFPA represents the national authority for qualifications.

The Council for Occupational Standards and Certification(COSA) was founded by the mid-90s, in order to coordinate the elaboration of occupational standards and the accreditation of institutions which can realize the evaluation of vocational competences base don the occupational standards. By the Law no. 253/2003, COSA was integrated in CNFPA to be responsible with all the issues in the elaboration of the occupational standards, evaluation and certification of competences achieved in the formal, non-formal or informal system.

The Council for Occupational Standards and Assessment (COSA) was set up in the mid-nineties to supervise the development of occupational standards and has also set up assessment centers that can provide accreditation of prior learning. Through the Law 253/2003, the COSA has been integrated into the CNFPA – thus bringing the standard development and assessment tasks within a single common structure.

The training of unemployed is funded out of the Unemployment Fund and organised by the National Agency for Employment (ANOFM), and partially delivered through its own training centers. CVT for this target group is specifically addressed within the employment law (Law 76/2002 amended through Law 107/2004). The law

gives more importance to active labour market measures and strengthens the ability of the public employment service to use them effectively.

The law on equal opportunities for women and men (Law 202/2002) reinforces the equal right of both genders to access vocational training, as well as vocational counselling and guidance. Access to vocational training is a right guaranteed by the new Labour Code (Law 53/2003). Employers have to take all the necessary measures in order to ensure access of their employees to vocational training; the rights and obligations of the employers and employees during the period when employees participate to vocational training have to be stipulated in the collective or individual work contract. The Labour Code also stipulates that employers need to agree on training plans with employee representatives and or trade unions.

Social partnership as well as cooperation between different public bodies has registered significant improvements at national and local levels. Various protocols and joint orders have been signed between the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family and other ministries and central public authorities in order to enhance the quality and relevance of IVET/CVT provisions in specific areas (transportation, agriculture, tourism).

Agenția Națională pentru Ocuparea Forței de Muncă

Consiliul National de Formare Profesionala a Adultilor

Ministerul Culturii si Cultelor

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Hotărârea Guvernului nr. 522/08/05/2003 pentru aprobarea Normelor metodologice de aplicare a prevederilor Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor

Ordonanta Guvernului nr. 102/27/08/1998 privind formarea profesionala continua prin sistemul educational

Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor (republicată, modificată și completată cu OG nr. 76/2004)

Legea nr. 132/20/07/1999 privind înfiintarea, organizarea si functionarea Consiliului National de Formare Profesionala a Adultilor (republicata)

Legea nr 133/21.07.2000 pentru aprobarea Ordonantei Guvernului nr 102/1998 privind formarea profesionala continua prin sistemul educational

Legea nr. 202/19/04/2002 privind egalitatea de sanse între femei si barbati

Legea nr. 253/10/06/2003 pentru modificarea si completarea Legii nr. 132/1999 privind înfiintarea, organizarea si functionarea Consiliului National de Formare Profesionala a Adultilor

Legea nr. 375/11/06/2002 pentru aprobarea Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor

Legea nr. 53/24/01/2003 Codul Muncii

Legea nr. 76/16/01/2002 privind sistemul asigurarilor pentru somaj si stimularea ocuparii fortei de munca

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)



## 7.4. General Objectives

Adult education and training through the education system is accomplished through specific programmes initiated and organised by public and private institutions in the spirit of the social partnership and using interactive methods focusing on multimedia approach: distance education, video-conferences, computer assisted training, etc. Adult education and training through the education system aims to ensure access to culture and science of all citizens, irrespective their age, in order to facilitate dealing with the major changes occurring in the social life. General objectives of adult education and training through the education system are as follows:

- Completion of the basic education through recurrent or compensatory education (including "second chance" education) – addressed to young school leavers and certain "at-risk" population segments;
- Vocational training through: improvement of the professional training and acquisition of new professional qualifications – addressed to employees, persons seeking employment, young graduates with or without a qualification, etc.;
- Civic education for the acquisition of the competences and attitudes necessary for exercising the rights and assuming the social responsibilities by each and every citizen – addressed to the entire adult population;
- Education and cultivation of the aptitudes and individual interests for active citizenship – addressed to the entire adult population.

Continuing vocational training (CVT) is considered as a mean to increase employability, altogether with vocational information and guidance, work mediation, consultancy and assistance in starting an independent activity or to initiate a business, salaries incentives, stimulation of the work force mobility. The main objectives of adult vocational training are as follows:

- To facilitate the social integration of individuals, in accordance with their professional aspirations and with the needs of the labour market;
- To train human resources able to contribute to the increase of competitiveness of the labour force;
- To update knowledge and to improve the training in the main occupation, as well as in related occupations;
- To change qualifications, as a result of structural changes in the economy, of social mobility or of amendments in a person's capacity to work;
- To acquire advanced knowledge, modern methods and proceedings needed for carrying out job assignments.

The training programmes reflect the vocational competences that are going to be acquired by the participants and correspond to the occupational standards or vocational training standards recognized at national level. Among the key competences there are also "the communication in foreign languages" and "ICT skills". E.g. the Strategy of the Government regarding the use of ICT in public administration (Government Decision 1007/2001) establishes as a national standard the ECDL (European Computer Driving License) for all public employees.

Ministerul Educatiei, Cercetarii si Tineretului

Consiliul National de Formare Profesionala a Adultilor

Hotarârea Guvernului nr. 1007/4.10.2001 pentru aprobarea Strategiei Guvernului privind informatizarea administratiei publice

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Government Ordinance no. 129/2000 regarding adults' VET, republished, amended and completed methodological provisions of the OG no. 129/2000 regarding VET for adults and approved by the Government Decision no. 522/2003.



The methodology for authorizing VET providers approved by the Order no. 353/5202/2003 of Ministerul Muncii, Familiei si Egalitatii de Sansa

nd Ministerul Educatiei, Cercetarii si Tineretului

amended and completed)

## 7.5. Types of Institution

Adult education and training through the education system (Law 133/2000 approving and amending Ordinance of the Government 102/1998) is provided by public or private institutions, as follows:

- Educational institutions (high schools and higher education institutions);
- Folk-arts schools, people's universities, community culture centers, libraries, museums, houses and clubs of the youth and of the trade unions, other public or private institutions – providing mainly non-formal education for the adults;
- Centers for continuing vocational training belonging to the system of the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family, the Minister of Culture and Cults, other ministers or subordinated to the local public administration authorities;
- NGOs and professional associations.

The criteria and methodology for the accreditation of the institutions providing adult education and training, as well as the final examination and certification procedures are established by the Ministry of Education, Research and Youth, the Ministry of Labour, Social Solidarity and Family and/or the Minister of Culture and Cults – according to the type of the programme provided. The same authorities are responsible for establishing the methodological terms for the organization and the duration of the programmes.

Adult vocational training is realized by the vocational training providers (which can be VET providers, legal public or private organizations or, in the case of apprenticeship, independent individuals authorized to act in VET.. Among the public providers are educational institutions subordinated to the Ministry of Education, Research and Youth and the vocational training centers, subordinated to the National Agency for Employment. The training programs elaborated by the authorized vocational training providers are realized according to the occupational standards/ vocational training standards recognized at national level.

Employers may organise training programs for their employees and on this basis, graduation certificates are awarded, which are recognized only within their own organisations. The certificates by a given institution are nationally recognized only if the institution is authorized as vocational training provider.

During the recent years the network of accredited ECDL centers (accreditation procedure established by ECDL Romania) has developed significantly – including a large number of high schools and higher education institutions. The same situation is encountered in the case of training centers specialized in foreign languages (including ones providing training for standard international foreign languages tests).

National Council for Adult Vocational Training

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Ordonanta Guvernului nr. 102/27/08/1998 privind formarea profesionala continua prin sistemul educational

Legea nr 133/21.07.2000 pentru aprobarea Ordonantei Guvernului nr 102/1998 privind formarea profesionala continua prin sistemul educational

The methodology for authorizing VET providers approved by the Order no. 353/5202/2003 of Ministerul Muncii, Familiei si Egalitatii de Sansa

nd Ministerul Educatiei, Cercetarii si Tineretului

amended and completed)

## 7.6. Geographical Accessibility

Public and private institutions providing adult education and training through the education system (according to the Law 133/2000 approving and amending Ordinance of the Government 102/1998) – like folk-art schools, people’s universities, community culture centers, libraries, museums, houses and clubs of the youth and of the trade unions, etc. – are in a large number and generally well represented in all counties. These institutions provide in general non-formal education and, if authorized according to the provisions of the law, adult training programmes too. However, access to these types of institutions is easier in urban than in rural areas.

The National Board for Adult Vocational Training elaborates the National Registry of Adult Vocational Training Providers (RNFFPA), which includes all the authorised vocational training providers. The National Registry of Adult Vocational Training Providers is available online on the website on CNFPA. RNFFPA comprise data about all the VET authorized in every county. The structure of RNFFPA is established by the methodological provisions of the OG no. 129/2000 regarding VET for adults and approved by the Government Decision no. 522/2003. Regarding the territorial distribution of the training providers registered in 2008 and according to the new provisions of the law, the following general remarks can be taken into consideration:

- The distribution over the counties is uneven, the largest number of authorised adult training providers being registered in Bucharest;
- The distribution over the types of training programmes provided is uneven, the largest number of programmes provided being for qualification;
- The vast majority of the authorised training providers are registered in towns;
- There are a number of schools (TVET high schools and VET schools) authorised as training providers (however, the number is very small).

Ministerul Educatiei, Cercetarii si Tineretului

Consiliul National de Formare Profesionala a Adultilor

Ordonanta Guvernului nr. 102/27/08/1998 privind formarea profesionala continua prin sistemul educational

Legea invatamântului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

Government Ordinance no. 129/2000 regarding adults’ VET, republished, amended and completed methodological provisions of the OG no. 129/2000 regarding VET for adults and approved by the Government Decision no. 522/2003.

The methodology for authorizing VET providers approved by the Order no. 353/5202/2003 of Ministerul Muncii, Familiei si Egalitatii de Sansa

nd Ministerul Educatiei, Cercetarii si Tineretului

amended and completed)

## 7.7. Admission Requirements

According to the specific legislation regarding adult training (Law 375/2002 approving and amending Ordinance of the Government 129/2000), adults are defined as persons old enough to establish work relations and to participate in vocational training programmes. Adults are ensured equal rights in accessing vocational training without any discrimination regarding age, gender, ethnical origin, political orientation or religious beliefs. The law on equal chances for women and men (Law 202/2002) reinforces the equal right of both genders to access vocational training, as well as vocational counselling and guidance. Access to vocational training is a right guaranteed by the new Labour Code (Law 53/2003).

Considering the type of training programme provided and the general provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed) regarding certification of studies, each authorised training provider establishes the specific admission requirements. Graduation of compulsory education is a minimum requirement for all types of programmes leading to certification. For improvement, specialisation or re-qualification training programmes an initial qualification acquired in initial vocational education and training is usually required too.

Access to adult education and training programmes not organised for vocational training leading to certification is usually not conditioned by any means – except in certain cases the age of the candidates. Specifically regarding completion of the basic education, the Ministry of Education, Research and Youth approves organisation of courses for individuals older than 14 that did not complete primary education ("second chance" education). For individuals exceeding with more than 2 years the normal age of the grade, education within the compulsory sequence can be provided in other forms – evening classes, part-time education, distance learning – according to the rules established by the Ministry of Education, Research and Youth. These types of programmes are intended for the so-called "at-risk population": individuals that have never attended any school, young school leavers or individuals completing primary or compulsory education but unable to read, write or calculate at a satisfactory level. There are no admission requirements for these types of programmes.

Ministerul Educatiei, Cercetarii si Tineretului

Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor (republicată, modificată și completată cu OG nr. 76/2004)

Legea nr. 202/19/04/2002 privind egalitatea de sanse între femei si barbati

Legea nr. 375/11/06/2002 pentru aprobarea Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor

Legea nr. 53/24/01/2003 Codul Muncii

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 7.8. Registration and/or Tuition Fees

Adults participating in education and training programmes that are not financed from other sources (employers' funds, unemployment insurance budget, sponsorships, donations or other external sources) are required to pay tuition fees. The tuition fees are established by the education and training providers as to cover all their costs related to the programme.

## 7.9. Financial Support for Learners

Financial support for adults attending vocational training is mainly regulated through the law on adult training (Law 375/2002 approving and amending Ordinance of the Government 129/2000) and the employment law (Law 76/2002 amended through Law 107/2004).

For the period when the employees participate in training programs financed by their employers, the employees receive their wages as stated in the individual contract for the normal working program. The employers have to support the travel expenses for the participation in a training program, if that program takes place in another locality than the one where the employee works. The employees that participate in training programs for at least 3 months when requested by the employers will sign codicils to their individual work contracts, stipulating rights and obligations after graduation.

Adult training programmes are provided free of charge for the following categories of unemployed individuals:

- Individuals that have become unemployed according to the specific provisions of the law (Law 76/2002 amended through Law 107/2004);
- Individuals that could not find a job after graduating an educational institution or after finishing the military service;
- Individuals that have obtained the status of refugee or other form of international protection;
- Foreigners and stateless individuals that have worked in Romania or have obtained revenues in Romania, according to the provisions of the law;
- Individuals that could not find a job after repatriation or detention.

Training programmes are ensured free of charge at the request of the employee, with the agreement of the employer, or at the request of the employer for persons restarting their activity after: the legal child-rising leave, the military service, and in case of recovering work capacity after being pensioned for invalidity.

Individuals that are seeking employment and are entitled to free of charge adult training programmes are also guaranteed by the law the following rights:

- To benefit of all the theoretical and practical training all through the duration of the programme;
- To benefit of specific supplies and learning aids as well as textbooks;
- To benefit of all necessary protection equipment during the programme;
- To benefit of free of charge transportation from their homes to the training provider on local public transportation or, as the case may be, to benefit of all the facilities provided by the law if the training provider is in another locality;
- To benefit of medical examinations and tests necessary to attend the programme.

In order to prevent unemployment through the improvement and diversification of the employees' professional competences, employers are guaranteed by the law specific financial incentives for organising vocational training of their employees. Financial incentives are also granted to employers that apply active measures to reduce unemployment and facilitate the vocational training of their employees.

[Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor \(republicată, modificată și completată cu OG nr. 76/2004\)](#)

[Legea nr. 375/11/06/2002 pentru aprobarea Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor](#)

[Legea nr. 76/16/01/2002 privind sistemul asigurarilor pentru somaj si stimularea ocuparii fortei de munca](#)

## 7.10. Main Areas of Specialisation

Adult vocational training includes initial vocational training and the continuing vocational training organised in other forms than those characteristic to the national education system. Initial adult vocational training ensures the training necessary to acquire the minimum professional competences needed for obtaining a job. Continuous vocational training takes place after the initial training and either develops adults' already existing professional competences or it provides them with new ones. Professional competences can be obtained within formal, non-formal or informal ways, defined by the in-force legislation as follows:

- The formal way means to participate in a program organised by a training provider;
- The non-formal way means to practice specific activities directly at the work place or by self education;
- The informal way means to follow forms of training which are not institutionalised, not structured, or not intended – unsystematic contact with different sources of the socio-educational field, family, society or work environment.

Adult vocational training is organised for initiation, qualification, improvement, specialisation or re-qualification, defined as follows:

- Initiation means acquiring one or several specific skills for a certain qualification, according to the occupational / vocational training standard;
- Qualification, respectively the re-qualification, represents the vocational training leading to the acquisition of several vocational competences that enable a person to carry out activities specific to one or several occupations;
- Improvement, respectively the specialization represent the vocational training that leads to the development or completion of knowledge, skills or vocational competences within the same qualification, as well as the development of competences within the same qualification, the acquisition of new competences in the same occupational area or in a new occupational area, acquisition of fundamental/key technical competences, specific for several occupations;

All types of vocational training is organised distinctly on levels of training, professions, occupations, vocations and specialisations, taking into consideration the needs of the employers, the core competences of the respective adults, the requirements of the positions they occupy and their advancement or employment possibilities, as well as the requirements of the labour market and the aspirations of the adults.

According to the provisions of the law, adult vocational training will function on the basis of a system of transferable credits; by adding up such credits one can prove and certify newly acquired professional competences. The conditions to obtain the qualification level, as well as the functioning of the credit transfer system are established through the National register of vocational qualifications in Romania. Until the National register of vocational qualifications in Romania enters in force, it will be used the Nomenclature of Certificated Qualifications, approved by the Order of the Minister of labour, social solidarity and family and by the Minister of education, research and Youth no. 35/3112/2004. Vocational training programs are organised for occupations, trades, specialisations and professions included in the Romanian Classification of Occupations (COR), Nomenclature of Certificated Qualifications (NC), as well as for those professional competences common to several occupations. In special cases, vocational training programs can be organised in order to acquire competences that have no occupational standards, according to the procedure specified in the Order of the Minister of labor, social solidarity and family and by the Minister of education, research and Youth no. 59/3175/2004.

Vocational training programs ensure that professional competences are acquired in accordance with the nationally recognized occupational/ training standards, approved in accordance with the current law provisions. The occupational standard is the document that specifies the competency units and the quality level of the activities included in an occupation or qualification. Training providers requesting to organise

vocational training programmes for those occupations for which there are no approved occupational/ vocational training standards, may elaborate projects of occupational standards that will be submitted for approval by CNFPA, in accordance with the provisions of the law.

The Ministry of Labour, Social Solidarity and Family, the Ministry of Education, Research and Youth (after consulting the National Agency for Employment, the National Adult Training Board, integrating the activity of the former Council for Occupational Standards and Assessment – taken over by the CNFPA, the ministries, the national agencies, other specialised bodies of the central public administration, as well as professional associations) have the obligation to elaborate the Romanian National Registry of Qualifications – approved and updated through Government Decision. By the amending and completing the Law 132/1999 regarding the foundation, organisation and functioning of CNFPA, it has become the national authority for qualifications, and among other activities, it also elaborates and brings up to date the National register of qualifications.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Consiliul National de Formare Profesionala a Adultilor

Agenția Națională pentru Ocuparea Forței de Muncă

Law no. 559/2004 comprising the amendments and extensions of the Law no.132/1999 regarding the setting up, organising and functioning of CNFPA

Nomenclator of Certificated Qualifications, approved by the Order of the Minister of Labour, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 35/3112/2004, including amendments and extensions

## 7.11. Teaching Methods

Adult vocational training can be organised in the following forms:

- Courses organised by vocational training providers;
- Courses organised by employers within their own organisations;
- Probation periods of practice and specialisation in local or foreign organisations;
- Other forms of vocational training stipulated by law.

Adult vocational training is carried out through vocational training programmes, which include all the theoretical and/or practical activities aiming at attaining the training objectives of developing competences in a certain field. Vocational training programs are organised by vocational training providers for occupations, trades, specialisations and professions included in the Romanian Classification of Occupations (COR), Nomenclature of Certificated Qualifications, as well as for those professional competences common to several occupations. The content of the programme and the teaching methods employed have to ensure that professional competences are acquired in accordance with the nationally recognised occupational/ vocational training standards (the document that specifies the competency units and the quality level associated to the activities included in an occupation). Training providers requesting to organise vocational training programmes for those occupations for which there are no approved occupational/ vocational training standards, may elaborate projects of occupational standards that will be submitted for approval by CNFPA.

Vocational training programmes include the following main elements:

- The objectives of the vocational training program, expressed as professional competences to be acquired by each trainee upon completion of the program;

- The duration of training, necessary to achieve the proposed objectives;
- The minimum and maximum number of participants for a training series;
- The qualification of the persons actually providing the theoretical and practical training (the trainers);
- The syllabus;
- The means and methods that will ensure transmission and learning of the knowledge and acquisition of the practical abilities necessary for the occupation;
- The facilities, equipment and materials needed for the training;
- The evaluation and assessment procedure, in accordance with the specific objectives of the training program.

The syllabus can be structured in modules quantified in transferable credits. Training providers organising programmes for persons with special needs have to adapt their curriculum accordingly, in order to ensure equal access, without any discrimination. Participants in vocational training programs cannot be forced to participate in any other activities than those specified by the curriculum.

Teaching methods used in adult vocational training as well as in other types of adult education are similar to those used in pre-university education and have to comply with the specific objectives of the programme. Practical activities are usually carried out in concrete work environments (either at the current employers of the trainees or in similar enterprises) or, in some cases, in VET schools workshops.

Adult education and training through the education system is accomplished through specific programmes using interactive methods focusing on a multimedia approach: distance education, video-conferences, computer assisted training, etc. Institutions and networks providing DL based on modern information and communication technology can be organised with the approval of the Ministry of Education, Research and Youth in order to support adult education and training (e.g. pre-primary and primary teachers training, ECDL training, use of ICT and LAN administration, etc.). Financing of this type of programmes is ensured by the beneficiaries and the interested institutions.

Consiliul National de Formare Profesionala a Adultilor

Ministerul Educatiei, Cercetarii si Tineretului

## 7.12. Trainers

Qualification of the trainers depends on the specificity of the education and training programme provided.

For all the activities concerning completion of the basic education for young schools leavers, trainers have to be qualified teachers, as established by the Teaching Staff Statute (Law 128/1997) for each education level.

Regarding adult vocational training, the in-force legislation conditions the authorisation of the training provider on the qualification of the trainers. Starting with 1 of January 2010, in order to be authorised, the training providers must prove that they realize vocational training programmes with trainers who have the specific pedagogical training for performing adult vocational training and the specialized training adequate to the syllabus.

Consiliul National de Formare Profesionala a Adultilor

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Ordonanta Guvernului nr. 129/31/08/2000 privind formarea profesionala a adultilor (republicată, modificată și completată cu OG nr. 76/2004)



## 7.13. Learner Assessment/ Progression

Evaluation and assessment of the learners depends on the specificity of the education and training programme provided.

In the case of the activities performed for completion of the basic education the evaluation, assessment and progression rules used in pre-university education applies.

In the case of adult vocational training programmes, the organization and the deployment of the evaluation procedure for the adult vocational training programmes are specified in the Methodology for certifying the adult vocational training, approved by the Order of the Minister of Labor, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003, consequently amended and completed. For the module-structured programmes, the graduation examination can be organised for each module, therefore graduation certificates can be issued for each module.

The timetable allocated for the vocational training programme will be correlated with the purpose, the objectives, the contents and the realisation strategies. If after the initial evaluation on the basis of certificates of competences the outcomes prove that the participants already have certain competences, the duration of the training programme will be reduced up to 50%.

Consiliul National de Formare Profesionala a Adultilor

Methodology for certifying the adult vocational training, approved by the Order of the Minister of Labor, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003, consequently amended and completed.

## 7.14. Certification

The procedures regarding the organization and the deployment of the final examination for the adult vocational training programmes, as well as the certification methodology are specified in the Methodology for certifying the adult vocational training, approved by the Order of the Minister of Labor, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003, consequently amended and completed. The final examination consists of a theoretical and a practical part. The organization of the final examination is included in the vocational programme and comprise two exams: a) practical evaluation – a piece of work b) theoretical evaluation- written or oral test. The contents of the examinations for initial/continuous/specialized training are elaborated by the VET provider and included in the VET individual programme. Final evaluation will be done with marks 1 to 10. The training provider may issue for the persons who graduated the final examination of a vocational training programme the following types of certificates, depending on the case: qualification certificate (*certificate de calificare profesionala*), for courses of qualification and re-qualification, graduation certificate (*certificate de absolvire*) for initiation, improvement and specialisation programmes, as well as for each module graduated within a module-structured programme. The graduates who obtained graduation certificates for all modules of a qualification programme, may set the graduation exam to obtain the qualification certificate from any authorized vocational training provider.

The qualification and graduation certificates forms are printed by the Ministry of Labour, Social Solidarity and Family with the heading of the Ministry of Labour, Social Solidarity and Family and of the Ministry of Education, Research and Youth. The forms of the vocational training certificates and, respectively, of graduation certificates are provided to training providers by the Ministry of Labour, Social Solidarity and Family through the County General Directorates for Labour and Social Solidarity, respectively the Bucharest General Directorate for Labour and Social Solidarity for a fee. The qualification or graduation certificates recognized at national level are printed on a special paper, with security elements and are issued together

with an appendix called « *supliment descriptiv al certificatului* », which indicates the professional competences acquired.

Individuals can request to be assessed in order to obtain a nationally recognised certificate for their professional competences acquired formally/informally and proved with certificates that are not nationally recognised, as well as their professional competences acquired in non-formal learning environments. Assessment can be performed by authorised assessment centres. The procedure of assessment and certification is settled through joint Order of the Minister of Labour and Social Solidarity and the Minister of Education, Research and Youth no. 4543/468 din 2004.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Consiliul National de Formare Profesionala a Adultilor

Government Ordinance no. 129/2000 regarding adults' VET, republished, amended and completed

Methodological provisions of the OG no. 129/2000 regarding VET for adults and approved by the Government Decision no. 522/2003

The certification of adults' VET Methodology, approved by the Order of the Minister of Labour, Social Solidarity and Family and by the Minister of Education, Research and Youth no. 501/5253/2003, subsequently amended and completed

Evaluating and certification procedure for the vocational competences attained in non-formal or informal ways, approved by the Order of the Minister of Education, Research and Youth and the Minister of Labour, Social Solidarity and Family no. 4543/468/2004, subsequently amended and completed

## 7.15. Education/ Training/ Employment Links

Vocational training is considered as a mean to increase employability, altogether with vocational information and guidance, work mediation, consultancy and assistance in starting an independent activity or to initiate a business, salaries incentives, stimulating the work force mobility. For individuals seeking employment access to vocational training programmes is preceded by vocational information and guidance – representing an assembly of services ensured free of charge and aiming to:

- Providing information regarding the labour market and occupations evolution;
- Evaluation and self-evaluation of the personality in order to ensure vocational guidance;
- Development of the ability and self-confidence in seeking and finding a workplace, in deciding on the future career;
- Instruction in methods and techniques in seeking for a workplace.

Information and vocational guidance is carried out through specialised centers organised within the public employment services, as well as other accredited public or private centers and providers. Information on the labour market, establishment of the vocational route, evaluation and self-evaluation are accomplished through self-information and individual or group counselling offered to persons seeking employment or within the job-clubs organised by the public employment services. Vocational counselling and instruction in methods and techniques in finding a workplace and presenting to job-interviews is accomplished by the counsellors for career orientation within the career information and counselling centers or, upon request, within other organised forms of instruction.

Education/vocational training -employment links are ensured through social partnership and tri-partite institutions. The following tripartite bodies exist in Romania and have an important role in the field of

education, training and employment promotion: the Economic and Social Council, the National Committee for Employment Promotion, the National Adult Training Board, the Advisory Boards of the Ministry of Education Research and Youth and Ministry of Labour, Social Solidarity and Family, the National Board of the National Agency for Employment, the Boards of the County Agencies for Employment, the National Board for Adult Vocational Training, the Local Development Committees and the Regional Consortia for the development of vocational education and training, County/Bucharest Authorisation Committees for the Accreditation of Adult Training.

The Economic and Social Council (CUES) was established in 1997 as a tripartite body (Law 109/1997 amended through Laws 492/2001 and 58/2003) with an advisory role in the process of elaborating the economic and social policy and in mediating labour conflicts. Based on analysis of social and economic development of Romania, the CES can make proposals in relation with restructuring and development of the economy, privatization, labour relations, salary policies, social protection and health, and education and research. All changes proposed to the legal framework by various bodies and impacting on the above-mentioned domains have to be analyzed by the CES prior to their enactment/approval. The CES members are equally distributed among government, trade union confederations and employers organisations. The National Council for Adult Vocational Training was set up in 1999 as a tripartite autonomous advisory body comprising representatives of national public administration, trade-unions, employers associations ( Law no.132/1999 regarding the setting up, organizing and functioning of CNFPA, republished, amended and completed by the Law no. 559/2004). CNFPA has a consultative act to elaborate and promote politics and strategies in adults' VET and since 2004, represents the national authority for qualifications. CNFPA coordinates and controls at national level the following activities: authorises the vocational training providers through the county/ Bucharest authorization boards, elaborates occupational standards, evaluates and certifies the vocational competences acquired by the adults through in-service vocational training. The National Agency for Employment is also a tripartite body. The Administration Board, comprising representatives of the central public authorities, employers and trade unions, is responsible for the overall management of the Agency. Tripartite Consultative Councils are organised at the county agency level.

The Local Development Committees for Social Partnership in VET (CLD) were initiated within the reform of the T/VET and developed significantly in recent years. CLDs are tripartite structures established at the county level, which include representatives of the County School Inspectorate, local authorities, County Agency for Employment, employers' associations, Chamber of Trade and Industry, economic agents, trade unions and the civil society associations. The CLD have the following objectives: to institutionalize, diversify and develop social partnership in vocational training, to identify the local labour market demand, to correlate the educational offer in the VET system with labour market demand and individual and professional development needs and to optimize county policies and strategies on financial, material and human resources in IVET.

Regional Consortia have been set up with representatives from, County Employment Agencies, Regional Development Agencies and social partners. The Regional Consortia are responsible for developing Regional Education Action Plans and have a role in all HRD activities financed through the Phare programmes. The presidents of the CLDs are members of the Regional Consortia and the link will be further enhanced once the Regional Education Action Plans become the basis for planning.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Consiliul National de Formare Profesionala a Adultilor

Agenția Națională pentru Ocuparea Forței de Muncă

Legea nr. 109/02/07/1997 privind organizarea si functionarea Consiliului Economic si Social

Legea nr. 58/28/02/2003 pentru modificarea si completarea Legii nr. 109/1997 privind organizarea si functionarea Consiliului Economic si Social

Law no 132/1999 regarding setting up, organisation and functioning of CNFPA, republished, amended and completed by the Law no. 559/2004

## 7.16. Adult Training

According to the provisions of the law on adult training (Law 375/2002 approving and amending Ordinance of the Government 129/2000), adult vocational training can be provided by commercial companies of public or private law, and in the case of apprenticeship, also by individuals. Vocational training centers, either with a corporate status or not, founded in accordance with the law by commercial companies of public or private law can also act as training providers.

Adult vocational training programmes are financed from the following sources:

- The employers' own funds;
- The unemployment insurance budget;
- Sponsorship, donations, external sources;
- Fees paid by individuals participating in training programs.

Commercial companies, national companies, co-operative enterprises, state-owned monopolies and other institutions may spend money for the vocational training of their employees, which represents deducted expenses from the profit taxes or from the income taxes. The institutions that have incomes that are not coming from the state budget may spend funds for the vocational training of their employees out of these incomes. The institutions financed from the state budget or by the local budgets may spend funds for the vocational training of their employees out of budget sources or out of other sources, according with their own approved budgets.

Public or private vocational training providers may organise training programmes, finalised by nationally recognised qualification or graduation certificates, only subject to the following cumulative general conditions:

- Vocational training activities are mentioned in their statute, or, where applicable, in their authorisation to conduct independent activities, and
- Are authorised in accordance to the law.

The activity of authorisation of training providers is coordinated by the National Board for Adult Vocational Training (CNFPA). In order to authorise vocational training providers, the CNFPA may establish authorisation commissions at county level, respectively for Bucharest, comprising 5 members, as follows:

- a) The director of the labor and social protection division of each county, respectively of Bucharest, who activates as a president;
- b) A representative of the county/ Bucharest school inspectorate;
- c) A representative of the County/ Bucharest Agency for Employment;
- d) A representative of the county employers associations mutual proposed;
- e) A representative of the county syndicate organisations, mutual proposed;

In order to exercise their attributions, the authorisation boards use specialists for each occupational field. The headquarters of the authorisation boards are within the divisions for labor and social protection of each county, respectively of Bucharest. In order to exercise their attributions, the authorisation boards are assessed by technical secretaries, which have the same headquarters as the authorisation boards. The

technical secretaries are formed by two persons, designated by the director of the labor and social protection division from his staff;

The authorisation commissions have to fulfil the following tasks:

- Authorise the vocational training providers;
- Offer consultancy and information to vocational training providers;
- Monitor the activity of training providers and the organisation of graduation examinations, and, if appropriate, withdraw their authorisations;
- Coordinate the organisation of graduation examinations upon completion of initiation, qualification, re-qualification, improvement and of other training programmes.

The technical secretaries have the following attributions :

- They receive the files of the training providers, verify their content and keep evidence of them;
- They forward the files of the vocational training providers to the president of the board;
- They register nominal tables with the participants in the vocational training programmes who contracted the training providers.

The authorisation of training providers is issued based on the evaluation criteria for a 4-year period, separately for each of the occupations/ qualifications/ key competences for which the training provider is organising vocational training programmes. The branches of the training providers and the training centers, that are not commercial companies, are considered as distinct units and must follow the procedure of authorisation separately. The authorisation is certified by a document called *autorizatie*, whose form, content and procedure of issue are specified in the Methodology of authorization for adult vocational training providers.

The criteria of evaluation for training providers take the following elements into consideration:

- The training programme;
- The experience of the training providers and the results of their activity previous to the authorisation process or with other training programs they have carried out, if any;
- The resources necessary for running the training programs.

In order to be authorised, the training providers must prove that they run their vocational training programs with trainers that have profiles or specialities adequate for the training programme. By January 1, 2010, training providers requesting authorisation must prove that they run their training programmes with trainers that have specific pedagogical training for performing adult vocational training and the adequate speciality training.

The authorisation can be withdrawn by the authorisation commissions if the conditions of authorisation and programme for which the training provider was authorised are not respected, or if, repeatedly, the results at the graduation examinations are not satisfactory. The training provider whose authorisation has been withdrawn may apply for a new one not sooner than a year after the date when the withdrawal was communicated. The training provider whose authorisation has been withdrawn twice for the same occupation will lose the right to organise training programmes for that occupation.

The CNFPA has to fulfil the following tasks related to the authorisation of training providers:

- Provides methodological guidance, coordinates and controls the activity of the authorisation commissions and of their technical secretariats;
- Approves the framework curricula for vocational training as the basis on which training providers elaborate their training programs;

- In co-operation with the Ministry of Labour, Social Solidarity and Family and the Ministry of Education, Research and Youth, elaborates criteria and procedures for evaluating training providers in order to authorise them or to withdraw their authorisation, and the certification methodology for adult vocational training;
- Solves those disputes submitted by training providers regarding the activity of authorisation commissions;
- Monitors the training providers.

In order to obtain the authorization, the training providers have to pay authorisation fees, which represent budgetary funds, according to the law. The level of the authorisation fee is twice the national average salary. The CNFPA elaborates the National Registry of Adult Vocational Training Providers, which includes all the authorised vocational training providers, based on the data collected by the authorization boards and makes it public through the technical secretaries of the authorisation boards, as well as on the internet. The structure of the Register is specified in the annex to the Methodological Norms for implementing the provisions of the Governmental Order no. 129/2000 regarding adult vocational training.

The Methodology of authorization for adult vocational training providers details the entire authorization process for adult vocational training providers, the monitor procedure of the vocational training providers, as well as the authorization withdrawal procedure.

For unemployed individuals, vocational training can be specifically ensured by the National Agency for Employment – either through its own centers or through authorised training providers. The training providers are contracted based on open tender procedures.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Ministerul Muncii, Familiei si Egalitatii de Sansa

Consiliul National de Formare Profesionala a Adultilor

**Government Ordinance no. 129/31/08/2000** regarding adults' vocational training (republished, amended and completed with GO no. 76/2004)

Methodological Norms for implementing the provisions of the Governmental Order no. 129/2000 regarding adult vocational training, approved by the Governmental Decision no. 522/2003

## 7.17. Statistics

Number of persons enrolled in continuing training courses, in 2007

Total persons	64093
<b>of which:</b>	
Unemployed	53651
Persons who accomplished their training in organized courses:	45731
Unemployed who attended courses financed from unemployment insurance budget	26601
Persons who benefit of free vocational training services financed from unemployment insurance budget	3531
Persons beginning the training in the previous year	11942
At the request of individual persons	2016
At the request of institutions	209
Unemployed attending courses organized from another funds	1432
Persons currently attending training (on going courses)	12910
Persons who interrupted the training	3508

Source: Romanian Statistical Yearbook, 2008, National Institute of Statistics.



## 8. TEACHERS AND EDUCATION STAFF

Teaching positions (also referred to as "didactic functions") in Pre-tertiary education are established within the Teaching Staff Statute (Law 128/1997) by education level, and are as follows:

- In pre-primary education: educator; [institutor](#);
- In primary education: învățător; [institutor](#);
- In secondary education: teacher, psycho-pedagogue-teacher, social pedagogue-teacher, maistru-instructor;
- In special education and in complex evaluation services (for evaluation and selection of the children with special educational needs): educator, învățător, învățător itinerant, [institutor](#), teacher, itinerant teacher, special education teacher, psycho-pedagogue-teacher, school psychologist-teacher, logopaedic-teacher, social pedagogue-teacher, maistru-instructor, învățător-educator, and profesor-educator.

These are completed with the following teaching positions set for the Pre-tertiary education complementary units:

- In placement centers: educator, institutor-educator, învățător-educator, profesor-educator, logopaedic-teacher, psycho-pedagogue-teacher, social pedagogue-teacher;
- In centres and units for psycho-pedagogical assistance: psycho-pedagogue-teacher, psychologist-teacher, sociologist-teacher, social pedagogue-teacher;
- In logopaedic inter-school centers and logopaedic school units: logopaedic-teacher qualified in special psycho-pedagogy, psychology or pedagogy;
- In Teaching Staff Centre (in-service teacher training center): methodologist-teacher, associate-teacher;
- In sports clubs: teacher, sports-trainer;
- In extra-school activities units: educator, învățător, [institutor](#), teacher, maistru-instructor, sports-trainer.

Auxiliary teaching positions (also referred to as "auxiliary didactic functions") in Pre-tertiary education are established within the Teaching Staff Statute (Law 128/1997) and are as follows: librarian, ICT assistant, laboratory assistant, technician, school-pedagogue, animator-instructor, instructor for extra-school education, social assistant, and music assistant. The Ministry of Education, Research and Youth can establish other auxiliary teaching positions, according to the dynamics of the education system in cooperation with the Ministry of Labour, Social Solidarity and Family. Based on this provision of the law, school secretary and, recently, school-mediator (school-community relationship mediator for certain target-groups) have been added to the existing auxiliary teaching positions.

For higher education the Teaching Staff Statute (Law 128/1997) establishes the following teaching positions: preparator universitar, asistent universitar, lector universitar/Şef de lucrări, conferențiar universitar, profesor universitar, and profesor universitar consultant.

For each teaching position the Teaching Staff Statute (Law 128/1997) establishes the initial training requirements in the form of appointment conditions. These refer to the education level and the professional training that have to be completed and passed by the prospective teachers. Only persons compelling with these requirements are considered qualified for the considered position. However, under special circumstances, teaching positions in Pre-tertiary education can be occupied for a limited period of time with unqualified personnel. In most cases this works as a postponement of the qualification and is applied only when and where qualified teachers are in short supply (e.g. for certain subjects – like ICT or foreign languages, or in certain areas, etc.). This was a situation rather frequently encountered until the late 1990's. The unqualified personnel teaching in Pre-tertiary education has reduced significantly in the recent years through alternative initial training routes, recruitment measures and central control over the teachers' selection, recruitment and appointment procedures.

The initial teacher training for all teaching positions in Romania is based on a concurrent model – meaning that the education and training in the specialisation of studies is combined with the professional training within the same educational sequence. However, for certain teaching position a supplementary professional training is required that may be considered as part of the initial training but is actually finalised after the graduation of the required education level (e.g. specific training for teaching positions in special education, graduation of doctoral studies for conferențiar universitar and profesor universitar positions, etc.).

For Pre-tertiary education, the initial training provided within formal education is completed with an insertion period of at least 2 years. During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, etc.). The insertion period comprises an important supportive and supervising dimension as well as a final formal evaluation – the "on-the-job confirmation exam". Only after passing the "on-the-job confirmation exam" teachers entry their professional life as fully-flagged teachers. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers.

Selection, recruitment and appointment of teachers in public and private education have to be based on competitions. For public Pre-tertiary education selection, recruitment and appointment of the teachers is accomplished through competitive examination, whilst in private Pre-tertiary education and higher education is accomplished through open recruitment.

Basic work conditions for the teachers are established within the Teaching Staff Statute (Law 128/1997). These refer to the teachers' responsibilities, rights and obligations, appointment conditions, dismissal and retirement conditions, evaluation and in-service training, criteria for establishing norms and salaries, types of and criteria for awarding incentives, distinctions and prizes and for applying sanctions.

Following the "on-the-job-confirmation", further professional development of the teachers in Pre-tertiary education is a 2-stage process. Each stage is accomplished through specific evaluations and leads to certification of a higher professional-degree. The professional-degrees that can be obtained by teachers working in Pre-tertiary education are, in this order: the "didactic grade II" and the "didactic grade I". Professional-degrees are rewarded with higher salaries for the same teaching position, level of the initial training and seniority, and entitle the holder to compete for management or guiding and control positions. Regarding higher education, each successive teaching position is assimilated to a higher professional-degree, the highest being profesor universitar.

In-service training is a right of the teachers in Pre-tertiary education. Educational institutions have to ensure all the necessary conditions for the teachers to participate to in-service training programmes. At the same time, the Teaching Staff Statute (Law 128/1997) states that teachers in Pre-tertiary education participate to in-service training programmes at least once every 5 years or whenever so recommended by the administration council of the school or by the County School Inspectorate. Teachers in higher education are not compelled to undertake in-service training programmes; the law establishes only the types of in-service training programmes available.

All management and guiding and control positions in Pre-tertiary education are appointed based on competitive examination opened only to the teachers. In order to be admitted in the competitive examination teachers have to comply with specific criteria set by the law and the Ministry of Education, Research and Youth (professional degree, seniority, overall performance, etc.). Specific salary-incentives are established according to the position held and are added to the salary corresponding to the level of the initial training, the professional-degree and seniority. All the management structures and positions of higher education institutions are elected through secret suffrage for a 4-year period, according to the provisions of the law and of the University Charter.

Please refer to subsections for more details.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 8.1. Initial Training of Teachers

The minimum requirements regarding initial training of the teachers depend on the teaching position that prospective teachers are intending to occupy. Teaching positions (also referred to as "didactic functions") are established by the Teaching Staff Statute (Law 128/1997) by education level and are as follows:

- In pre-primary education: educator; [institutor](#);
- In primary education: învățător; [institutor](#);
- In secondary education: teacher, psycho-pedagogue-teacher, social pedagogue-teacher, maistru-instructor;
- In special education and in complex evaluation services (for evaluation and selection of the children with special educational needs): educator, învățător, învățător itinerant, [institutor](#), teacher, itinerant teacher, special education teacher, psycho-pedagogue-teacher, school psychologist-teacher, logopaedic-teacher, social pedagogue-teacher, maistru-instructor, învățător-educator, and profesor-educator;
- In higher education: preparator universitar, asistent universitar, lector universitar/sef de lucrări, conferențiar universitar, profesor universitar, and profesor universitar consultant.

The minimum initial training requirements for each teaching position are as follows:

- [Educator](#): graduation of the pedagogical high school;
- Învățător: graduation of the pedagogical high school;
- [Institutor](#): graduation of a pedagogical university college (short-term higher education);
- Teacher:
  - For teaching only in gimnaziu (grades V to VIII) and for vocational education and training: graduation of a pedagogical university college (short-term higher education) in a specialisation of study corresponding to the subject(s) to be taught;
  - For teaching in high school and post-secondary non-tertiary education: graduation of long-term higher education in a specialisation of study corresponding to the subject(s) to be taught;
- Maistru-instructor: graduation of a foremen school (post-secondary non-tertiary education), followed by at least 3 years of experience in the field.
- Preparator universitar, asistent universitar: graduation of long-term higher education in a specialisation of study corresponding to the subject to be taught;
- Lector universitar/sef de lucrări: graduation of or admitted to doctoral studies (minimum seniority appointment criteria applies);
- Conferențiar universitar, profesor universitar, and profesor universitar consultant: graduation of doctoral studies (minimum seniority appointment criteria applies).

For the teaching positions mentioned above "teacher" and "maistru-instructor" as well as for all higher education teaching positions the minimum initial training requirements also include attending and passing the professional training programme provided by the Teacher Training Departments (DPPD) organised within higher education institutions. Passing of the professional training programme is attested through a graduation certificate issued by the higher education institution. As an alternative training route, graduates wanting to follow a teaching career are granted the possibility to accomplish their professional training within maximum three years from the moment when they have been employed.

For any teaching positions within special education, initial training includes supplementary theoretical and practical training stages in special education, provided by institutions accredited by the Ministry of Education, Research and Youth.

For all teaching positions in Pre-tertiary education, the initial training provided within formal education is completed with an insertion period of at least 2 years. During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, incentives, etc.). Throughout the insertion period teachers benefit of the assistance and support of the subject inspector and of a mentor-teacher designated by the head of school. After the minimum 2-year period set by the law, teachers may sit the "on-the-job confirmation exam" – a formal evaluation to certify the professional competences of those concerned. The "on-the-job confirmation exam" becomes compulsory 2 years after finishing the insertion period and teachers may try to pass the exam for maximum 3 times in a period of 5 years. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers.

It is important to mention that, due to various reasons (including salary levels) the number of teachers in Pre-tertiary education not holding a higher education diploma has reduced significantly in the recent years. Only the pre-primary education segment still registers an important number of teachers trained only through pedagogical high schools.

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

### 8.1.1. Historical Overview

During the first part of the Middle Ages teaching was ensured by monks, priests and later on by teachers, often trained in the same schools or religious settlement where they were teaching. By the end of the 17th century – beginning of the 18th century, initial training of the teachers became a constant preoccupation. First pedagogical schools (preparandia) were established and appointment of teachers started to be conditioned by the initial training.

The first Education Law, promulgated in 1864 under the reign of Alexandru Ioan Cuza (1820-1873), besides establishing the modern education system in Romania, stated the type of teaching positions and the minimum initial training requirements for each education level. The teaching positions established by the law (confirming a rather long-existing tradition) were: învățător for primary education in rural areas, [institutor](#) for primary schools in urban areas, teacher for secondary schools and teacher for faculties. Graduates of the pedagogical high schools were accepted for the învățător and the [institutor](#) positions, whilst teachers in secondary schools and in faculties had to be faculty graduates.

Although the education system changed several times up to the 20th century and afterwards, the basic provisions established by the first Education Law in 1864 did not change significantly – except the introduction of the pre-primary education segment with the corresponding teaching position "educator" (1896 Primary Education Law – the Poni Law) and merging of the teaching positions for primary education in rural and urban areas. By the beginning of the 20th century the teaching positions system was identical to the one existing at the present time: [educator](#) for pre-primary education, învățător and [institutor](#) for primary education, teacher for secondary education and the 4(5) teaching positions sequence specific to higher education. Minimum initial teacher training requirements were also very similar to the one existing today: pedagogical high school for educator, învățător and [institutor](#), and higher education for secondary and tertiary education.

During the communist regime, the Education Law promulgated in 1978 excluded the teaching position "institutor" (being considered obsolete for the regime) and, most important, established that the teacher

training system has as main purposes profession related knowledge and competences and also the "sound knowledge of ideology and policy of the party and the state". This provision determined the introduction in all teachers training process (initial and in-service) of compulsory subjects related to the communist ideology. Such subjects (e.g. "scientific socialism") were taught and evaluated through formal examinations regardless the specialisation of study.

The Education Law promulgated in 1995 (Law 84/1995, republished, subsequently amended and completed) and, later on, the Teaching Staff Statute promulgated in 1997 (Law 128/1997) brought the following changes regarding teaching positions and initial training requirements:

- The teaching position "institutor" was re-introduced – as a teaching position in primary education, requiring graduation of short-term higher education;
- Several specific teaching positions (based on the major ones) were introduced for special education, and counselling, guiding and supportive services (e.g. psycho-pedagogue-teacher, school psychologist-teacher, logopaedic-teacher, etc.);
- The teaching position preparator was introduced – as the first teaching position in higher education;
- Specific initial training requirements were established for each teaching position.

Probably the most important progresses registered in the recent years regarding initial teacher training were the establishment of a national curriculum for the professional training provided by the Teacher Training Departments in higher education and the introduction of the transferable credits system for this training programme.

[Istoria învățământului din România Vol. I \(de la începuturi până în 1821\)](#)

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Învățământul românesc în date](#)

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificările și completările ulterioare\)](#)

### 8.1.2. Ongoing Debates and Future Developments

Based on various surveys, studies and assessments performed by national and international bodies, the Ministry of Education, Research and Youth has established a national strategy regarding improvement of the education and training for teachers. The "Strategy for development of the initial and in-service training system for teachers and managers in Pre-tertiary education" establishes objectives and reform measures aligned to the commonly agreed priorities in this area at the European level (more specifically "Education & Training 2010" programme).

The Strategy proposes the following major objectives:

- Improving the professional dimension of the teaching career in Romania;
- Reconsideration of the ratio between the theoretical and the practical parts of the curriculum for teacher training through extension of the initial training route up to the "on-the-job-confirmation exam";
- Development of an "educational market for in-service teacher training programmes" based on loyal competition, and enabling teaching staff to benefit of a more diverse offer from the in-service training providers;
- Correlation of the structure and moments in the teaching career with the educational standards and ensuring professional dynamism through using a system of transferable professional credits;
- Development of modern institutional structures in order to optimise the in-service teacher training activities: the National Centre for In-service Training of the Pre-tertiary Education Staff (CNFP).

Strategia de dezvoltare a sistemului de formare inițială și continuă a personalului didactic și a managerilor din învățământul preuniversitar

Centrul National pentru Formarea Personalului din Învatamântul Preuniversitar

Ministerul Educatiei, Cercetarii si Tineretului

### 8.1.3. Specific Legislative Framework

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 (Law 128/1997) represents the main legal framework for the teaching profession in Romania.

The Teaching Staff Statute also sets for each teaching position and auxiliary teaching position the exact initial training requirements.

Pedagogical high schools are part of the Pre-tertiary education and consequently the specific legal framework is set by the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005). Specific Orders of the Minister of Education, Research and Youth establish the curricula, syllabi and textbooks, the evaluation and assessment system, the structure of the school year, etc..

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 assembly of rights and obligations, as well as the norms that regulate the university community activity within each higher education university area are established through the University Charter of the higher education institution, adopted by the university senate.

The curriculum frameworks for the initial teacher training performed through the Teacher Training Departments of the higher education institutions is established through the Ministerial Order 3345/1999 and the norms 39076/2001.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 53/24/01/2003 Codul Muncii

Ordinul ministrului educatiei nr. 3345/25/02/1999 privind aprobarea Curriculumului pentru formarea initiala a cadrelor didactice din invatamantul secundar prin DPPD

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar

Precizarile Ministrului Educatiei si Cercetarii nr. 39076/22/10/2001 privitoare la aplicarea Ordinului Ministrului Educatiei Nationale nr. 3345/1999 – Curriculum pentru formarea initiala a cadrelor didactice din invatamantul secundar prin DPPD

Legea invatamantului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 8.1.4. Institutions, Level and Models of Training

The initial teacher training for all teaching positions is based on a concurrent model – meaning that the education and training in the specialisation of studies is combined with the professional training within the same educational sequence. However, for certain teaching position is required a supplementary professional training that may be considered as part of the initial training but is actually finalised after the graduation of the required education level (e.g. specific training for teaching positions in special education, graduation of doctoral studies for conferențiar universitar and profesor universitar positions, etc.).

The institutions providing initial teacher training and the duration of the programmes depend on the education level for which the teacher is trained (minimum requirements):

- **Educator:** pedagogical high school; duration of initial training – 4 years;
- **Învățător:** pedagogical high school; duration of initial training – 4 years;
- **Institutor:** pedagogical university college (short-term higher education); duration of initial training – 3 years (except pedagogical high schools graduates for which the duration of studies is 2 years);
- **Teacher:**
  - For teaching only in gimnaziu (grades V to VIII) and for vocational education and training: pedagogical university college in a specialisation of study corresponding to the subject(s) to be taught (short-term higher education); duration of initial training – 3 years;
  - For teaching in high school and post-secondary non-tertiary education: long-term higher education institution in a specialisation of study corresponding to the subject(s) to be taught; duration of initial training – 4-6 years;
- **Maistru-instructor:** foremen school (post-secondary non-tertiary education), followed by at least 3 years experience in the field.
- **Preparator universitar:** long-term higher education institution in a specialisation of study corresponding to the subject to be taught; duration of initial training – 4-6 years;
- **Asistent universitar:** long-term higher education institution (4-6 years) in a specialisation of study corresponding to the subject to be taught (minimum seniority appointment criteria applies);
- **Lector universitar/sef de lucrări:** long-term higher education institution (4-6 years) in a specialisation of study corresponding to the subject to be taught and graduation of or admitted to doctoral studies (minimum seniority appointment criteria applies);
- **Conferențiar universitar, profesor universitar, and profesor universitar consultant:** long-term higher education institution (4-6 years) in a specialisation of study corresponding to the subject to be taught and graduation of doctoral studies (minimum seniority appointment criteria applies).

For the teaching positions mentioned above "teacher" and "maistru-instructor" as well as for all higher education teaching positions the minimum initial training requirements also include attending and passing the professional training programme provided by the Teacher Training Departments (DPPD) organised within higher education institutions. Passing of the professional training programme is attested through a graduation certificate issued by the higher education institution. As an alternative training route, graduates wanting to follow a teaching career are granted the possibility to accomplish their professional training within maximum three years from the moment when they have been employed.

The education and training in the specialisation of studies correspond to the ones generally provided by each institution mentioned above See 5.11. and 6.10.. Depending on the reference domain and specialisation of studies, teachers working in secondary and post-secondary non-tertiary education may be qualified to teach one subject (the large majority) or maximum two subjects (specific to graduates of the short-term higher education).

Professional training of the future teachers comprises theoretical training (classes/lectures on pedagogy, psychology and didactics) and practical training.



In pedagogical high schools and pedagogical university colleges the professional training is mandatory for all pupils/students. In higher education institutions (except pedagogical university colleges) professional training is optional and is provided through the specific activities organised by the Teacher Training Department (DPPD) of the respective higher education institution.

Practical training represents at least 30% of the total time allocated to professional training and can be organised either as distinct block-periods or as part of the current activities. Practical training is performed within Pre-tertiary education institutions and is conducted by tutors designated by the institution where the students are enrolled. Besides the tutor, students are assisted during the practical training by a "mentor-teacher" – designated from the best performing teachers of the school for each 5-10 students group. During practical training students assist the lessons taught by the mentor-teacher, prepare lesson-projects and teach assisted by the mentor-teacher (student-student or student-teacher team-teaching is often used). After each lesson the mentor-teacher discusses with the students, evaluate their performances, makes recommendations, etc. The final assessment of each student is accomplished by the mentor-teacher and the tutor after the practical training period.

For all teaching positions in Pre-tertiary education, the initial training provided within formal education is completed with an insertion period of at least 2 years. During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, incentives, etc.). Throughout the insertion period teachers benefit of the assistance and support of the subject inspector and of a mentor-teacher designated by the head of school. After the minimum 2-year period set by the law, teachers may sit the "on-the-job confirmation exam" – a formal evaluation to certify the professional competences of those concerned. The "on-the-job confirmation exam" becomes compulsory 2 years after finishing the insertion period and teachers may try to pass the exam for maximum 3 times in a period of 5 years. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers.

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### **8.1.5. Admission Requirements**

The admission requirements for the institutions ensuring initial training of the teachers depend on the education level and type of institution concerned (See 8.1.4.). Please refer for details on the corresponding admission requirements to the subsections 5.7. and 6.6..

### **8.1.6. Curriculum, Special Skills, Specialisation**

The curricula for the general education and training provided within the institutions ensuring initial training of the teachers depend on the education level and type of institution concerned (See 8.1.4.). Please refer for details on the corresponding curricula for the general education and training to the subsections 5.13. – for initial teacher training provided within pedagogical high schools and foremen schools, and 6.11. – for initial teacher training provided within higher education institutions.

In pedagogical high schools and pedagogical university colleges the professional training is part of the common core curriculum and is mandatory for all pupils/students. The curricula include classes/lectures in pedagogy, psychology, general and subject-specific didactics, as well as practical training.

In higher education institutions (except pedagogical university colleges) professional training is provided through the specific activities organised by the Teacher Training Department (DPPD) of the respective higher education institution. According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), the frame curriculum for the professional training is integrated with

the general frame curricula of the faculties (concurrent training model) and the professional training is offered as an optional programme. However, the professional training programme becomes compulsory for the students that decide to follow it (a "contract" is signed between the student and the DPPD).

The frame curriculum for the professional training programme provided by the DPPDs is established by the Ministry of Education, Research and Youth and includes the following subjects and time allocations:

Compulsory subjects

- Psychology of education (one semester; 2-hour lecture, 2-hour seminar/week);
- Basics of pedagogy; Theory and methodology of curriculum (one semester; 2-hour lecture, 1-hour seminar/week);
- Theory and methodology of instruction; Theory and methodology of assessment (one semester; 2-hour lecture, 1-hour seminar/week);
- Didactics of the subject (one semester for one subject, two semesters for two subjects; 2-hour lecture, 1-hour seminar/week);
- Practical training (one semester; 4 periods/week).

Optional subjects:

- Psycho-pedagogical optional subjects (one semester; 1-hour lecture, 2-hour seminar/week);
- Socio-pedagogical optional subjects (one semester; 1-hour lecture, 2-hour seminar/week).

The total number of periods allocated to compulsory subjects is 294, corresponding to 25/29 credits. The total number of periods allocated to optional subjects is 84, corresponding to 7 credits. Passing of the final exam adds another 8 credits.

Optional subjects are established by the Department and might include:

- School guidance and career counselling;
- Educational management;
- Class management
- Education of gifted pupils;
- Education of pupils with special needs;
- Information and Communication Technologies in education;
- Cross-cultural education.

Students have to choose at least two optional subjects covering 2-hour course and one-hour seminar per week for each subject.

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[Ordinul ministrului educatiei nr. 3345/25/02/1999 privind aprobarea Curriculumului pentru formarea initiala a cadrelor didactice din invatamantul secundar prin DPPD](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 8.1.7. Evaluation, Certificates

The general evaluation and certification system that applies within the institutions ensuring initial training of the teachers depend on the education level and type of institution concerned (See 8.1.4.). Please refer for details on the corresponding general evaluation and certification system to the subsections 5.17. – for initial teacher training provided within pedagogical high schools and foremen schools, and 6.15. – for initial teacher training provided within higher education institutions. Evaluation and certification of the professional training is performed in certain cases through specific procedures, as explained below. However,

the certificate attesting accomplishment of the professional training is issued only to the graduates holding the finalisation diploma for the corresponding education level.

The graduates of the pedagogical high schools can undertake a professional competences certification exam. The professional competences certification exam is a mixed internal-external non-mandatory exam consisting of a practical examination (teaching of a lesson), and a presentation of lesson-projects. The minimum final average mark for passing the exam is 7.00. The professional qualification certificate is issued only subject to the condition that the candidate also passes the national exam – [examenul de bacalaureat](#). The professional qualification certificate and the [diploma de bacalaureat](#) confer to the holder the right to teach in pre-primary and primary education as [educator](#) and învățător respectively.

Professional training for pedagogical university colleges is embedded with the general education and training provided. Consequently, students that pass the graduation exam receive a graduation diploma that entitles them to teach in pre-primary and primary education as [institutor](#) or in gimnaziu (grades V to VIII) and VET as teachers (the latter for graduates of pedagogical university colleges in a specialisation of study corresponding to the subject(s) to be taught).

Students in higher education (except pedagogical university college), have to attend and pass the professional training programme provided by the Teacher Training Departments (DPPD) in order to be entitled to teach. Students are assessed at the end of the professional training programme based on a personal portfolio, the mark obtained for practical training and, as the case may be, a final formal examination. Passing of the professional training programme is attested through a graduation certificate issued by the higher education institution. The graduation certificate together with the finalisation diploma for the corresponding higher education level give to the holder the right to teach in secondary and higher education as teacher or preparator universitar respectively. As an alternative training route, graduates wanting to follow a teaching career are granted the possibility to accomplish their professional training within maximum three years from the moment when they have been employed.

For all teaching positions in Pre-tertiary education, the initial training provided within formal education is completed with an insertion period of at least 2 years. During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, incentives, etc.). Throughout the insertion period teachers benefit of the assistance and support of the subject inspector and of a mentor-teacher designated by the head of school. After the minimum 2-year period set by the law, teachers may sit the "on-the-job confirmation exam" – a formal evaluation to certify the professional competences of those concerned. The "on-the-job confirmation exam" becomes compulsory 2 years after finishing the insertion period and teachers may try to pass the exam for maximum 3 times in a period of 5 years. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers. The "on-the-job-confirmation exam" is an internal-external process involving the following stages (in this order and eliminatory):

- Annual individual evaluation of the professional performances (See 8.2.9.1.). Minimum passing condition: at least "sufficient" for each year;
- Final external evaluation consisting of (all marks on the 1 to 10 scale):
  - A special eliminatory inspection; minimum passing mark: 7.00;
  - Written examination in the subject-speciality and subject teaching methodology; minimum passing mark: 6.00;
  - Oral examination in the subject-speciality and subject teaching methodology; minimum passing mark: 6.00;
  - Written examination in pedagogy and elements of psychology; minimum passing mark: 6.00.

In order to pass the final examination, the final average mark calculated as the mathematical mean of the marks obtained for the written and oral examinations has to be at least 6.00. Passing of the "on-the-job-confirmation exam" is attested through a certificate specifying the speciality (subject) and the final average mark. The "on-the-job-confirmed" certificate is issued by the higher education institution that has organised the final examination.

Teachers passing the "on-the-job-confirmation exam" while in a given teaching position are recognised the "on-the-job-confirmed" status for any other teaching position – subject to the condition that they comply with the corresponding initial training requirements (e.g. the "on-the-job-confirmation exam" passed as [educator](#) is recognised if the respective person is later appointed as a învățător). The same recognition of qualification applies for the teachers specialised in 2 subjects (e.g. mathematics-physics, physics-chemistry, etc.): passing of the "on-the-job-confirmation exam" is required for only one of the two subjects taught but is recognised for both of them.

For the teaching positions in higher education conferențiar universitar, profesor universitar and profesor universitar consultant, a [diploma de doctor](#) is required. The diploma is issued upon graduation of the doctoral studies See 6.15. Certification.

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### 8.1.8. Alternative Training Pathways

The Education Law (Law 84/1995, republished, subsequently amended and completed) consents to organisation and functioning of educational alternatives in public and private education with the agreement of the Ministry of Education, Research and Youth. Evaluation and accreditation of educational alternatives is performed by the Ministry of Education, Research and Youth, according to the provisions of the law.

Alternative educational routes provided for initial teacher training are not different from the ones generally provided for short- or long-term higher education and consist of distance learning and part-time education (for details please refer to 6.18. Organisational Variations, Alternative Structures). Also as an alternative route, higher education graduates wanting to follow a teaching career are granted the possibility to accomplish their professional training within maximum three years from the moment when they have been employed.

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## 8.2. Conditions of Service of Teachers

The teaching profession in Romania is a profession regulated through the law (the Teaching Staff Statute, Law 128/1997) – meaning that conditions of service of teachers are decided by the Parliament and cannot be changed but through the law. As a consequence, for a given education level, teachers work in very similar conditions throughout the country and variations from one workplace to another are rather minor. The following conditions of service are established within the Teaching Staff Statute (Law 128/1997) and are nationwide common by education level (including for management, and guiding and control positions):

- The functions, competences, responsibilities, rights and obligations;
- The appointment, leave, dismissal and retirement conditions and modalities;
- The evaluation and in-service training systems;
- The criteria for establishing norms and salaries, for awarding distinctions and prizes and applying sanctions.

The Education Law (Law 84/1995, republished, subsequently amended and completed) specifically states that teachers have to be selected, recruited and appointed through competition. Validation of the competition results is accomplished by the County School Inspectorate for Pre-tertiary education and by the university senate for higher education.

Development of the human resources in Pre-tertiary education is the responsibility of the Ministry of Education, Research and Youth and is performed at local level through the County School Inspectorates. The methodology for the teachers' mobility (recruitment, selection, appointment and permanent or temporary transfer) is established every year through Ministerial Order, within the limits set by the law. Furthermore, the Ministry of Education, Research and Youth coordinates and supervises through the County School Inspectorates all the activities concerning the mobility of the teachers. The collective work agreement (contract) is signed between the Ministry of Education, Research and Youth and the representatives of the teachers' trade unions, whilst the individual labour contracts are signed between the General School Inspectors and the teachers. At the school level, the Teachers' Council, the administration council and the head of school have specific attributions regarding evaluation, promotion, rewarding, sanctioning, etc. of the teachers – within the exact limits established by the law and the Orders of the Minister of Education, Research and Youth.

Development of the human resources in higher education is the responsibility of the higher education institutions, within the conditions established by the law. The teachers in higher education are employees of the higher education institution where they teach. The University Charter of the higher education institution establishes the concrete modalities for evaluation, promotion, rewarding, sanctioning, etc. of the teachers – within the limits set by the law.

Salaries of teachers are established at national level through salary scales, according to the criteria set by the Teaching Staff Statute (Law 128/1997) and the specific legislative acts establishing salaries financed from the state/local budgets.

For Pre-tertiary education teaching staff, the salary scale provides fixed incomes by teaching position, level of initial training, professional degree and seniority. According to criteria established by the Teaching Staff Statute (Law 128/1997) and the Ministry of Education, Research and Youth, the County School Inspectorates and/or the school management can grant certain incentives based on the quality of the teaching activity, the specific conditions of service, etc.

The salary scale for higher education teaching staff provides incomes within specific ranges by teaching position and seniority. The higher education institution management establishes within the given ranges the exact salary for each teacher according to the professional performance. According to the criteria that are established by the Teaching Staff Statute (Law 128/1997), the Ministry of Education, Research and Youth and the university senates, teachers in higher education can benefit of certain salary incentives

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[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### **8.2.1. Historical Overview**

During the first part of the Middle Ages teaching was ensured by monks, priests and later on by teachers, often trained in the same schools or religious settlement where they were teaching. Conditions of service of the teachers were established ad hoc and depended on the local situation and the benevolence of the church and the nobility. As education became more and more important, support from the church and later on from the high nobility and the sovereigns increased accordingly, leading first of all to more regular and better payments for the teachers. Within a civilisation preponderantly rural and large scale illiteracy, the

învățător became a prominent figure of the local community. Local decisions, communication with the authorities, cultural and spiritual life – were all related to the most important personalities of the everyday-life of the village: the priest and the învățător. This special relation between the village community, the priest and the învățător founded a genuine tradition of the rural areas in Romania – still present, even though in a more diluted form, up to nowadays.

The first Education Law, promulgated in 1864 under the reign of Alexandru Ioan Cuza (1820-1873) established the modern education system in Romania and the professional status of the teachers. Organising bodies and specific conditions of service of the teachers were clearly set by the law. To some extent, the law created the foundations of a national policy regarding teaching staff:

- The centralised management of the human resources in education (the law stated that permanent învățători have to be appointed by the minister, whilst the permanent [institutor](#) and teachers had to be appointed through royal decree);
- The teachers' appointment procedure based on competitive examination (the law even set the exact content of the examination);
- The evaluation of the teachers' activity through local/regional representatives of the central government (the law established the school inspection system and the exact attributions of the school inspectors);
- The obligation of the state to ensure certain facilities for the teaching staff (teachers are exempted from military service, schools had to ensure accommodation for the head, etc.).

Various reforms of the education system brought significant improvements of teachers' status – both from social and economic points of view. The need for covering the increasing requirements for education and training led to the first ideas on the necessity of an educational planning at national level regarding recruitment of the teachers.

During the communist regime the centralised management of the human resources in education was reinforced and national educational planning regarding recruitment of the teachers became more and more rigid. The initial appointment of the teachers was based on the "repartition procedure" regulated and supervised by the central authorities. Each education institution training teachers received a list of available teaching positions in various places throughout the country. Graduates were ranked according to their final average mark (calculated based on all the marks obtained during the studies and the mark for the final examination). According to this formal ranking and certain social criteria graduates chose, one-by-one, a workplace from the list provided. Teachers were not allowed to transfer from this initially chosen workplace for at least three years – a probation period ended with the "on-the-job-confirmation exam". The overall degradation of the political, social and economic situation brought even more rigidity in the system – and by mid 70's most of the workplaces offered for the "repartition procedure" were in rural areas, very few in small towns and none in the major cities. This was apparently meant to improve quality of the teaching staff in specific areas – but in reality it had more to do with reducing the voice of the intellectuality and using teachers to promote the party's ideology and the personality cult in every school and for the youngest (and as such trainable) population. This is obvious when considering the provisions of the Education Law promulgated in 1978 – initial teacher training included an important ideological dimension and propaganda activities were mandatory for all teachers.

Conditions in rural areas and small towns were even worse than in the major cities and as a consequence teachers commuting and abandoning their career became large scale social phenomena. The overall result of this policy was in the end a critical reduction of the qualified teachers in the rural areas, only very slowly recovering by the end of the 90's. The professional development was formally linked with the career progress and was established as a 3-stage process: "on-the-job-confirmation exam", didactic grade II and didactic grade I. A specific duration (3, 5 and another 5 years) and formal final evaluation were established for each stage. The formality of the evaluations and the lack of supportive measures during the stages led to a professional and career progress more linked to seniority than to overall performance – an effect that various



analysts consider to be still present nowadays. Finally, another phenomenon that had an important impact on the current situation, was the "private tuition system", considered in certain studies as a "parallel school" slowly but surely developed in the last decades of the communist regime. The factors leading to the apparition and scaling-up of the phenomenon were both educational and social. Educational because of the unrealistically high academic standards and attainment levels and the continuous reduction of the enrolment quotas for upper secondary and higher education. Social because of the extremely low salaries of the teachers.

The first reform measure taken after the overthrowing of the communist regime was the discontinuation of the "repartition procedure". The new legal framework established through the Education Law in 1995 and the Teaching Staff Statute in 1997 set the major coordinates of the conditions of service of teachers. Management of the human resources in education remained the responsibility of the Ministry of Education, Research and Youth – represented at local level by the County School Inspectorates. The 3-stage professional development was kept, but the duration of the stages was reduced (2, 4 and another 4 years). In-service training has become a right and an obligation: every teacher in Pre-tertiary education has to attend an in-service training programme at least once every 5 years. Specific salary incentives were established in order to promote quality (merit grade, merit salary and the monthly bonus), to attract teachers in the rural area, to reward working in difficult conditions, etc. The teaching norm was reduced to 18 periods per week and even lower under specific conditions and the number of pupils per class was established through the law to reasonable levels (between 15 and 30, depending on the education level). Recent studies outlined the necessity to decentralize the activities of human resources development in education, involving the local public administration authorities and the educational institutions management. Other reform measures requested by the social partners refer to increasing the attractiveness of the teaching career and to improve the overall educational conditions in schools.

[Istoria învățământului din România Vol. I \(de la începuturi până în 1821\)](#)

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

[Ministerul Educației, Cercetării și Tineretului](#)

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificările și completările ulterioare\)](#)

## 8.2.2. Ongoing Debates and Future Developments

Following various surveys and requests expressed by the social partners, a number of significant issues regarding conditions of service of teachers were brought to the attention of the decision-makers in the recent years. The reform proposals – currently undergoing public debates – include, among other, the following:

- To improve educational planning in order to reconcile more rationally the supply of teachers and demand for teachers in specific subject;
- To improve the recruitment, selection and appointment of teachers through the devolvement of the process down to the level of County School Inspectorates and the schools and to involve local public administration authorities in this process;
- To improve salary levels and the salary scales such as to provide recognition of the importance of the profession of teaching, to increase attractiveness of the teaching career, to recognise the additional duties which teachers undertake, etc.;



- To improve the salary system through incorporating stronger performance incentives;
- To improve financial and other incentives in order to attract teachers to serve in difficult areas, to offset the costs of serving in such areas, and to attract teachers to subject areas with shortages of teachers;

To reconsider the roles and functions among all the players involved in the education process from the perspective of a more decentralised management of the human resources in education.

*Strategia de dezvoltare a sistemului de formare inițială și continuă a personalului didactic și a managerilor din învățământul preuniversitar*

Centrul National pentru Formarea Personalului din Învățământul Preuniversitar

Ministerul Educatiei, Cercetarii si Tineretului

### 8.2.3. Specific Legislative Framework

The Education Law (Law 84/1995, republished, subsequently amended and completed) establishes the working conditions with respect to the number of pupils per class, the professional training requirements for teaching positions, the types of in-service teacher training programmes. The Education Law specifically states that teachers have to be appointed through competition (national competitive examination for Pre-tertiary education and local open recruitment for higher education). Validation of the competition results is accomplished by the County School Inspectorate for Pre-tertiary education and by the university senate for higher education.

The Teaching Staff Statute (Law 128/1997) represents the main legal framework for the teaching profession in Romania and regulates:

- The functions, competences, responsibilities, rights and obligations of the teaching staff and auxiliary teaching staff (teachers' support personnel), as well as of the management, guidance and control personnel in education;
- The appointment conditions and modalities for teachers, teachers' support personnel and management, guidance and control personnel, as well as the conditions for leave, dismissal and retirement;
- The evaluation and in-service teacher training systems;
- The criteria for establishing norms and salaries, for awarding distinctions and prizes and for applying sanctions.

The specific organisational framework for the entire activity of Pre-tertiary education institutions is set by the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005). The Regulation establishes concrete responsibilities and obligations of the teaching staff, within the limits set by the Teaching Staff Statute (Law 128/1997).

According to the Education Law (Law 84/1995, republished, subsequently amended and completed) 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 assembly of rights and obligations, as well as the norms that regulate the university community activity within each higher education university area are established through the University Charter of the higher education institution, adopted by the university senate.

The Law on the collective labour contract (Law 130/1996) establishes the general terms and conditions for concluding national and local collective labour contracts. Based on the provisions of the law, every year the representatives of the teachers' trade unions negotiate and sign with the Ministry of Education, Research and Youth, the County School Inspectorates and the higher education institutions collective labour contract.

Ordinance of the Government 103/1998 approved and amended through Law 109/1999, establishes the "didactic norm" (different from the effective "teaching norm") in Pre-tertiary education, and the possible structures of the teaching norms.

The methodology regarding the in-service training of the Pre-tertiary teaching staff was established through the Ministerial Order 3770/1998 (amended through the Ministerial Order 4863/1999).

Individual evaluation of the professional performance of the teachers is compulsory in Romania. Based on the general provisions of Teaching Staff Statute (Law 128/1997), the concrete criteria and methodology for the evaluation of the teachers are established within the Ministerial Order 3522/2000 for the Pre-tertiary level and the Government Decision 238/2000 for the higher education level respectively.

Specific legislative framework has been developed in the recent years in order to implement the "Strategy for development of the initial and in-service training system for teachers and managers in Pre-tertiary education". The Ministerial Order 4796/2001 established the professional transferable credits system in in-service teacher training, the structure of the in-service teacher training programmes, the type of providers, etc. The Government Decision 604/2001 established the National Centre for In-service Training of the Pre-tertiary Education Staff (CNFP) and set the composition and the attributions of this institutional structure.

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Hotarârea Guvernului nr. 238/31/03/2000 privind aprobarea Normelor metodologice pentru evaluarea performantelor profesionale individuale ale personalului didactic din învățământul superior

Hotarârea Guvernului nr. 604/27/06/2001 pentru înființarea Centrului National de Formare a Personalului din învățământul Preuniversitar

Ordonanta Guvernului nr. 103/27/08/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 109/16/06/1999 pentru aprobarea Ordonantei Guvernului nr. 103/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Legea nr. 130/16/10/1996 privind contractul colectiv de munca (republicata)

Legea nr. 53/24/01/2003 Codul Muncii

Ordinul ministrului educatiei nr. 3522/30/03/2000 privind evaluarea personalului didactic din învățământul preuniversitar

Ordinul ministrului educatiei nr. 3770/19/05/1998 privind aprobarea Metodologiei formarii continue a personalului didactic din învățământul preuniversitar

Ordinul ministrului educatiei nr. 4796/19/10/2001 privind organizarea si functionarea sistemului de perfectionare periodica a personalului didactic si a personalului didactic auxiliar din învățământul preuniversitar

Ordinul ministrului educatiei nr. 4863/09/11/1999 privind aprobarea Metodologiei formarii continue a personalului didactic din învățământul preuniversitar începând cu anul scolar 1999/2000

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 8.2.4. Planning Policy

National educational planning regarding recruitment of the teachers applies only to Pre-tertiary education and is a multi-stage process involving three different organising bodies: the schools' management, the County School Inspectorates and the Ministry of Education, Research and Youth. All along the process social partnership is ensured through the compulsory participation of the teachers' trade unions representatives to each stage (consultative role).

The first stage is accomplished at the school level. Each school has to determine the exact demand for teachers for the next school year by education level and subject (the "educational plan project"), according to:

- The national policy regarding enrolment of the pupils by education level, route, profile and specialisation (taking demographic situation and trends, employment policies, structure of the education system, other factors into consideration). This is expressed at national level through the pupils' enrolment quotas approved through Government Decision, at county level through the pupils' enrolment quotas distributed by the Ministry of Education, Research and Youth, and at school level through the pupils' enrolment quotas decided by the County School Inspectorates;
- The national policy regarding general objectives and finalities of education. This is expressed at the school level through the structure and content of the National Curriculum (subjects and number of classes per week by subject);
- The national policy regarding conditions of service for teachers. This is expressed at the school level through the teaching norms by professional status and specific work conditions (established within the Teaching Staff Statute (Law 128/1997) and other legislative acts). Teachers reaching legal retirement age can apply to remain in duty, subject to the recommendation of the Teachers' Council. The County School Inspectorate decides on the requests taking into consideration the overall balance between supply and demand of teachers by subject at the county level.

Based on the propositions of the schools' chairs/departments, the head of school first allocates classes by education level and subject to the "permanent teachers" of the school (teachers that have a permanent labour contract with the General School Inspector for the considered school). After completing the norms of the "permanent teachers" according to the provisions of the law, the head of school proposes as "vacancies" the remaining norms/classes by education level and subject. First the educational plan project has to be approved by the Teachers' Council. Finally, the administration council and the representative of teachers' trade unions endorse the educational plan project and forward it to the County School Inspectorate.

At the level of the County School Inspectorates all the educational plan projects proposed by the schools are evaluated and negotiated with the schools and the teachers' trades unions and finally consolidated by education level and subject. The final form of the county educational plan is forwarded to the Ministry of Education, Research and Youth. The educational plans of the counties are evaluated at the level of the Ministry of Education, Research and Youth, negotiated with the County School Inspectorate and the teachers' trades unions and finally approved. After approval, the educational plans of the counties become effective and are published both at the level of the Ministry of Education, Research and Youth and at the level of County School Inspectorates. Selection, recruitment and appointing procedure are accomplished only based on the approved educational plans.

The supply of teachers is also, to some extent, subject to a national planning. This is expressed through the enrolment quotas approved for the education institutions training teachers: pedagogical high schools, pedagogical university colleges and higher education institutions. As for all enrolment quotas, this is decided based on consultations and taking into consideration demographic situation and trends, employment policies, structure of the education system, etc. Nevertheless, for higher education, except pedagogical university colleges, the enrolment quotas do not specifically refer to places for prospective teachers –

decision to follow a teaching career being taken by the students only later on, during their studies or even after graduation.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 8.2.5. Entry to the Profession

According to the Education Law, selection, recruitment and appointment for all teaching positions, both in public and private education, is accomplished through competition. The competition has an open character, meaning that it is open to any person complying with the initial training conditions established within the Teaching Staff Statute (Law 128/1997) (See 8.1.). However, the selection, recruitment and appointing procedures depend on the education level and form of property, being based on:

- National competitive examination for public Pre-tertiary education;
- Open recruitment through locally organised competition for private accredited or provisory authorised Pre-tertiary education institutions;
- Open recruitment through locally organised competition for accredited or provisory authorised higher education institutions (public or private).

Please refer to subsections for more details.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

#### 8.2.5.1. Pre-tertiary education

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 (Law 128/1997). Methodological coordination is ensured by the Ministry of Education, Research and Youth, whilst organisation and carrying on at local level is ensured by the County School Inspectorates and by certain educational institutions ("representative educational institutions") established by the Ministry of Education, Research and Youth.

Annually, all the vacant teaching positions reported by the County School Inspectorates are advertised at least 30 days before announcing the competitive examination – in local and national newspapers, on the Ministry of Education, Research and Youth website, and at the headquarters of the County School Inspectorates and the respective educational institutions. The schedule of all the activities, the topics for and the conditions of the competitive examination are publicly announced every school year, before November 15.

All the activities concerning teachers' mobility (selection, recruitment, appointment and transfer) are coordinated at local level by a commission nominated by the General School Inspector and chaired by a Deputy General School Inspector. The exact composition and the attributes of the commission are established every year through Ministerial Order. The representatives of the teachers' trade unions have a consultative role all along the process, may attend all the activities of the commission and have the right to access all the final documents.

The competitive examination is based on written examinations and, for certain subjects, on eliminatory practical tests. The content of the written examinations is established by the Ministry of Education, Research

and Youth such as to assess the speciality and the subject-didactics knowledge and competences of the candidates. Evaluation of the written papers is performed by speciality commissions organised either at the level of the higher education institution responsible for the in-service teacher training in the considered county or at the level of certain Pre-tertiary education institutions established by the Ministry of Education, Research and Youth. The results of the written examinations are expressed through marks on a 1 to 10 scale (minimum passing mark is 5.00). The minimum mark for being appointed as "permanent teacher" is 7.00; the ones attaining marks over 5.00 but less than 7.00 can be appointed as "substitute teachers". Repartition of the teachers to the teaching positions provided for the competitive examination is accomplished in the descending order of the obtained marks and according to the options of the teachers.

The validation of the results of the competitive examination is performed by the County School Inspectorate and appointment of the teachers is accomplished through decision of the General School Inspector. Every teacher selected and recruited through the competitive examination signs a permanent ("permanent teachers") or a temporary ("substitute teachers") individual labour contract, according to the provisions of the law and of the collective labour contracts.

The selection, recruitment and appointment process for teaching positions in private Pre-tertiary education is based on an open recruitment procedure. This means that private accredited or provisory authorised Pre-tertiary 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 (Law 128/1997). More precisely, the open recruitment procedure has to be based on a competition opened to all persons complying with the initial training conditions for the considered teaching position. The private accredited or provisory authorised Pre-tertiary education institutions have to inform the County School Inspectorate on the final results of the process.

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### **8.2.5.2. Tertiary Education**

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 (Law 84/1995, republished, subsequently amended and completed) and the Teaching Staff Statute.

The open recruitment procedure has to be based on a competition opened to all persons complying with the conditions established within the Teaching Staff Statute (Law 128/1997) for the considered teaching position (See 8.1.). The results of the competition are valid only for the organising higher education institution.

At least 45 days before the beginning of the semester, the higher education institutions have to advertise all vacant teaching positions – in the Official Bulletin, at least in one national newspaper as well as at their own headquarters. Candidates have to register for the competition within 30 days from the advertising in the Official Bulletin. The schedule and the methodology of the competition, as well as the themes for the examinations are provided to the candidates by the higher education institution upon registration. The competition commissions comprise permanent teachers from and/or outside the higher education institution and is approved by the faculty council or the university senate.

The competition for the teaching positions preparator and asistent universitar is based on written, oral and practical examinations. The types and content of the examinations are established by the chairs/departments. The evaluation of each examination is expressed through marks on a 1 to 10 scale. The competition commission elaborates a report recommending the candidate with the highest final average mark. Only the candidates that have obtained at least 8.00 for the final average mark and none of the marks below 7.00 can be recommended. The report is submitted by the dean to the faculty council that approves the result through open nominal vote. The decision of the faculty council is validated by the university senate regarding observance of the criteria and the competition procedure. Appointment is accomplished through the decision of the rector and becomes effective starting the first day of the next semester.

The competition for the teaching position lector universitar/Şef de lucrări is based on the assessment of the conformity with the conditions specific to the teaching position (analyse of the candidates' registration dossier) and a public lecture delivered by each candidate in the presence of the competition commission. The theme of the lecture is established by the competition commission and is announced to the candidates 48 periods in advance. The competition commission elaborates a report evaluating for each candidate the teaching and scientific activity, the extra-teaching activity in the interest of education, and the appreciation on the public lecture. The chair of the competition commission presents the report in the faculty council, nominating the candidate with the best performances. The faculty council approves the result of the competition through open nominal vote. The decision of the faculty council is submitted to the rector, who further submits it to the university senate for confirmation regarding observance of the criteria and the competition procedure. The final decision of the university senate is taken through open nominal vote. Appointment is accomplished through decision of the rector and becomes effective with the first day of the following semester.

The competition for the teaching positions conferenţiar universitar and profesor universitar is based on the assessment of the conformity with the conditions specific to the teaching position (analyse of the candidates' registration dossier) and, for those not coming from higher education, a public lecture delivered to the students in the presence of the competition commission. The theme of the lecture is established by the competition commission and is announced to the candidates 48 periods in advance. The competition commission elaborates a report evaluating for each candidate the teaching and scientific activity, the extra-teaching activity in the interest of education, and the appreciation on the public lecture. The chair of the competition commission presents the report in the faculty council, nominating the candidate with the best performances. The faculty council approves the result of the competition through open nominal vote. The decision of the faculty council is submitted to the rector, who further submits it to the university senate for confirmation regarding observance of the criteria and the competition procedure. The final decision of the university senate is taken through open nominal vote. The competition dossier, the report of the competition commission and all the accompanying documents are forwarded to the National Council for Attesting Titles, Diplomas and Certificates. Based on the analysis of the provided documentation, the Council pronounces its decision through open nominal vote. Appointment is accomplished through decision of the rector following the Ministerial Order and becomes effective with the first day of the following semester.

Vacant teaching positions asistent universitar, lector universitar/Şef de lucrări, conferenţiar universitar and profesor universitar can be occupied temporarily, subject to annual re-confirmation, by the permanent teachers of the respective higher education institution or by associate teachers. Appointment of associate teachers is accomplished through competition organised by the chair or the department and consisting of at least an interview and presentation of the CV. The competition methodology is approved by the university senate. Appointment of the associate teachers is accomplished through decision of the rector.

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## 8.2.6. Professional Status

The teaching profession in Romania is a profession regulated through the law – meaning that conditions of service of teachers are decided by the Parliament and cannot be changed but through the law. As a consequence, for a given education level, teachers work in very similar conditions throughout the country and variations from one workplace to another are rather minor. More specifically, all the following conditions of service are established within the Teaching Staff Statute and are nationwide common by education level (including for management, and guiding and control positions):

- functions, competences, responsibilities, rights and obligations;
- appointment, leave, dismissal and retirement conditions and modalities;
- evaluation and in-service training systems;
- criteria for establishing norms and salaries, for awarding distinctions and prizes and applying sanctions.

Accredited or provisory authorised private education institutions are part of the national education system. All the provisions of the Teaching Staff Statute regarding conditions of service of teachers apply correspondingly. However, the individual labour contract is concluded according to the provisions of the general employment legislation. The individual labour contract can be permanent or temporary.

In public education, within the limits established by the law, the concrete rights and obligations of the employers and employees are further detailed within the following labour contracts:

- The collective labour contract at the national level – negotiated and signed between the Ministry of Education, Research and Youth and the representatives of the teachers' trade unions;
- The labour contract at the county/higher education institution level – negotiated and signed between the County School Inspectorates/the higher education institutions and the representatives of the teachers' trade unions;
- The individual labour contract – established based on the provisions of the collective labour contracts and signed between the teachers and the employers.

The provisions of all labour contracts (collective and individual) are compulsory both for the employers and the employees. At the level of each educational institution is negotiated and then signed between the management and every teacher the exact job-description for the respective teaching position. The template of the job-description is provided within the collective labour contracts. The job-description represents the basis for the individual evaluation of the teachers' performances.

The different types of individual labour contracts concluded in public education depend on the education level.

Please refer to the subsections for more details.

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### 8.2.6.1. Pre-tertiary Education

According to the provisions of the Teaching Staff Statute, teaching positions in Pre-tertiary education can be occupied with permanent teachers, associate teachers and substitute teachers.

Permanent teachers are appointed for an indefinite period of time through decision of the General School Inspector. The specific rights resulting from this status are as follows:



- The County School Inspectorates have the obligation to ensure with maximum priority workplaces for all the permanent teachers in the county, preferably in the educational institution where they were initially appointed;
- Permanent teachers are allowed to transfer permanently or temporarily from one educational institution to another, in the conditions established by the law. The teaching position of a permanent teacher during temporary transfer is reserved;
- Permanent teachers are allowed to compete for management, and guiding and control positions;
- The teaching posts of the permanent teachers are reserved during the period they perform certain activities as established by the law (appointed for management, and guiding and control positions in education or other positions in the central or local public administration, post-university studies, not-paid leave for specialisation, etc.);
- Permanent teachers benefit of certain support facilities as establish by the law.

Substitute teachers are appointed through decision of the General School Inspector for a period of maximum one school year or until the return of the permanent teacher holding the respective teaching position. Substitute teachers have to compete for a teaching position every school year and do not benefit of the specific rights of the permanent teachers as previously mentioned.

In the case that within a given educational institution a number of classes remain vacant following all the mobility activities, the head can assign these classes to the permanent teachers of the educational institution, to associate teachers or to retired teachers. Associate and retired teachers are appointed for a period of maximum one year through decision of the General School Inspector.

Except for the terms specifically set for permanent teachers, all the other conditions of service for permanent, substitute and associate teachers are identical (responsibilities, rights and obligations, working time and holidays, teaching norms and salaries, etc.).

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### **8.2.6.2. Tertiary Education**

The Teaching Staff Statute establishes for higher education the following teaching positions: preparator universitar, asistent universitar, lector universitar/șef de lucrări, conferențiar universitar, profesor universitar, and profesor universitar consultant.

According to the provisions of the Teaching Staff Statute, teaching positions in higher education can be occupied with permanent teachers, associate teachers and consultant teachers.

Permanent teachers are appointed for an indefinite period of time through decision of the rector (following the Ministerial Order for the teaching positions conferențiar universitar and profesor universitar). Permanent teachers are the only one that can be elected for management positions.

Vacant teaching positions asistent universitar, lector universitar/sef de lucrări, conferențiar universitar and profesor universitar can be occupied temporarily, subject to annual re-confirmation, by the permanent teachers of the respective higher education institution or by associate teachers. Temporary appointment of the associate teachers is accomplished through decision of the rector.

Retired profesor universitar can continue certain teaching and scientific activities as profesor universitar consultant, following the recommendation of the chair, the endorsement of the faculty council and the approval of the university senate. For this teaching position only profesor universitar that have proved remarkable teaching and scientific activity at national and international level can be recommended. Attributions of the profesor universitar consultant are established by the chair, through the job-description.

According to the existing academic needs, the higher education institutions can appoint for a limited period of time specialists with recognised value in the country and abroad as profesor asociat invitat. Appointment

of the profesor asociat invitat is endorsed by the council of the department or of the faculty and is approved by the university senate.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

### 8.2.7. Replacement Measures

For short periods of time, absent teachers can be substituted by teachers working in the respective educational institution. However, in this case it is not always possible to ensure substitution with teachers in the same subject as the absent teacher. The substitution is based on mutual understanding as there are no obligations set by the legislation or by the collective/individual labour contracts regarding this activity.

For longer periods of time, absent teachers can be replaced by substitute teachers temporarily appointed for this purpose. Substitute teachers (within this context) can be teachers permanently employed in another educational institution, unemployed teachers, retired teachers and, in some cases, unqualified teachers.

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### 8.2.8. Supporting Measures for Teachers

The support measures for teachers established within the Teaching Staff Statute (Law 128/1997) can be classified in the following categories:

- Job security measures for permanent teachers;
- Measures to facilitated and encourage participation to in-service teacher training;
- Measures to support teachers working in the rural areas;
- Social support measures;
- Measures to ensure transparency and fairness of all types of decisions regarding the professional status, career progress, evaluation etc. of the teachers as well as the specific conditions for dispute settlement.

Teaching posts of permanent teachers are reserved during the period they perform certain activities as established by the law. Reservation of the teaching position (period counts in the seniority) is ensured for permanent teachers appointed/elected for/as:

- Central or local public administration and the Parliament;
- Management, and guiding and control positions in education;
- Leader of the teachers' trade unions;
- When sent abroad in state missions or when working for international organisms (teaching post is also reserved for their companions if permanent teachers as well);
- When requested abroad for teaching, research, arts and sports activities based on contracts following governmental, inter-universities or inter-institutions conventions and agreements;
- When sent abroad for specialisation.

For support measures to facilitate and encourage participation to in-service teacher training please refer to section 8.2.10..

In order to address the problem of qualified personnel in the rural areas and to increase the attractiveness of the teaching career in these areas, the following support measures are established by the law:

- Teachers working in the rural area and establishing their residence in the respective locality benefit, upon request, of accommodation ensured by the local public administration authority and 0.1-1 hectare land to use for agriculture;
- Teachers under 35 years old working in the rural area and intending to establish their residence in the respective locality may benefit of long-term low interest loans for building a house;

- Local public administration authorities have to pay for the commutation of the teachers working in the rural areas in the case that accommodation cannot be ensured;
- Teachers working in rural areas or in isolated localities benefit of a 5-80% indemnity. Differentiation of the indemnities by areas and localities is established through Government Decision;
- Within the first 5 years from graduation, teachers benefit of a single installation bonus upon appointment in education based on competitive examination;
- Within the first 5 years from graduation, teachers appointed through competition for the teaching positions preparator universitar or asistent universitar benefit of a single installation bonus;
- The Ministry of Education, Research and Youth grants every year a number of study scholarships to students coming from rural areas. The student is compelled by the contract signed with the Ministry of Education, Research and Youth to teach in the rural areas for a period at least equal to the duration of the subsidised studies.

Traditionally, teachers in Romania have always benefited of certain social facilities supported from the state or local budgets (See 8.2.1.). The Teaching Staff Statute establishes the following social support measures, supplementary to the ones provided by the general legislation for all employees:

- Teachers benefit of free medical and psychological assistance in schools/universities' medical and psychological units or in other public policlinics and hospitals as established through protocol concluded between the Ministry of Education, Research and Youth and the Ministry of Health;
- Teachers benefit from the social insurance budget of 50% compensation for transportation, accommodation, meals and treatment in rest and treatment centers belonging to the education and trade unions, as well as in other facilities contracted by the Ministry of Labour, Social Solidarity and Family;
- Teachers benefit of teaching post reservation during the maternity leave until the child is three years old (applies only to one of the parents);
- The entitled ones benefit from the social insurance budget of the equivalent of 5 salaries in case of death of a teacher or auxiliary teacher;
- Teachers benefit of 50% fare-discount for 6 return travels on the internal railroads;
- Teachers benefit of free transportation, accommodation and meals for themselves and their children below 14 years old when accompanying children, pupils or students in trips and camps;
- Children of the teaching staff are exempted from paying the registration fees for admission in higher education and benefit of free accommodation in the public higher education institutions campuses.

The law guarantees the transparency and fairness of all types of decisions regarding the professional status, career progress, evaluation etc. of the teachers as well as the specific conditions for dispute settlement through specific measures.

Transparency and fairness is ensured first of all through the participation of the representatives of the trade unions to all decision-making processes regarding mobility of the teachers (selection, recruitment, appointment and transfer) and establishing conditions of service (educational planning, signing of the collective and individual labour contracts, Social Dialogue Commissions). Moreover, teachers are assisted by their representatives during individual evaluation performed in the school and during all the phases established by the law for awarding prizes, bonuses and salaries incentives or for applying sanctions.

Finally, under certain circumstances and following specific procedures, the law guarantees to all teachers the right to dispute a selection of decisions. These include the results of competitive examinations and of the competitions organised within the open recruitment procedure, individual evaluation, awarding of prizes, bonuses and salary incentives, sanctioning, etc. The appeal has to be made to the bodies established by the law and the final decision is irrevocable and can be appealed only in the court of law.

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Ministerul Sanatatii Publice

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### 8.2.9. Evaluation of Teachers

Individual evaluation of the professional performances of the teachers is mandatory in Romania. The evaluation is performed annually – according to the general provisions of the Teaching Staff Statute and the specific evaluation criteria established within the following legislative acts:

- The Ministerial Order 3522/2000 regarding the evaluation of the Pre-tertiary education teachers;
- The Government Decision 238/2000 regarding approval of the methodological Norms for evaluating individual professional performances of the teaching staff in higher education.

Please refer to subsections for details.

[Hotărârea Guvernului nr. 238/31/03/2000 privind aprobarea Normelor metodologice pentru evaluarea performanțelor profesionale individuale ale personalului didactic din învățământul superior](#)

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Ordinul ministrului educatiei nr. 3522/30/03/2000 privind evaluarea personalului didactic din învățământul preuniversitar](#)

#### 8.2.9.1. Pre-tertiary Education

According to the provisions of the Teaching Staff Statute, evaluation of the teaching staff, auxiliary teaching staff and management, guiding and control personnel is performed annually based on the evaluation fiche elaborated by the Ministry of Education, Research and Youth. The evaluation fiche is correlated with the job description of the respective position and is based on a quantitative rating system (1 to 100 points scale).

Evaluation of the individual professional performances is performed according to a set of competence units, each detailed in specific performance indicators. The competence units are as follows:

- Planning of the didactic activity;
- Organisation and accomplishment of the learning activities;
- Participation to actions complementary to the learning activities;
- Participation to pedagogical and speciality training activities;
- Communication capacity;
- Conduct and deportment.

The evaluation fiche lists all the competence units mentioned above and the associated performance indicators and sets the maximum score for each performance indicator. The evaluation of the individual professional performances is expressed through the number of points assigned for each performance indicator and the final quantitative rating resulted from the addition of all these points.

Teachers' individual evaluation starts with a self-evaluation concluded with the proposition of a personal quantitative rating. The evaluation fiche is endorsed by the head of the chair/department and by the head of school and is submitted to the administration council of the school. The administration council analyses the activity of the teacher and decides the final individual quantitative rating in the presence of the respective teacher. The final individual quantitative rating is then converted in a qualitative rating according to the following rules: 60 or lower – "unsatisfactory"; between 61 and 70 – "satisfactory"; between 71 and 80 – "good"; between 81 and 100 – "very good".

The results of the annual evaluations represent eliminatory criteria for salary incentives, for promotion and for professional development. Only teachers evaluated as "very good" for their activity during the last 1-4 school years can compete for salary incentives awarded for high professional performances: the "merit salary" (15% salary incentive awarded for a 1-year period) and the "merit grade" (20% salary incentive awarded for a 4-year period) respectively. The "very good" rating is also required for competing for management, guiding and control positions and for participating to the specific examinations for the professional degrees "didactic grade II" and "didactic grade I" (both leading to increased salaries).

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### 8.2.9.2. Tertiary Education

According to the provisions of the Teaching Staff Statute, quality of the teaching and research activity, as resulted from the annual evaluation, is one of the criteria used to establish salaries of the teaching staff in higher education.

The methodological Norms for the annual evaluation of the individual professional performances are established by the Ministry of Education, Research and Youth and are approved through Government Decision (Government Decision 238/2000).

Evaluation of the individual professional performances is performed according to a set of criteria, each detailed in specific performance indicators. The evaluation criteria are as follows:

- Elaboration of didactic materials;
- Scientific research;
- National and international recognition;
- Activity with the students;
- Activity within the academic community.

The weight of each criterion for each teaching position and seniority is established annually by the university senate. University senates can introduce other criteria and performance indicators that support the institutional development policy and improve the competitiveness of the higher education institution. The sum of the weights of all the criteria has to be 100%.

Each performance indicator is evaluated on a 0 to 5 scale. The management of the higher education institutions have to consult the trade unions and/or the representatives of the employees when establishing the procedures and the rules to measure the value of the performance indicators.

The evaluation is accomplished by the rector, based on the propositions of the heads of chairs/departments, endorsed by the deans/directors. The final result of the evaluation is expressed as a quantitative rating equal to the sum of the points assigned for each performance indicator balanced through the weight of the respective criterion.

The salaries of the teachers are established every year based on the evaluation of the professional performances during the previous and the current year (up to the date of the evaluation process). The salaries are established according to the final rating resulted from the evaluation, within the ranges set by the law for each teaching position and seniority.

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Legea nr. 128/12/07/1997 privind Statutul personalului didactic

### 8.2.10. In-service Training

The Education Law and the Teaching Staff Statute establish, by education levels, the conditions, type of programmes and institutions responsible for in-service teacher training.

The National Centre for Pre-tertiary Teaching Staff Training (CNFP) was founded through the Government Decision no. 604/2001, and its main activity is to assure the quality of the training programmes for teachers, additional teaching staff and school managers in Pre-tertiary education. The National Centre for Pre-tertiary Teacher Training is a specialised body, with legal personality, in the subordination of the Ministry of Education, Research and Youth.

Through the Government Decision no.2191/2004 there have been organised 16 Regional Centers for Pre-tertiary Teaching Staff Training (CRFP), in order to evaluate, monitor and approve the training activities at regional level.

The National Centre for Pre-tertiary Teaching Staff Training (CNFP) has the mission to assure the diversity and quality of in-service training of the teacher in Pre-tertiary education, through accreditation, monitor and evaluation of the programmes for in-service training.

The National Centre for Pre-tertiary Teaching Staff Training (CNFP) has the following attributions:

- To elaborate the vocational standards for the teaching staff, additional teaching staff and school managers in Pre-tertiary education;
- To coordinate the elaboration of criteria and procedures for the accreditation of training programmes;
- To accredit, through a specialised commission, the in-service training programmes, proposed by the training providers, based on the standards and methodologies approved by the Ministry of Education, Research and Youth;
- To initiate and develop studies regarding the content, the design, the realisation and the evaluation of the teaching staff in Pre-tertiary education;
- To initiate and develop training and vocational activities in the field of education, financed with funds of the national or international programmes;
- To initiate and develop vocational activities in the field of education, in order to react to the outcomes of the marketing research regarding in-service training;
- To initiate and develop the analysis regarding the needs and the methodology of in-service training for teaching staff in Pre-tertiary education;
- To guide and advice the training providers, according to the standards, criteria and methodologies approved by the Ministry of Education, Research and Youth;
- To disseminate and bring up to date constantly the offer of in-service training programmes.

In-service training of the teaching staff in Pre-tertiary education is supported by the following legislative measures:

- Order no.3958/2005 of the Ministry of Education, Research and Youth regarding the approval of the Structure and the Regulation for Organising and Functioning of the National In-service Training Center for pre-tertiary Teachers, establish the unification of the two specialized departments, the integration of the Implementation Unit for PHARE Projects and the set up of the Scientific College to ensure high quality level for the elaboration of the specific continuous training documents, the responsibilities of the CNFP management, administration council and each department.
  - Order no 4611/2005 of the Ministry of Education, Research and Youth regarding the approval of the Methodology for pre-tertiary teachers' continuous training, comprise the conditions and criteria requested to the training providers to accredit their training courses submitted to CNFPA. Meanwhile, the flexibility and the diversification framework was built. through the restructuring of the Specialized Accreditation Commission in four specialized domains of expertise commissions; training curricula promotion by CNFP to ensure the coherence and unity of the in-service training programmes, the recognition of the transferable professional credits for pre-tertiary staff involved in the educational European Programmes (Socrates, Leonardo da Vinci) or in the international Programmes which have the Ministry of Education, Research and Youth as a beneficiary (financed by World Bank or Phare funds).
  - Order no. 4139/2005 of the Ministry of Education, Research and Youth established, as a part of the Phare project RO2004/016-772.04.01 titled " Economical and social cohesion", the Implementation Unit of the project titled "In-service training development of the pre-tertiary teaching staff" ,its structure, general and specific responsibilities to administrate the comminatory funds.
  - Order no. 3957/2005 of the Ministry of Education, Research and Youth regarding the administration methodology of the teaching staff Certificates of professional competences and the Certificates of in-service training, which comprise a special range for the documents and set up the legal framework in a unique registry kept at the CNFP premises.
- ☒ Order no. 3915/2005 of the Ministry of Education, Research and Youth regarding the extension of the in-service training programmes even out of the accredited venues, offer to the training providers the possibility to organize in-service training courses where teachers could easily come, in an appropriate location.

CNFP, the main actor involved in the administration of the in-service training system disposes of qualified human resources, with vocational competences and solid expertise in this particular field. Therefore CNFP elaborated standards for the in-service training for the following positions of the teaching staff in Pre-tertiary education (OMEC 5660/22.12.2004):

- a) For the didactic staff („educatoare“/ teacher for pre-primary education, „învățător“/ teacher for primary education, teacher, foreman) and
- b) For the school management (general school inspector, director of the Teaching Staff Center. trainer, school manager/deputy, specialised school inspector).

These standards represent the basis for the elaboration of in-service training programmes, for 5 years training phases, according to the Law 128/1997, Art 33.

Because the legislation in-force does not provide a broad cover and a favorable correlation for the whole position system in the Pre-tertiary education, respectively for all evolution stages of the didactic career, and therefore there is a limitation of the opportunities for vocational conversion and equalization of the competences through transfer credits for vocational education for all training forms, CNFP will implement a new project with European financing called „Restructure of the in-service training system for the teaching staff in Pre-tertiary education through transfer credits for vocational education“ within the Sectorial Operational



Programme for the Development of Human Resources, , Priority axis 1 – „*Education and vocational training for economic and social development based on knowledge*“, Intervention Field 1.3 „*Development of the human resources in education and vocational training*“.. The main objective of the project is „the development of a flexible system of in-service training for the teaching staff in Pre-tertiary education, which will allow a real and efficient specialisation of the didactic positions, by generalising the system of transfer credits for vocational education, according to the national and European standards“

Please refer to subsections for details.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### **8.2.10.1. Pre-tertiary Education**

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), in-service training of the teachers in Pre-tertiary education is a right. At the same time, the Teaching Staff Statute (Law 128/1997) stipulates that teachers and management, guiding and control personnel in Pre-tertiary education participate to an in-service training programme once every 5 years, according to the methodology established by the Ministry of Education, Research and Youth. The condition is considered fulfilled for the teachers obtaining the "on-the-job-confirmation" or any didactic grade (see below) in the considered period.

According to the Ministerial Order 4796/2001 the periodic in-service teacher training is structured in modules quantified in professional transferable credits. The minimum standard for the periodic in-service teacher training is of 90 credits distributed among the following compulsory modules:

- Specialty subject (training can be provided only in higher education institutions – centers for in-service teacher training) – 23 credits;
- Didactics of the specialty – 23 credits;
- Psycho-pedagogy subjects (training can be provided only in higher education institutions – centers for in-service teacher training) – 23 credits;
- Complementary subjects:
  - Complementary compulsory (ICT assisted education) – 9 credits;
  - Complementary optional (at the disposition of the trainee) – 8 credits.

The 5-year interval established by the law for the periodic in-service teacher training can be reduced in the following situations:

- When essential changes occur at the level of the syllabi or when introducing new methods and technologies of education and evaluation;
- For teachers appointed for management or guiding and control positions if they do not have any attested training in the area of educational management;
- If requested by the administration council or the County School Inspectorate for the teachers that were assessed with low level of knowledge and professional competences;
- At teachers own request, subject to the recommendation of the Teachers' Council.

In-service teacher training is accomplished through various forms and programmes, according to the exigencies of the education and the evolution of the different subjects, educational cycles and profiles, as well as depending on the needs and interests of the teaching staff. Teachers may independently choose the training programme that better fits their needs. However, in certain situations, teachers may be guided by the educational authorities towards specific training programmes. This situation has occurred rather frequently in the recent years when national training programmes financed from the state budget were provided on specific high-interest topics:

- Applying in the classroom the new competence-based curriculum;
- Designing the school based curriculum and syllabi for optional subjects;
- Using new methods and instruments in pupils' evaluation;
- Standardising pupils' evaluation;
- Decision from the choice of textbooks on the one that is appropriate for the class;
- Developing multi-cultural educational environments (under the access to education for disadvantaged groups initiative);
- Use of ICT in teaching various subjects (under the e-Learning initiative).

In order to encourage and facilitate participation to in-service teacher training programmes as well as the professional development of the teachers, the following support measures are set by the law for permanent teachers, regardless their age and seniority:

- Special leave for in-service teacher training and professional development:
  - 3 years not-paid leave in a 7-year interval – for specialisation or research activity in the country or abroad (own initiative; subject to the approval of the County School Inspectorate; teaching post is reserved and the period counts for seniority);
  - 1 year not-paid leave once every 10 years (own initiative; subject to the approval of the County School Inspectorate; teaching post is reserved; the period counts for seniority only if during the leave-period the teacher performs educational activities);
  - 6 months paid leave for one time during the entire career for elaborating the doctoral thesis or papers in the interest of education – based on publishing or research contracts (subject to the approval of the administration council of the County School Inspectorate; teaching post is reserved and the period counts for seniority);
- Financial support for participating to in-service teacher training programmes:
  - Cost for transportation and accommodation and per diem are covered for teachers sent by the educational institution/authorities to in-service teacher training programmes or scientific events;
  - Teachers benefit of 50% fare-discount for internal local transportation during participation to in-service teacher training programmes;
  - Cost for transportation and participation are integral or partially covered for teachers participating to scientific events organised abroad.

Most of the teacher training programmes are organised either during the non-working periods/days or during holidays. However, in some cases, short training programmes or scientific events may occur during the normal school periods. In these cases, the school management has to ensure replacement of the respective teacher relying on the teachers working within the school.

In-service teacher training is coordinated by the Ministry of Education, Research and Youth and is provided in the following institutions:

- Higher education institutions through faculties, departments and chairs for in-service training programmes in the subject-area for teachers in secondary education;
- Higher education institution through the Teacher Training Departments for in-service training programmes in the subject-methodology area and psycho-pedagogy for teachers in secondary education;
- Pedagogical university colleges and pedagogical high schools for training programmes in the subject-area, subject-methodology area and psycho-pedagogy for teaching staff in pre-primary and primary education;
- Pre-tertiary education institutions for foremen-instructors, according to the area of specialisation;

Teaching Staff Centre (teacher resources center) for continuing education of the teaching staff and auxiliary teaching staff (support personnel);

- Centers, institutes and other institutional structures for the initial and in-service training programmes for management, guiding and control personnel;
- Palatul National al Copiilor (complementary Pre-tertiary education institution established at national level for extra-school activities) for in-service training of the teaching staff working in complementary Pre-tertiary education institutions for extra-school activities.

The County School Inspectorate and the Teaching Staff Centre, together with the above mentioned institutions ensure organisation and accomplishment of the in-service training, according to the methodology established by the Ministry of Education, Research and Youth.

The main forms to organise in-service training are as follows:

- Scientific-methodological and psycho-pedagogical activities organised at the level of the Pre-tertiary education institution or by groups of Pre-tertiary education institutions (methodological commissions and pedagogical groups);
- Scientific-methodological and psycho-pedagogical communication sessions, symposiums, experience exchange on specialty and psycho-pedagogy topics;
- Periodic information stages in the subject-area and in the area of the sciences of education;
- Distance learning;
- Part-time courses organised by the higher education institutions, combined with periodic consultations, according to the options of the participants;
- Courses organised by scientific societies and professional organisations of the teaching staff;
- In-service training courses for improving knowledge and competences in speciality, methodology and psycho-pedagogy or for attaining "on-the-job-confirmation" or the didactic grades (see below);
- Initial and in-service training courses for management, guiding and control personnel;
- In-service scholarships and study and documentation stages accomplished in the country or abroad;
- Post-university courses;
- Doctoral studies.

Professional development of the teachers in Pre-tertiary education is a 2-stage process – each involving continuous and final evaluations and attested through a professional-degree certificate. The professional-degrees that can be obtained by teachers after promoting the "on-the-job-confirmation exam" are, in this order, the didactic grade II and the didactic grade I.

Didactic grade II can be obtained after a minimum 4-year teaching period from the "on-the-job-confirmation exam". Teachers passing the "on-the-job-confirmation exam" with maximum mark (that is 10) may obtain the didactic grade II after a 3-year teaching period. The evaluation for awarding the didactic grade II is an internal-external process involving the following stages (in this order and eliminatory):

- Annual individual evaluation of the professional performances (See 8.2.9.1.). Minimum passing condition: at least "good" for all the last 3(2) years before the final evaluation;
- Two inspections (external evaluations) accomplished during the 3(2) years preceding the final evaluation. Minimum passing condition: rating "good" for both inspections;
- Final external evaluation consisting of:
  - A special eliminatory inspection; minimum passing mark: 8.00;
  - Written examination in the subject-specialty and subject teaching methodology; minimum passing mark: 7.00 (1 to 10 scale);
  - Oral examination in pedagogy and psychology; minimum passing mark: 7.00.

In order to pass the final examination, the final average mark calculated as the mathematical mean of the marks obtained for the written and oral examinations has to be at least 8.00.

Didactic grade I can be obtained after a minimum 4-year teaching period from the didactic grade II. Teachers passing the evaluation for the didactic grade II with maximum mark (that is 10) may obtain the didactic grade I after a 3-year teaching period. The evaluation for awarding the didactic grade I is an internal-external process involving the following stages (in this order and eliminatory):

- Annual individual evaluation of the professional performances See 8.2.9.1. Pre-tertiary Education. Minimum passing condition: "very good" for all the last 3 years before the final evaluation;
- Two inspections (external evaluations) accomplished during the 3(2) years preceding the final evaluation. Minimum passing condition: rating "very good" for both inspections;
- The admission colloquium organised by the educational institution responsible with the teacher training in the respective county and specialty. The admission colloquium is based on topics and bibliography established by the Ministry of Education, Research and Youth for each specialisation. Teachers passing the admission colloquium are allowed to chose the topics for their thesis and are assigned a scientific coordinator;
- Final external evaluation consisting of:
  - A special eliminatory inspection; minimum passing mark: 8.00;
  - Evaluation of the content of the "didactic grade I thesis" prepared by the candidate; minimum passing mark: 8.00;
  - Evaluation of the public presentation of the "didactic grade I thesis"; minimum passing mark: 7.00.

The following supplementary conditions regarding the ratings apply:

- The average mark for the "didactic grade I thesis" has to be at least 8.00 (calculated as the mathematical mean of the marks assigned for the evaluation of the content and the presentation);
- The final average mark calculated as the mathematical mean of the marks assigned for the special inspection and the "didactic grade I thesis" has to be at least 8.00.

Educational institutions responsible for the teacher training in the county may provide special training programmes for the teachers interested in obtaining didactic grades. In general, teachers participating in such programmes have to pay tuition fees. However, obtaining the didactic grades is not conditioned by the participation to the training programmes.

Teachers holding a [diploma de doctor](#) and fulfilling the initial professional training conditions established by the law are awarded the didactic grade I based only on a special inspection.

Both didactic grade II and didactic grade I lead to higher salaries on the salary scale for Pre-tertiary teachers. Admission to the competitions organised for management, guiding and control positions is conditioned by the didactic grades.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Ordinul ministrului educatiei nr. 4796/19/10/2001 privind organizarea si functionarea sistemului de perfectionare periodica a personalului didactic si a personalului didactic auxiliar din invatamantul preuniversitar](#)

[Legea invatamantului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 8.2.10.2. Tertiary Education

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed) and the Teaching Staff Statute (Law 128/1997), in-service training of the teaching staff in higher education is accomplished through the following types of programmes:

- Documentation and experience exchange at national and international level;
- Specialisation and inter-university cooperation in the country and abroad;
- Post-university education;
- Scientific research and technological development accomplished in the country or through international cooperation;
- Educational innovation, scientific, technical and artistic creation.

In order to encourage and facilitate participation to in-service teacher training programmes as well as the professional development of the teachers, the following support measures are set by the law for permanent teachers, regardless their age and seniority:

- Special leave for in-service teacher training and professional development:
  - 3 years not-paid leave in a 7-year interval – for specialisation or research activity in the country or abroad (own initiative; subject to the approval of the management of the higher education institution; teaching post is reserved and the period counts for seniority);
  - 1 year not-paid leave once every 10 years (own initiative; subject to the approval of the management of the higher education institution; teaching post is reserved; the period counts for seniority only if during the leave-period the teacher performs educational activities);
  - 12 months paid leave every 7 years for conferențiar universitar and profesor universitar finalising researches, papers or studies as part of the research programme of the higher education institution (subject to the approval of the university senate; teaching post is reserved and the period counts for seniority);
  - 6 months paid leave for one time during the entire career for elaborating the doctoral thesis or papers in the interest of education – based on publishing or research contracts (subject to the approval of the university senate; teaching post is reserved and the period counts for seniority);
- Financial support for participating to in-service teacher training programmes:
  - Cost for transportation and accommodation and per diem are covered for teachers sent by the higher education institution to in-service training programmes or scientific events;
  - Teachers benefit of 50% fare-discount for internal local transportation during participation to in-service teacher training programmes;
  - Cost for transportation and participation are integral or partially covered for teachers participating to scientific events organised abroad.

The [diploma de doctor](#) is a requirement for access to teaching positions: lector universitar/Șef de lucrări, conferențiar universitar and profesor universitar.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 8.2.11. Salaries

The criteria for establishing salaries of the teaching staff, auxiliary teaching staff and management, guiding and control personnel are settled by the Teaching Staff Statute. Teaching and auxiliary teaching staff has to be remunerated according to the principle that education is a national priority. Remuneration has to be established considering the responsibility and complexity of the work, the professional training and experience, the role and importance of the activity performed.

The salary of the teaching and auxiliary teaching staff comprises the basic salary established according to the law, and a variable part consisting of supplements, indemnities, incentives and other rights. The supplementary salary rights and other rights of the teaching and auxiliary teaching staff are negotiated, within the limits established by the law, between the administration and the teachers' trade unions and are set in the collective labour contracts.

Teachers' salaries are established differently for Pre-tertiary and higher education.

Please refer to subsections for details.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

### 8.2.11.1. Pre-tertiary Education

The Teaching Staff Statute sets the following criteria for salaries in Pre-tertiary education:

- teaching position and the teaching norm;
- level of the initial training as required for the respective teaching position;
- didactic grade;
- academic title;
- quality of the professional performance;
- recognised seniority in education;
- place and specific working conditions.

Throughout a teacher's career, salaries increase according to a matrix-type salary scale. The basic salary is established using a fixed standard value (the value for the multiplication coefficient equal to 1) and fixed multiplication coefficients (bigger than 1). The multiplication coefficients depend on the teaching position, the didactic grade, the level of the initial training and seniority in education, as explained below. The standard value is unique for the entire salary-scale and is updated according to the evolution of the consume prices indicator. The basic salary is calculated as "the standard value" multiplied by the corresponding "multiplication coefficient" from the salary-scale.

For a given teaching position, didactic grade and level of the initial training the multiplication coefficients increase horizontally with the following 11 seniority-stages (number of teaching years): below 2, 2-6, 6-10, 10-14, 14-18, 18-22, 22-25, 25-30, 30-35, 35-40, and over 40. For a given seniority-stage, the multiplication coefficients are vertically differentiated by teaching positions:

[educator](#), învățător, maistru-instructor, [institutor](#) and teacher) and level of the initial training (pedagogical high school, foremen school, short-term higher education and long-term higher education). Finally, for a given teaching position and level of initial training, the multiplication coefficients increase vertically in 4 different professional status/degree stages: debutant(e) (meaning without the "on-the-job-confirmation exam"), on-the-job-confirmed, didactic grade II and didactic grade I.

The following supplements, indemnities and incentives can be added to the basic salary established as previously explained (all percentages expressed form the basic salary):

- Teachers working in rural areas or in isolated localities benefit of a 5-80% indemnity. Differentiation of the indemnities by areas and localities is established through Government Decision;
- Teachers working in the orphanages and in special education benefit of a 15% indemnity, included in the basic salary;
- Teachers with outstanding professional performances and over 3 years seniority can benefit of the "merit grade", awarded through open competition organised at the level of the county. The "merit grade" represents a 20% salary incentive, included in the basic salary and awarded for a period of 4 years. Teachers that were awarded the "merit grade" are allowed to compete again upon expiration of the 4-year period;
- Teachers with high professional performances can benefit of the "merit salary", awarded through open competition organised at the level of the educational institution. The "merit salary" represents a 15% salary incentive, included in the basic salary and awarded for a period of 1 year. Teachers that were awarded the "merit salary" are allowed to compete again upon expiration of the 1-year period. A given teacher cannot benefit simultaneously of the "merit grade" and the "merit salary";
- Teachers holding a [diploma de doctor](#) benefit of a 15% supplement to their basic salary;

- Teachers with more than 10 years uninterrupted teaching activity benefit of a of 15% "stability" supplement, included in the basic salary;
- For each seniority-stage, teachers benefit of a 3% "neurological-psychic over-challenge" supplement, included in the basic salary;
- The following categories of staff: educator, învățător, institutor and tutor teachers benefit of a 10% indemnity, included in the basic salary, for their supplementary activities related to the management of the class;
- Mentor-teachers designated to conduct and accomplish practical training of the prospective teachers benefit of a 10-25% salary supplement, established according to the number of the prospective teachers they are in charge off;
- Within the first 5 years from graduation, teachers benefit of a single installation bonus upon appointment in education based on competitive examination.

The Teaching Staff Statute also establishes a number of specific non-financial support measures (See 8.2.8.).

Teachers in management, guidance and control positions benefit of specific indemnities differentiated according to the position and the working conditions.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

### 8.2.11.2. Tertiary Education

The Teaching Staff Statute sets the following criteria for salaries in higher education:

- teaching position;
- academic title;
- teaching norm;
- quality of the professional performance as established based on the annual individual evaluation;
- recognised seniority in education;
- specific working conditions.

Throughout a teacher's career, salaries increase according to a matrix-type salary scale. The basic salary is established using a fixed standard value (the value for the multiplication coefficient equal to 1) and multiplication coefficients (bigger than 1). The multiplication coefficients depend on the teaching position and seniority in education and are set in minimum/maximum ranges, as explained below. The standard value is unique for the entire salary-scale and is updated according to the evolution of the consume prices indicator. The basic salary is calculated as "the standard value" multiplied by the "multiplication coefficient" established within the corresponding range from the salary-scale.

For a given teaching position the minimum and maximum values of the multiplication coefficients increase horizontally with the following 10 seniority-stages (number of teaching years): below 3, 3-6, 6-10, 10-15, 15-20, 20-25, 25-30, 30-35, 35-40, and over 40. For a given seniority-stage, the multiplication coefficients increase vertically with the teaching positions (preparator universitar, asistent universitar, lector universitar/Şef de lucrări, conferențiar universitar and profesor universitar). Teachers temporarily appointed as associate or consultant teachers are remunerated according to the salary for the teaching positions they hold as permanent teachers. The exact value of the multiplication coefficient in the given minimum/maximum range corresponding to the teaching position and seniority-stage depends on the professional performance of the teacher. The value is established according to the final rating resulted from the annual individual evaluation (See 8.2.9.2.).

The following supplements, indemnities and incentives can be added to the basic salary established as previously explained (all percentages expressed form the basic salary):



- Teachers with outstanding professional performances and over 15 years seniority can benefit of the "merit grade", awarded through open competition organised at the level of the higher education institution. The "merit grade" represents a 20% salary incentive, included in the basic salary and awarded for a period of 3 years. Teachers that were awarded the "merit grade" are allowed to compete again upon expiration of the 3-year period;
- Teachers with high professional performances can benefit of the "merit salary", awarded through open competition organised at the level of the higher education institution. The "merit salary" represents a 15% salary incentive, included in the basic salary and awarded for a period of 1 year. Teachers that were awarded the "merit salary" are allowed to compete again upon expiration of the 1-year period. A given teacher cannot benefit simultaneously of the "merit grade" and the "merit salary";
- Teachers holding a [diploma de doctor](#) benefit of a 15% supplement to their basic salary;
- Teachers with more than 10 years uninterrupted teaching activity benefit of a of 15% "stability" supplement, included in the basic salary;
- For each seniority-stage, teachers benefit of a 3% "neurological-psychic over-challenge" supplement, included in the basic salary;
- Within the first 5 years from graduation, teachers appointed through competition for the teaching positions preparator universitar or asistent universitar benefit of a single installation bonus.

The Teaching Staff Statute (Law 128/197) also establishes specific non-financial support measures (See 8.2.8.).

Teachers in management, guidance and control positions benefit of specific indemnities differentiated according to the position and the working conditions.

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### 8.2.12. Working Time and Holidays

Conditions of service of teachers are decided by the Parliament and cannot be changed but through the law. All the competences, responsibilities, rights and obligations as well as working time and holidays are established within the Teaching Staff Statute and are nationwide common by education level.

In public education, within the limits established by the law, the concrete rights and obligations of the employers and employees are further detailed within the following labour contracts:

- The collective labour contract at the national level – negotiated and signed between the Ministry of Education, Research and Youth and the representatives of the teachers' trade unions;
- The labour contract at the county/higher education institution level – negotiated and signed between the County School Inspectorates/the higher education institutions and the representatives of the teachers' trade unions;
- The individual labour contract – established based on the provisions of the collective labour contracts and signed by the teachers and the employers.

The provisions of all labour contracts (collective and individual) are compulsory both for the employers and the employees. At the level of each educational institution is negotiated and then signed by the management and every teacher the exact job-description for the respective teaching position. The template of the job-description is provided within the collective labour contracts. The job-description is annexed to the individual labour contract and represents the basis for the individual evaluation of the teachers' performances.

Regardless the education level, all teachers are guaranteed by the law the right to an annual paid leave consisting of 62 days (except Sundays and national holidays). Teachers have to take their paid leave during the school/academic vacations according to a planning negotiated by the administration council/the university senate and the representatives of the teachers' trade unions. Under well-justified circumstances,

the management of the educational institution can interrupt the paid leave of a teacher, the respective teacher being remunerated for all the activities carried out during this interruption. However, teachers that do not manage to take their entire paid leave during a given year have the right to take the remaining part in the school/academic vacations of the next year.

According to the provisions of the Teaching Staff Statute (Law 128/1997), teachers may also benefit of certain paid and not-paid leave-periods for in-service training and professional development (See 8.2.10.).

Working time and concrete competences, responsibilities and obligations of the teachers depend on the education level.

Please refer to the subsections for more details.

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### 8.2.12.1. Pre-tertiary Education

According to the provisions of the Teaching Staff Statute (Law 128/1997) and of the Ordinance of the Government 103/1998 approved and amended through Law 109/1999, the "didactic norm" (different from the effective "teaching norm") in Pre-tertiary education comprises the following types of activities:

- Activities for teaching-learning, education, practical training and pupils' current evaluation, as established within the frame curricula (the effective "teaching norm");
- Activities for methodological-scientific preparation and activities complementary to the educational process, as follows:
  - 9 periods per week for preparation and 3-4 periods scientific-methodological activities (in the school, in teacher training institutions and at home);
  - 2 periods per week for communication with the pupils' families (in the school);
  - 4-5 periods per week for evaluation of the pupils, including through participations to the meetings of the Teachers' Council (evaluation of the pupils work can be performed at home);
  - 1 hour per week tutoring (in the school);
  - 1-2 periods per week school-service (in the school).

The concrete activities are established in the job-description for the corresponding teaching position. The template of the job-description is provided within the collective labour contracts – negotiated between the teachers' trade unions and the Ministry of Education, Research and Youth/the County School Inspectorates. The job-description is personalised and signed following negotiations between the head of school and the teachers and it becomes an annex of the individual labour contract. The job-description represents the basis for individual evaluation of teachers' professional performances.

The effective "teaching norm" refers to the activities performed in the classroom for teaching-learning, education, practical training and pupils' current evaluation. The teaching norm is established by education level as follows (here "periods" refer to "classes/lessons" and usually represent a 50-minute period):

- One [educator](#) or institutor teaching norm for each age-level group in pre-primary education or for combined groups where separated ones cannot be constituted; for the prolonged and weekly programme the teaching norms are establish by shifts;
- One învățător or institutor teaching norm, for each class in primary education, or for combined (simultaneous) classes where separate ones, cannot be constituted;
- 18 periods per week for teachers in secondary and post-secondary non-tertiary education, regardless the subject(s) taught;
- 24 periods per week for maștri-instructori;

- For teaching staff in special education and orphanages:
  - 16 periods per week for învățător and teachers (including teachers that perform only specific remedial activities);
  - 20 periods per week for educatori, învățători-educatori, institutori-educatori, profesori-educatori, maiștri-instructori and social pedagogues;
  - 25 periods per week for educatori, învățători-educatori, institutori-educatori, profesori-educatori and social pedagogues working in children placement centres;
  - 16 periods per week for teaching staff in integrated special education, teaching staff working in logopaedic inter-schools centers, itinerant teaching staff, and psycho-pedagogy teachers in orphanages.

The 18-hour per week teaching norm of the teachers working in secondary and post-secondary non-tertiary education may include the following activities (Ordinance of the Government 103/1998 approved and amended through Law 109/1999):

- Teaching-learning activities with the entire class and/or with groups of 10-15 pupils;
- 1-2 periods per week teaching-learning activities performed by 2-teacher teams; in this case the periods count integrally for both teachers. Team-teaching can be organised according to the concrete conditions of the educational institution and subject to the approval of the Teachers' Council;
- 1-2 periods per week for counselling and guiding activities;
- 1-3 periods per week for complementary activities for stimulating and supporting school performances.

The 25 periods per week teaching norm of educatori, învățători-educatori, institutori-educatori, profesori-educatori and social pedagogues working in children placement centers may include the following activities (Ordinance of the Government 103/1998 approved and amended through Law 109/1999):

- Teaching, education and current evaluation activities with 10-15 children groups;
- 2-3 periods per week for practical training activities and socio-metric testing activities performed by 2-teacher teams working with 10-15 children groups;
- 1-2 periods per week for counselling and guiding activities.

Foreign languages in pre-primary and primary education can be performed by educatori, învățători or institutori only if they are qualified for these activities – as attested by the diplomas/certifications held. Alternatively, these classes can be taught by foreign languages teachers (graduates of higher education) and consequently are not included in the teaching norm of the educator, învățător or institutor working with the respective group/class.

Teaching staff with over 25 years seniority in education and holding the didactic grade I benefit of a 2-hour reduction of their teaching norm, without diminution of their salaries.

In the rural areas and in the case that the teaching norm cannot be constituted according to the provisions of the law, the teaching norms of the teaching staff working in gimnaziu (grades V to VIII) can be reduced to 16 periods per week, without diminishing their salaries.

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Legea nr. 109/16/06/1999 pentru aprobarea Ordonantei Guvernului nr. 103/1998 privind modificarea structurii normei didactice în învățământul preuniversitar

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

### 8.2.12.2. Tertiary Education

According to the provisions of the Teaching Staff Statute (Law 128/1997), the attributions of the teaching staff in higher education include the following:

- Teaching activities, seminars, practical works, practical training and evaluation activities – according to the frame curricula and the syllabi;
- Activities for scientific and methodological preparation as well as other activities in the interest of education;
- Scientific research, technological development, design activities and artistic creation, according to the specialisation.

The concrete activities are established in the job-description for the corresponding teaching position. The template of the job-description is provided within the collective labour contracts – negotiated between the teachers' trade unions and the Ministry of Education, Research and Youth/the higher education institutions. The job-description is personalised and signed following negotiations between the head of the chair/department and the teachers and it becomes an annex of the individual labour contract. The job-description represents the basis for individual evaluation of teachers' professional performances.

The teaching norms for the teaching staff in higher education can include the following:

- Teaching activities;
- Seminars, annual projects, practical and laboratory work;
- Coordination of projects, licence and graduation diplomas works, pedagogical practical training, production activities and scientific research;
- Coordination of students during doctoral studies;
- Conducting of dissertations;
- Conducting of didactic-artistic and sport activities;
- Evaluation activities;
- Consultations, guiding of the scientific students associations, of the students within the transferable credits system, participation to councils and commissions in the interest of education.

The weekly teaching norm is quantified in conventional periods and cannot exceed 16 periods per week. The teaching norm is established according to the frame curricula and is calculated as average weekly teaching norm, regardless of the period of the year when is effectively accomplished. The average weekly teaching norm is calculated as the ratio of the total number of conventional periods in the job-description to the number of weeks established in the frame curriculum for all the teaching and seminar activities of the academic year.

The conventional hour is the equivalent of one teaching hour during seminars, laboratory activities, practical works or other similar activities. In higher education the lecture-hour is the equivalent of 2 conventional periods. In post-university education as well as in higher education with complete tuition in a foreign language (not referring to languages of the national minorities) – the lecture-hour is the equivalent of 2.5 conventional periods and the seminar-hour (or other similar activities) is the equivalent of 1.5 conventional periods. Directors of doctoral studies benefit of 0.5 conventional periods per week for each student. Evaluation activities are quantified in conventional periods according to the methodology approved by the university senate.

The average weekly teaching norm is established as follows (conventional periods):

- Profesor universitar: 5-7 periods per week (minimum 4 periods lecture);
- Conferențiar universitar: 7-9 periods per week (minimum 4 periods lecture);
- Lector universitar/Sef de lucrări: 9-11 periods per week (minimum 2 periods lecture);
- Asistent universitar: 10-11 periods per week;

- Preparator universitar: 4-6 periods per week; the preparator universitar has the obligation to assist 6 periods per week.

In the case that, due to the specificity of the subject, there are no lectures in the structure of the teaching post, the teaching norms of the lector universitar/Şef de lucrări, conferenţiar universitar and profesor universitar are increased with 2 conventional periods. For the teaching staff that do not perform scientific research or equivalent activities, the teaching norm is increased with up to 4 conventional periods, without over-passing 15 conventional periods per week. All the previously exceptions mentioned are approved by the council of the faculties.

In the case that a teaching norm cannot be accomplished according to the provisions of the law, the activity of the respective teaching position is completed with scientific research activities at the proposal of the head of the chair and subject to the agreement of the faculty council. The diminution of the can be maximum 1/2 of the respective teaching norm and the research hour is the equivalent of 0.5 conventional periods. Alternatively, a teacher can be transferred, temporarily and upon request, with the entire norm in scientific research within the respective chair or department. In both these cases the considered teacher preserves the permanent status over the teaching position – as obtained following appointment through open competition.

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### **8.2.13. Promotion, Advancement**

Promotion and career advancement are guaranteed by the Teaching Staff Statute and are open to any teacher with a permanent status and complying with certain professional qualification conditions.

Advancement to management, and guiding and control positions is performed through open competition in Pre-tertiary education and through secret suffrage in higher education.

Please refer to the subsections for more details.

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#### **8.2.13.1. Pre-tertiary Education**

According to the provisions of the Teaching Staff Statute, the management positions in Pre-tertiary education are as follows:

- Management positions in educational institutions: head and deputy head;
- Management positions in County School Inspectorates: General School Inspector and Deputy General School Inspector.

The management positions head and deputy head can be occupied by permanent teachers with at least didactic grade II and 5 years seniority in education, distinguished for their professional, managerial and moral qualities. Appointment for the head and deputy head positions is based on open competitions organised by the County School Inspectorates (open recruitment procedure).

The management positions General School Inspector and Deputy General School Inspector can be occupied by permanent teachers with at least didactic grade I, distinguished for their professional, managerial and moral qualities. Appointment for the General School Inspector and Deputy General School Inspector positions is based on open competitions organised by the Ministry of Education, Research and Youth (open recruitment procedure).

The guiding and control positions in Pre-tertiary education established within the Teaching Staff Statute (Law 128/1997) are as follows:

- Guiding and control positions in the County School Inspectorates: school speciality inspector and school inspector;
- Guiding and control positions in the Ministry of Education, Research and Youth: general inspector, speciality principal inspector, other positions established through Government Decision.

Guiding and control positions can be occupied by permanent teachers with at least didactic grade II and 8 years seniority in education, distinguished for their professional, managerial and moral qualities. The appointment for guiding and control positions is based on open competitions organised by the County School Inspectorates and by the Ministry of Education, Research and Youth respectively (open recruitment procedure).

Any type of promotion determines major changes in the responsibilities, obligations and rights of the teachers. The corresponding working conditions are established within the job-description associated to each position and established by the body hierarchal superior. Teachers appointed in management or guiding and control positions sign individual labour contracts with the employer (depending on the position – the General School Inspector or the Minister of Education, Research and Youth). The job-description signed by the two parts – employer and employee – becomes an annex of the individual labour contract.

Teachers in Pre-tertiary education can also access certain teaching positions in higher education and hence develop an academic career.

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### 8.2.13.2. Tertiary Education

In higher education, the successive teaching positions established within the Teaching Staff Statute may be considered as stages in the career development. In order to advance from one teaching position to the next one, teachers have to comply with certain conditions and have to pass a competition organised by the higher education institution (open recruitment procedure) (See 8.2.5.2.). Besides the academic requirements, for each teaching position the law sets specific seniority conditions as follows:

- Asistent universitar – any of the following seniority conditions:
  - Minimum 2 years seniority in higher education or in scientific research, or
  - Minimum 4 years seniority in Pre-tertiary education, or
  - Minimum 5 years seniority in the field of specialisation (candidates not coming from education or scientific research);
- Lector universitar/Şef de lucrări – any of the following seniority conditions (2 years are subtracted for candidates holding a [diploma de doctor](#)):
  - Minimum 6 years seniority in higher education or in scientific research, or
  - Minimum 8 years seniority in Pre-tertiary education, or
  - Minimum 10 years seniority in the field of specialisation (candidates not coming from education or scientific research);
- Conferenţiar universitar and profesor universitar – any of the following seniority conditions:
  - Minimum 9 years seniority in higher education or in scientific research, or
  - Minimum 15 years seniority in the field of specialisation (candidates not coming from education or scientific research).

Management positions in higher education are as follows:

- Head of the chair;
- Director of the department;
- Faculty dean and pro-dean; director of the university college;
- Rector and pro-rector of the higher education institution.

According to the provisions of law, all management structures and management positions in higher education are elected through secret suffrage for a 4-year period. Candidates are expected to have distinguished professional, managerial and moral qualities and to hold high teaching positions in the academic hierarchy.

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### 8.2.14. Transfers

Management of the human resources in Pre-tertiary education is the responsibility of the Ministry of Education, Research and Youth and is performed through the County School Inspectorates. The methodology for the teachers' mobility (recruitment, selection, appointment and permanent or temporary transfer) is established every year through Ministerial Order, within the limits set by the law. Furthermore, the Ministry of Education, Research and Youth coordinates and supervises through the County School Inspectorates all the activities concerning the mobility of the teachers.

All the activities concerning teachers' mobility are coordinated by a commission nominated by the General School Inspector and chaired by a Deputy General School Inspector. The exact composition and the attributes of the commission are established every year through Ministerial Order. The representatives of the teachers' trade unions have a consultative role all along the process, may attend all the activities of the commission and have the right to access all the final documents.

Only permanent teachers can be transferred from one educational institution to another one. The Teaching Staff Statute establishes the following types and conditions of transfers (performed every school year in this order):

- Pre-transfer upon the teacher request – leading to permanent move from one educational institution to another. Pre-transfer can be accomplished in the following conditions:
  - Within the same locality or in the locality of residence, in the limits of the same-area regime, rural or urban, or from urban to rural;
  - Between equivalent educational institutions or towards a lower education level;
- Transfer of the permanent teachers for which the teaching norms cannot be ensured anymore in the educational institution where they were initially appointed – leading to permanent move to another educational institution. This type of transfer can be accomplished in the following conditions:
  - towards equivalent educational institutions or a lower education level;
  - within the limits of the same-area regime, rural or urban, or from urban to rural;
- Temporary transfer in the interest of education – leading to a 1-4 years move from one educational institution to another one. Temporary transfer in the interest of education is requested by the County School Inspectorate and is subject to the agreement of the involved teacher. This type of transfer is used in order to cover for certain teaching positions in educational institutions with pupils with special educational needs or gifted pupils, in pilot- and application-educational institutions, in educational institutions in shortage of teachers, and for covering management or guiding and control positions;
- Temporary transfer upon teacher request – leading to a 1-2 years move from one educational institution to another one.

None of the above mentioned periods for temporary transfers can be exceeded. The teaching posts of the permanent teachers temporarily transferred to another educational institution are reserved during the



period of transfer. At the end of the transfer-period, permanent teachers are guaranteed the same teaching post held before the temporary transfer. Teachers moving from one educational institution to another preserve their salaries; conditions of service are often quite similar. This is due to the fact that conditions of service and salaries are established at national level.

The transfer of higher education teachers from one institution to another is carried out only as a result of an agreement between the considered institutions.

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### 8.2.15. Dismissal

According to the provisions of the Teaching Staff Statute (Law 128/1997) appointment and maintaining in a teaching position, an auxiliary teaching position, a management or a guiding and control position are conditioned by the presentation of a medical certificate. The medical certificate is issued on a specific form elaborated by the Ministry of Education, Research and Youth in cooperation with the Ministry of Health. The Ministry of Education, Research and Youth and the Ministry of Health establish through common protocol the medical conditions incompatible with the teaching profession. In the case of professional inaptitude of a psycho-behavioural nature, the management of the educational institution can request, with the approval of the Teachers' Council or faculty council a new full medical examination. Teachers found not to be compatible from the medical point of view for the teaching position they hold may be dismissed/transferred according to the provisions of the law.

The Teaching Staff Statute (Law 128/1997) also establishes that persons that deploy activities incompatible with the dignity of the teaching profession shall not occupy a teaching position. Among the activities incompatible with the teaching profession, the law lists the following:

- Any type of commercial activity within the educational institution or within the coterminous area;
- Commerce with obscene or pornographic materials, written, audio or visual;
- Practicing, in public, of certain activities with a lewd component or others that involve exhibition of the body in an obscene manner.

Teachers have obligations and responsibilities of professional, material and moral nature that guarantee the accomplishment of the educational process according to the law. Teaching staff, auxiliary teaching staff and management, guiding and control personnel respond disciplinarily for failing their duties as established within the individual labour contract, as well as for misconduct harming the interest of education and the prestige of the institution. Disciplinary sanctions that can be applied in such situations are as follows:

- Written admonish;
- Forewarning;
- Salary penalty up to 15% for a 1-6 months period;
- Suspension for a period of up to 3 years of the right to compete for a higher teaching position, or to apply for didactic grades, or to compete for a management, guiding and control position;
- Dismissal from the management or guiding and control position;
- Disciplinary dismissal.

In Pre-tertiary education sanctioning may be proposed by the head of the educational institution or by at least 1/3 of the members of the administration council or Teachers' council. The same right may be exerted by the hierarchically superior authorities.

In higher education sanctioning may be proposed by the head of the chair, the director of the department, the dean or the rector of the university, or at least 1/3 of the total number of teachers within the respective chair, department or management structures.

Sanctions can be applied only following the investigation of the facts, audition of the respective teacher and examination of the defense presented. All the procedure is conducted by an investigation commission nominated by certain management structures, according to the gravity of the facts and the position of the teacher (the teachers' council, the department/faculty council, the university senate, the administration council of the County School Inspectorate or the Minister of Education, Research and Youth).

Upon concluding the investigation, the commission prepares and presents a report to the nominating management structure. The management structure decides if the respective teacher is culpable or not and, as the case may be, establishes the sanction to be applied. The sanction depends on the gravity of the facts. All along the procedure the teacher has the right to be assisted by the representatives of the teachers' trade unions and, as the case may be, by legal representatives. Sanctioned teachers have the right to appeal to the local or central discipline/honour commissions organised at the level of the County School Inspectorate/higher education institution or at the level of the Ministry of Education, Research and Youth respectively. The decision of the discipline/honor commission is irrevocable and can be appealed only in the court of law. If a sanctioned teacher did not commit within a year any misbehavior or infringement of the regulations, the body who applied the sanction may decide to remove it

Disciplinary dismissal is an extremely rare situation and can occur only following particularly serious professional misconduct – such as physically harming the pupils with intention or due to gross negligence, criminal acts of any nature falling under the incidence of the penal law, illegal financial benefits from the pupils/students in order to facilitate promotion, etc. The disciplinary dismissal is applied by the employer – the General School Inspector, the rector or the Minister of Education, Research and Youth.

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## 8.2.16. Retirement and Pensions

According to the provisions of the Teaching Staff Statute (Law 128/1997) teachers benefit of pension for the work accomplished and age limit, for loss of work capacity, as well as of supplementary pension and other social insurance rights. Family members can benefit in the conditions of the law of successor pension.

As a general rule, teachers can retire only at the end of the school/academic year. Under special circumstances teachers may retire during the school/academic year – subject to the approval of the County School Inspectorate or university senate.

The age and seniority limits for retirement are set to 57 years old and 25 years seniority for women, and 62 years old and 30 years seniority for men respectively. Teachers may also retire on demand 3 years before the age-limit, provided their seniority in education consists of at least 25 years for women and 30 years for men respectively. Retired teachers may be appointed as substitute/consultant teachers.

Teachers in Pre-tertiary education with didactic grade I or holding a [diploma de doctor](#) and proving high professional competences can continue their activity up to 3 years over the age-limit – with the agreement of the Teachers' council and subject to the annual approval of the County School Inspectorate.

Teacher in higher education appointed as profesor universitar or conferențiar universitar can remain in activity until the age of 65. If proving high professional competences teachers appointed as profesor

universitar or conferențiar universitar can continue their activity as permanent teachers up to the age of 70 – with the agreement of the faculty council and subject to the annual approval of the university senate.

According to the law, teachers at all levels of education employed over the retirement age-limit benefit of an additional allowance to their pension, corresponding to the period they have been employed over the retirement age-limit.

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### 8.3. School Administrative and/or Management Staff

According to the provisions of the Teaching Staff Statute (Law 128/1997), the management positions in Pre-tertiary educational institutions are head of school and deputy head of school. Management positions can be occupied only by permanent teachers.

The head of school is directly subordinated to the General School Inspector. The head of school has the legal right and obligation to guide and control the activity of all school personnel, and chairs the administration council and the Teachers' council of the school

The head of school responsibilities are established within the Teaching Staff Statute (Law 128/1997), the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005), as well as within the job-description elaborated by the Ministry of Education, Research and Youth. The head of school main responsibilities can be divided into the following categories:

- To plan, organize, coordinate, monitor and evaluate the entire educational process in the school and the institutional development of the school. Under this category the in-force legislation provides an entire set of specific activities – from elaborating school reports and medium term development plans to students enrolment and repartition in classes, etc.;
- To manage the human resources of the school. Regarding the teaching staff, the head of school has limited competencies – as the teaching staff mobility is entirely managed by the Ministry of Education, Research and Youth through the County School Inspectorates. However, the head of school:
  - Acts as an employer for the non-teaching staff of the school;
  - Monitors and evaluates the performances of the entire personnel of the school;
  - Applies – based on the administration council and/or teacher's council decisions – the legal provisions regarding recompenses and sanctions of the personnel;
  - Guides and assists the professional development of the teaching and non-teaching staff;
- To manage the financial resources of the school. The head of school elaborates the school's budget project and monitors the execution of the approved budget;
- To administrate the school. The head is responsible for the utilization, conservation and development of the material resources of the school and has to ensure that educational conditions provided by the school comply with the national standards.

The main papers that a head of school has to elaborate are as follows:

- The medium term institutional development project of the school, covering the usual 4-year appointment period;
- The semester and annual evaluation reports on the school's entire activity;
- The annual management plan of the school and the semester programmes to implement the management plan;
- Financial and material resources development projects;
- Annual school's budget project.

The deputy head is subordinated to the head of school and to the General School Inspector. The job description is elaborated by the head of school, usually as a result of a negotiation process in establishing the work division in the management of the school. As a consequence, the responsibilities of the deputy head may vary considerably from one school to another.

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Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar

### 8.3.1. Requirements for Appointment as a Head of school

Management positions head and deputy head of school can be occupied only by permanent teachers with at least didactic grade II and 5 years seniority in education, distinguished for their professional, managerial and moral qualities.

According to the provisions of the Teaching Staff Statute (Law 128/1997), teachers in management positions that do not have any attested training in the area of educational management have to attain such a training programme following the appointment.

Candidates for a management position have to be recommended by the Teachers' council of the school and have to prove their professional competence through the "very good" rating awarded for the previous year activity (See 8.2.9.1.).

Appointment for the head and deputy head positions is based on open competitions organised by the County School Inspectorates (open recruitment procedure). The competition involves analyze and evaluation of the CV, as well as an interview to assess the candidate's knowledge in the area of school legislation and educational management. The methodology for organising the competition as well as the topics and the bibliography are approved annually through Ministerial Order.

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### 8.3.2. Conditions of Service

Appointment in a management position is based on an educational management contract and is accomplished by the following authorities (acting as employers):

- The General School Inspector for the deputy heads in all educational institutions;
- The General School Inspector for the heads of kindergartens, primary and gimnaziu level schools, as well as VET schools;
- The Minister of Education, Research and Youth for the heads of high schools and post-secondary non-tertiary education institutions.

As a general rule, the heads and deputy heads are appointed for a 4-year term of office. The conditions of service are established within the Teaching Staff Statute, the Regulation for Organisation and Functioning of Pre-tertiary Education Institutions (Ministerial Order 4925/2005), as well as within the job-description elaborated by the Ministry of Education, Research and Youth. The job-description signed by the two parts – employer and employee – becomes an annex of the individual educational management contract (labour contract).

Heads and deputy heads of schools have reduced teaching norms – as established within the job description and based on the methodological norms elaborated by the Ministry of Education, Research and Youth.

Management personnel can be paid for supplementary teaching periods – in the limit of 4 to 6 periods per week. Working time is of 40 periods per week, including teaching periods. The heads and deputy heads manage their time such as to accomplish all their duties set by the legislation.

The basic salaries of heads and deputy heads of schools are established according to their teaching positions. To the basic salary is added a management indemnity established within the following ranges:

- 15-25% for educatori, învățători or institutori appointed as heads;
- 20-25% for teachers appointed as deputy heads;
- 25-35% for teachers appointed as heads.

The exact management indemnity depends on various factors (number of pupils, canteen and boarding facilities, etc.) and on the managerial performances – as established by the Ministry of Education, Research and Youth. The management indemnity may be revised annually based on the managerial performances as evidenced through the annual individual evaluation. Heads and deputy heads of school may also benefit of the following salary supplements and incentives: indemnity for isolated area, indemnity for special education and orphanages, "merit grade", "merit salary", doctoral supplement, "stability" supplement, "neurological-psychic over-challenge" supplement, mentor-related activities supplement.

Teachers appointed in management positions benefit of teaching post reservation – meaning that upon finishing their term of office they can return to the previously held teaching position. At the same time, upon finishing the term of office, they can compete again for the same or another management position.

The individual professional performances of the heads and deputy heads are evaluated annually by the General School Inspector. The evaluation is similar to the one undertaken by the teachers (See 8.2.9.1.) except that is focused on the managerial duties established within the job-description.

Considering the fact that for all management position in Pre-tertiary education are appointed teachers for a limited period of time, all the general provisions of the legislation concerning condition of service of teachers apply accordingly.

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[Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de invatamant preuniversitar](#)

## 8.4. Staff involved in Monitoring Educational Quality

The guiding and control positions in Pre-tertiary education established within the Teaching Staff Statute are:

- Guiding and control positions in the County School Inspectorates: school speciality inspector and school inspector;
- Guiding and control positions in the Ministry of Education, Research and Youth: general inspector, speciality principal inspector, other positions established through Government Decision.

Management positions in the County School Inspectorates are General School Inspector and Deputy General School Inspector.

Guiding and control positions can be occupied only by permanent teachers. The responsibilities of the guiding and control personnel are established within the Teaching Staff Statute, various Orders of the Minister of Education, Research and Youth, as well as within the job-descriptions elaborated by the General School Inspector/the Minister of Education, Research and Youth. Teachers appointed in guiding and control positions sign individual labour contracts with the employer (depending on the position – the General

School Inspector or the Minister of Education, Research and Youth). The job-description signed by the two parts – employer and employee – becomes an annex of the individual labour contract.

The responsibilities of the inspectors are set such as to make the accomplishment of the County School Inspectorates attributions possible (See 2.6.2.). Inspectors are responsible for the evaluation of the education system and educational process, according to the provisions of the law. The General School Inspector designates a certain number of schools in a specified area of the county for monitoring and evaluation for each inspector. The main responsibilities of the inspectors include:

- School inspections of all types – usually performed by teams of inspectors, according to the procedures, rules and regulations established through Ministerial Order (See 9.4.2.);
- Monitoring and evaluation of various activities performed within the schools in their responsibility;
- Participation in various commissions organised at the level of the County School Inspectorates for educational planning, teachers mobility (selection, recruitment, appointment and transfers), evaluations for awarding the "merit grade" incentive, organisation of national exams for the pupils, etc.;
- Support for and guiding of in-service teacher training through organising various activities at the level of the County School Inspectorate and **Teaching Staff Centre**;
- Coordination of subject competitions organised for pupils.

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#### **8.4.1. Requirements for Appointment as an Inspector**

Guiding and control positions can be occupied by permanent teachers with at least didactic grade II and 8 years seniority in education, distinguished for their professional, managerial and moral qualities. Appointment for guiding and control positions is based on open competitions organised by the County School Inspectorates or by the Ministry of Education, Research and Youth respectively (open recruitment procedure).

The competition for appointment in a guiding and control position is based on:

- Analysis and evaluation of the CV;
- Recommendation from the administration council of the educational institution where the candidate is appointed as permanent teacher;
- Special inspection;
- Practical test (class observation, analysis of lessons, organisation of the inspection);
- Interview before a commission on school legislation, educational management and professional deontology.
- Written examination according to the profile of the position (only for guiding and control positions in the Ministry of Education, Research and Youth).

Appointment in guiding and control positions in County School Inspectorates is accomplished by the General School Inspector with the agreement of the Minister of Education, Research and Youth. Appointment for guiding and control positions in the Ministry of Education, Research and Youth is accomplished through Ministerial Order.

General School Inspectors and the Deputy General School Inspectors (management positions in the County School Inspectorates) are appointed on a contract-basis for a period of 4 years by the Minister of Education, Research and Youth, through an open competition. The General School Inspector position can be occupied by permanent teachers with didactic grade I and 8 years of seniority in education, distinguished for their professional, managerial and moral qualities. The General School Inspector coordinates the entire activity of

the County School Inspectorate and is subordinated to the Minister of Education, Research and Youth through the Secretary of State for Pre-tertiary Education.

The competition for appointment in a management position in the County School Inspectorates is based on:

- Analysis and evaluation of the CV;
- Professional qualities proved in teaching activity, as well as in management and/or guiding and control positions previously held;
- A [diploma de doctor](#) or didactic grade I;
- Interview before a ministerial commission on school inspection, school legislation, educational management and professional deontology.

Appointment of the General School Inspector and of the Deputy General School Inspector is accomplished through Ministerial Order.

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### 8.4.2. Conditions of Service

As a general rule, the inspectors working in the County School Inspectorates, the General School Inspectors and the Deputy General School Inspectors are appointed for a 4-year term of office. Inspectors are appointed by the General School Inspector, with the agreement of the Ministry of Education, Research and Youth, and General and Deputy General School Inspectors are appointed through Ministerial Order. The conditions of service are established within the Teaching Staff Statute, various orders of the Minister of Education, Research and Youth, as well as within the job-description elaborated by the Ministry of Education, Research and Youth. The job-description signed by the two parts – employer and employee – becomes an annex of the individual labour contract.

As part of their activity, inspectors working in the County School Inspectorates have the obligation to perform 2 teaching periods per week. Inspectors can be paid for supplementary teaching periods – in the limit of 4 to 6 periods per week. Working time is of 40 periods per week, including teaching periods. Inspectors manage their time such as to accomplish all their duties set by the legislation.

When acting in schools as part of their duties, inspectors have to follow a set of rules of conduct established within the Ministerial Order regarding organisation and deployment of the school inspection (Ministerial Order 4682/1998):

- To act in schools in accordance with the school inspection procedures, rules and regulations;
- To respect students as participants in the educational process;
- To communicate openly, ensuring at the same time the confidentiality of the data regarding the school and its personnel;
- To objectively evaluate the school's personnel;
- To ensure that data are correctly collected and analyzed;
- To be flexible in evaluations and in application of the inspection procedures, rules and regulations in order to adapt to the concrete situations encountered.

The basic salaries of guiding and control personnel, as well as of management personnel in the County School Inspectorates, are established according to their teaching positions. To the basic salary is added an indemnity established within the following ranges:

30-40% for the speciality inspector;

25-30% for the school inspector;



35-45% for the Deputy General School Inspector;

45-55% for the General School Inspector;

45-50% for the speciality principal inspector or equivalent positions in the Ministry of Education, Research and Youth;

45-55% for the general inspector or equivalent positions in the Ministry of Education, Research and Youth.

The exact indemnity depends on various factors (number of teachers and schools within the jurisdiction of the County School Inspectorate, number of inspectors in the County School Inspectorate, etc.) and on the professional performances – as established by the Ministry of Education, Research and Youth. The indemnity may be revised annually based on the managerial performances as evidenced through the annual individual evaluation. All management and guiding and control personnel may also benefit of the following salary supplements and incentives: "merit grade", "merit salary", doctoral supplement, "stability" supplement, "neurological-psychic over-challenge" supplement.

Teachers appointed in management, and guiding and control positions benefit of teaching post reservation – meaning that upon finishing their term of office they can return to the previously held teaching position. At the same time, upon finishing the term of office, they can compete again for the same or another position.

Individual professional performances of the management and of guiding and control personnel are evaluated annually by the Minister of Education, Research and Youth and the General School Inspector respectively. The evaluation is similar to the one undertaken by the teachers (See 8.2.9.1.) except that is focused on the specific duties.

Considering the fact that for all guiding and control positions in Pre-tertiary education are appointed teachers for a limited period of time, all the general provisions of the legislation concerning condition of service of teachers apply accordingly.

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 128/12/07/1997 privind Statutul personalului didactic

Ordinul ministrului educatiei nr. 4682/28/09/1998 privind aprobarea Regulamentului de organizare si desfasurare a inspectiei scolare

## 8.5. Educational Staff responsible for Support and Guidance

Inter-school logopaedic centers are organised as integrated special education institutions to provide support for the children with speech deficiencies. The logopaedic centers employ logopaedic teachers, qualified in special psycho-pedagogy, psychology or pedagogy; these have the obligation to guide and support teachers in the methodology of language developing and correcting for children with verbal deficiencies.

The Centers for psycho-pedagogical assistance are organised at the level of each county as Pre-tertiary education complementary units subordinated to the County School Inspectorates. In each school with more than 800 pupils psycho-pedagogical assistance units can be organised, according to the existing resources and needs. Schools with less than 800 pupils apply to a psycho-pedagogical assistance unit organised in another school. Psycho-pedagogical assistance centers and units ensure through individual and collective activities the psycho-pedagogical monitoring and counselling of the pupils as well as guidance of the teachers and pupils' parents. In cooperation with the schools and the local community the psycho-pedagogical assistance centers and units also organise school and professional guidance of the pupils, information and documentation activities, etc.

Psycho-pedagogical assistance centers and units employ teachers for the following positions: psycho-pedagogue-teacher, psychologist-teacher, sociology-teacher and social pedagogue-teacher. Working time and attributions of the personnel are as follows:

- 18 periods per week consisting of: psycho-pedagogical assistance organised individually or collectively with the pupils, counselling, examination, pre-guiding and guiding, educational and professional re-guiding, parents and teachers counselling activities, parents meetings, data aggregation for various reports, career information and counselling, research activities, and 2-4 teaching periods;
- 22 periods per week consisting of: scientific and methodological preparation, preparation and collection of examinations data, establishment measures and elaborating programmes for psycho-pedagogical intervention and evaluation, documentation, cooperation with the local community.

Due to the fact that logopaedic centers, psycho-pedagogical assistance centers and units employ teachers, all the provisions of the Teaching Staff Statute (Law 128/1997) apply accordingly regarding initial and in-service training, conditions of service, mobility, salaries, retirement and pension, etc.

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

## 8.6. Other Educational Staff or Staff working with Schools

Auxiliary teaching positions (also referred to as "auxiliary didactic functions") in Pre-tertiary education are established within the Teaching Staff Statute (Law 128/1997) and are as follows: librarian, ICT assistant, laboratory assistant, technician, school-pedagogue, animator-instructor, instructor for extra-school education, social assistant, and music assistant. The Ministry of Education, Research and Youth in cooperation with the Ministry of Labour, Social Solidarity and Family can establish other auxiliary teaching positions, according to the dynamics of the education system. Based on this provision of the law, school secretary and, recently, school-mediator (school-community relationship mediator for certain target-groups) have been added to the existing auxiliary teaching positions.

The minimum requirements regarding initial training of the auxiliary teaching staff are established by the Teaching Staff Statute and are as follows:

- Librarian: graduation of an educational institution, specialisation librarian or of an educational institution that provides professional training in the specialisation;
- ICT assistant: graduation of a Pre-tertiary or higher education institution in specialisation;
- Laboratory assistant and technician: graduation in the specialisation of the position of a post high school or of a high school, followed by a initiation training programme in the conditions established by the Ministry of Education, Research and Youth;
- School pedagogue: graduation of a high school;
- Animator-instructor: graduation of a higher education institution, a post high school, a pedagogical high school, or of another high school followed by the graduation of the special courses for obtaining the aptitudes attestation for this position;
- Instructor for extra-school education: graduation of a high school or a pedagogical high school;
- Social assistant: graduation of a short- or long-term higher education institution, or of a post high school in the specialisation of the position;
- Music assistant: graduation of a short- or long-term higher education institution, or of a post high school in the specialisation of the position.

The selection, recruitment and appointment process for auxiliary teaching staff is based on open competition (open recruitment procedure). The appointment is accomplished by the head of the school, with the agreement of the administration council.

The structure and the number of workplaces for the auxiliary teaching positions are established by the County School Inspectorates, based on the normative criteria set by the Ministry of Education, Research and Youth for each category of personnel.

Depending on the size of the school, the following categories of non-teaching staff may be employed (all appointed by the head of school through open recruitment procedure):

- Typist, secretary and chief secretary;
- Accountant, chief accountant;
- Caretaker;
- Cleaning and maintenance personnel.

For every position herein mentioned, the head of school has the obligation to elaborate the exact job-description. The job-description is signed by the employer and the employee and becomes an annex of the individual labour contract.

Auxiliary teaching staff benefit of certain facilities, established within the Teaching Staff Statute (Law 128/1997): "merit grade" and "merit salary", paid leave with up to 10 days longer than for similar positions in other sectors, support for in-service training, etc.

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Muncii, Familiei si Egalitatii de Sansa

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 8.7. Statistics

Teaching staff by education level/type of institution, in 2007/2008:

	Total
Teaching staff	276849
Pre-school education	37348
Primary education and gimnaziu	138972
of which special education	6151
Liceu	61620
Școala de arte și de meserii	5939
Post-secondary non-tertiary education (școala postliceală)	1006
Tertiary education	31964

Source: Romanian Statistical Yearbook, 2008, National Institute of Statistics.

## 9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

According to the Education Law (Law 84/1995, republished, subsequently modified and completed), the Ministry of Education, Research and Youth has the responsibility to evaluate both the education system and the educational process, according to national standards and through specialised institutions.

Evaluation of the education system and of the educational process has an internal component – entirely performed at the level of the educational institution, and an external component – performed by the following bodies:

- The County School Inspectorates for the evaluation of the educational process in pre-university education;
- The Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) for the institutional evaluation of pre-university education institutions;
- The Romanian Agency for Quality Assurance in University Education (ARACIS) for the evaluation of the higher education institutions (both process and institutional evaluation);
- The Ministry of Education, Research and Youth for the evaluation of the entire education system.

The main purpose of the evaluation performed at various levels is to improve the quality of the system and of the education and training provided. In this respect, besides the diagnosis dimension, the evaluation has also an important supportive dimension – being considered as the main modality to assess the existing problems and to plan and carry out amelioration measures. This applies to the level of the educational institutions, to the local level and to the national level. In order to become the basis for the educational policy at various levels, all the evaluation processes are materialised through detailed reports on every aspect evaluated.

The evaluation reports are aggregated from the level of the educational institutions up to the national level through the bodies responsible with the external evaluations. At the end of each school year the General School Inspector draws up a report on the status of education in the respective county. The report is sent to the Ministry of Education, Research and Youth, the Prefect, the County Council, the Local Councils and is made public for all the educational institutions located in the county. The information collected from the reports elaborated at the County School Inspectorates level, as well as the evaluation reports of the ARACIP and ARACIS are analyzed at the level of the General Directorates of the Ministry of Education, Research and Youth. Finally, the Ministry of Education, Research and Youth elaborates the annual report on the status of education and training in Romania and submit it to the Parliament. The annual national report becomes the basis for the planning in the education and training sector for the next year and it also constitutes an instrument in establishing the medium- and long-term strategies of the Ministry of Education, Research and Youth.

Additionally to the national evaluation system, Romania participates to the international surveys PISA, PIRLS and TIMSS. The findings from these surveys are interpreted within the concrete context of the Romanian education system and further used in the educational policy. Moreover, starting 1995, Romania conducted several internal surveys on the grade IV pupils in order to assess the quality of the education provided during primary education. Besides the results of the national and international surveys, the overall results of the pupils to the national final exams at the end of grade VIII and at the end of high school constitute major reference points in the overall evaluation of the educational process.

Please refer to subsections for more details.

Romanian Agency for Quality Assurance in Pre-university Education

Ministerul Educatiei, Cercetarii si Tineretului

Agentia Romana de Asigurare a Calitatii in Invatamantul Superior

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 9.1. Historical Overview

The first laws on education in Romania, promulgated in 1864, referred the control and evaluation function of the education system, functions ascribed to school "revisers" and "sub-revisers" in every county of the country.

Every school had an inspection file in which the results and recommendations of the control and evaluation activities were recorded. The School Reviser could take punitive measures should teachers infringe the school regulations. Following each inspection activity, he had to draw up an inspection report addressed to the Minister. At the end of the school year the School Revisers Board would develop a detailed report on the Condition of Education, which, too, was to be handed to the Minister of Public Instruction.

The Law on Primary and Normal-Primary Education, endorsed in 1896, stipulated the change of school revisers name into school inspectors. There were many types of inspectors: inspectors general, territorial (local) inspectors, county inspectors, sub-inspectors classified by form of education and specific subjects. They were recruited either from graduates of pedagogical high schools or from teachers who were awarded the I-st Grade. Besides their assessment and control functions, the school inspectors were obliged to inform teachers on the major educational issues: specific teacher training matters, regulations and laws elaborated by the Ministry of Public Instruction, etc.

The evaluation model used until 1990 was conceived for a centralised education system, putting an important accent on a rigid bureaucratic control. The evaluators were the bodies of inspectors coming from the Ministry of Education or from County School Inspectorates. (Inspectorates are the representatives of the Ministry of Education in a county, responsible for inspection of schools in their geographical area). The evaluation focused almost exclusively on the teaching staff. The report produced as a result of the evaluation contained a description of the situation observed and some bureaucratic recommendations for improvement.

Starting with 1990, the pressure coming from the Ministry of Education decreased as a result of the decentralisation process. The new context facilitated initiatives coming from regional educational authorities, responsible for school inspection. Each County School Inspectorate produced its own evaluation sheet of teaching staff and used its own inspection model. This situation could not continue since the local inspection model could not be in accordance with the national policy concerning school evaluation, elaborated by the Ministry of Education, Research and Youth, and could not respect the same quality standards. On the other hand, the inspectors responsible for the elaboration of new inspection models were not especially trained for this activity and their competencies were based mainly on the experience obtained in the old centralised system.

Within the framework of the education reform, the central administration paid a special attention to school evaluation, considering it as being a very efficient tool, useful in the process of evaluation of the whole education system. In order to ensure a coherent and realistic evaluation of schools, the legislative framework has been developed. It includes the Ministerial Order 4682/1998 for the implementation of the new inspection model, Government Ordinance No 75/2005 concerning the quality assurance of education, Law no 87/2006 for the approval of Government Ordinance No 75/2005 concerning the quality assurance of education.

The management of the whole system of school evaluation is the responsibility of the Ministry of Education, Research and Youth. The evaluation is conducted by its representatives: bodies of inspectors from the

Ministry or from County School Inspectorates and the National Commission for Evaluation and Accreditation of Pre-university Education.

The importance given to external evaluation conducted by bodies of inspectors is underlined by the Law 128/1997. It stipulates that the inspection reports are further used for diagnosis and prognosis of the education system and for making conclusions and proposals presented to executive and legislative bodies.

[Istoria învățământului din România Vol. I \(de la începuturi până în 1821\)](#)

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

[Romanian Agency for Quality Assurance in Pre-university Education](#)

[Agentia Romana de Asigurare a Calitatii in Invatamantul Superior](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

[Hotărârea Guvernului nr. 858/16/08/2002](#)

[Legea nr. 128/12/07/1997 privind Statutul personalului didactic](#)

[Legea nr. 196/20/12/1999 pentru aprobarea Ordonantei Guvernului nr. 87/1998 privind înființarea Comisiei de Evaluare si Accreditare a Învatamântului Preuniversitar](#)

[Ordinul ministrului educatiei nr. 4682/28/09/1998 privind aprobarea Regulamentului de organizare si desfasurare a inspectiei scolare](#)

## 9.2. Ongoing Debates and Future Developments

The most important achievements in the recent years in evaluating the education system and process in Romania are as follows:

- The establishment and implementation of a national standardised school inspection;
- The establishment of national criteria and procedures, as well as national organisms for the institutional evaluation of the educational institutions.
- The adoption by the Government Decision of National Standards for approval and accreditation and of the national reference standards for pre-university education, under which educational establishments develop the self-assessment report of the institutional development of the education unit and is the basis starting for the external assessment.

The standardisation of the evaluation of the educational process in pre-university education – performed through the school inspection – has produced the expected results beginning with 1999/2000. The main achievement in this area is probably the change in the focus of the school inspection from a control with possible punitive effects, to a process to support quality improvement and to guide educational managers towards better performances. However, after a number of years of constant application of the new school inspection model, certain issues were brought into attention of the decision-makers. These include, among others, the problem of the time-span of the full school inspections, mostly in what regards implementation of the corrective measures – considered to be too large and thus reducing the efficiency of the process. In this regard it has been proposed a re-consideration of the concept of full inspection, moving towards inspections more focused on specific issues. Secondly, the monitoring system needs to be improved – meaning a more close and regular assessment on the progress of the schools in implementing corrective plans following an inspection. Finally, it has been proposed to develop more flexible and less formal internal

evaluations – through an increased correlation between the institutional development plans of the schools, the annual internal evaluations and the school inspections.

Evaluation has become an effective part of the initial/periodical evaluations, in pre-university education and tertiary education. Considering the importance of the process for improving quality of educational conditions in the first place, supplementary funds have been secured from the state budget in order to increase the institutional capacity. Following this measure, the human resources involved in the institutional evaluation has improved – both quantitatively and qualitatively.

Regarding the overall evaluation of the education system, it has been assessed that a number of key-elements are either missing or underdeveloped for the time being. This refers most of all to sound data and information support for the evaluation of the system, with direct effect on the very basis of the educational policies. Consequently, within the Rural Education Project financed from the state budget and a loan from the World Bank, it has been proposed a component entirely dedicated to this major problem. The component Strengthen Monitoring, Evaluation and Policy Making Capacity of the project aims to ensure the sustainability of education reforms by strengthening the Ministry of Education, Research and Youth analytical capacity at national and local levels for policy analysis and formulation, as well as for planning and evaluation. These objectives will be achieved through establishing the National Education Indicators Set, improving the National Education Data Base, and preparing a National Assessment of Basic Education, as follows:

- Establishing the National Education Indicators Set (NEI). The objective of establishing the NEI is to select and define an agreed-upon set of education indicators for monitoring and tracking the performance of the Romanian education system, drawing strongly on the developments in the area at European level (Standing Group on Indicators results, etc.);
- Improving the National Education Database (NED). The National Education Database will improve the existing one to reflect the new indicators that will be established and to make it accessible to stakeholders throughout the country. The outcomes sought are a revised national computerized education database; procedures, rules and regulations on accessing the NED; and open access to the database for Ministry of Education, Research and Youth officials, other central managers and policy-makers, county inspectorates, and local school and administrative officials. The database will contain raw data on the education system, at least for compulsory education; processed educational indicators in easily read formats, broken down at least by county and by rural/urban areas; results of national pupils' assessments, evaluations and examinations with similar breakdowns; and an electronic library of research results on education;
- Preparing a National Assessment of Basic Education. The Ministry of Education, Research and Youth has decided to undertake an overall assessment of Basic Education (grades I to X) using information on indicators from the NED, pupils assessment results on national examinations and in the international pupil achievement studies in which Romania is participating, and commissioned studies of specific issues. The objectives of preparing a National Assessment of Basic Education are twofold: (i) to provide the opportunity for a national public dialogue on the Romanian Education system after the reforms implemented so far; and (ii) to provide an empirical analysis of the performance of basic education upon which to plan further improvements in the area.

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### 9.3. Administrative and Legislative Framework

The Education Law (Law 84/1995, republished, subsequently modified and completed) establishes the Ministry of Education, Research and Youth as the organising body responsible for the evaluation both of the



education system and of the educational process, according to national standards and through specialised institutions.

The criteria and procedures related to school inspections are defined at national level, within the Ministerial Order 4682/998. This document contains two sections:

- Inspection Model – specifies the purpose of inspection, the code of conduct for inspectors, the range of activities which will be evaluated, criteria and procedures to be used, the structure of the inspection report and how to make public the information related to inspection results;
- Guidance for Inspectors – provides further information for inspectors on: how to apply the inspection model to various schools, how to judge the quality of school's activities and how to report their findings.

The National Assessment and Examination Service (SNEE) was established in 1998 through the Government Decision 327/1998, as a national centre providing educational assessment and examination expertise. The main aim of the SNEE is the establishment and monitoring of a new assessment and examination system of the pupils, within a larger international context.

In order to develop the institutional evaluation and to create a national framework for pre-university authorisation and accreditation, was established the National Commission for the Evaluation and Accreditation of Pre-university Education replaced by ARACIP. The corresponding national standards for the institutional evaluation were set through the Government Decision 127/2000.

The number of higher education institutions (including private ones) and the enrolment quotas increased rapidly after 1990, altogether with a large diversification of the specialisation of studies offered. Following this development, in 1993 the legal framework for the accreditation of the higher education institutions and diplomas recognition procedures was established (Law 88/1993 amended through Law 144/1999) – setting the national quality standards for higher education providers.

The evaluation process of tertiary education institutions is accomplished through internal evaluation, and external evaluation – the second being performed by the Romanian Agency for Quality Assurance in Higher Education. (ARACIS). The ARACIS was founded in 2005. The regulation for organising and functioning of the ARACIS and the evaluation commissions has been approved through the Government Decision 1527/2005.

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Hotărârea Guvernului nr. 127/18/02/2000 privind aprobarea standardelor naționale de evaluare a instituțiilor de învățământ preuniversitar

Hotărârea Guvernului nr. 243/01/04/1999

Government Ordinance no. 75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006

Government Ordinance no. 1258/2005 with the approval of the Regulation regarding the organization and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP) including further amendments

Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards and the accreditation and periodic evaluation standards for the pre-tertiary schools

Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions

Hotărârea Guvernului nr. 528/10/08/1994 privind aprobarea regulamentelor de desfasurare a activitatii Consiliului National de Evaluare Academica si Acreditare si a comisiilor de evaluare

Legea nr. 196/20/12/1999 pentru aprobarea Ordonantei Guvernului nr. 87/1998 privind înfiintarea Comisiei de Evaluare si Acreditare a Învatamântului Preuniversitar

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Ordinul ministrului educatiei nr. 4682/28/09/1998 privind aprobarea Regulamentului de organizare si desfasurare a inspectiei scolare

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 9.4. Evaluation of Schools/Institutions

The management of the whole system of pre-university evaluation is the responsibility of the Ministry of Education, Research and Youth. The evaluation is conducted by its representatives: bodies of inspectors from the Ministry or from County School Inspectorates and the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP).

The General Directorate for Evaluation, Prognosis, Strategies and Programmes for Pre-University Education within the Ministry of Education, Research and Youth is responsible for drawing up an annual report on the state of pre-university education, which is submitted to the Parliament. Also, the development trends of the pre-university and higher education are presented. The annual report is public.

The Control Department within the Directorate for Audit of the Ministry of Education, Research and Youth is an administrative, financial control office for the activity of the school network as well as the personnel of the ministry itself. The control activities may be ordered by the Minister of Education, Research and Youth, the Control Department of the Government or by the Presidency. The control structure contains two main sections: the administrative control and the financial control. The main responsibilities of the Control Department are:

- To submit legislative proposals, methodologies, reports, studies, researches, briefings, thematic planning and control graphics, questionnaires, examination subjects and evaluation criteria;
- To inform the ministry on exceptional circumstances and events occurred in schools;
- To organize and monitor the educational activities as well as the activities performed by the inspectors of the Ministry of Education, Research and Youth;
- To organize the in-service training of the inspectors from the Control Department;
- To coordinate the implementation of the reform and development strategies, as well as all control activities over the subordinate units;
- To analyze the management of the exceptional events or situations occurred in schools on a regular basis;
- To analyse the compliance of the subordinated bodies with the tasks and duties formulated by the previous inspections on a regular basis.

The Law 87/2006 established the ARACIP, and specified the general objectives of the evaluation carried out by sub-commissions of experts:

- To ensure that minimum quality standards, set up at national level, are achieved in all evaluated schools;
- To offer equal opportunities for increasing the quality of education provided in all schools.

ARACIP has also other responsibilities related to the school evaluation as:

- elaborates, brings up to date and suggests the Minister of Education, Research and Youth the reference standards and the quality standards for the evaluation and quality assurance in pre-university education, as well as the institutional evaluation methodology approved by Government Decision;
- realizes the evaluation and the accreditation of education providers in pre-university education;
- suggests the Minister of Education, Research and Youth the foundation accreditation of education institutions in pre-university education, for each level, study programme and vocational qualification, depending on the case. The foundation and accreditation are approved by an order of the Minister of Education, Research and Youth;
- realizes, based on contracts and upon the request of the Minister of Education, Research and Youth, the quality evaluation in pre-university education;
- suggests the Minister of Education, Research and Youth the accreditation of the organizations which provide vocational training programmes;
- realises, together with the school inspectorates and the resort divisions of the Ministry of Education, Research and Youth, the monitoring and the quality control;
- realizes, at least once every 3 years, the evaluation of the accredited education institutions;
- elaborates textbooks for internal evaluation and good practice guides;
- elaborates periodically, at least once every 4 years, system analysis regarding the quality of pre-university education in Romania and recommendations for the improvement of the quality of pre-university education.

Pre-university education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Youth through the County School Inspectorates – acting as local (county) level decentralised specialised bodies. The County School Inspectorates have, among other attributions, the main role to ensure quality of the education and observance of the national standards through the school inspection. Following the evaluations of the schools, County School Inspectorates elaborate annual evaluations reports on the county level education system. Based on this evaluation and the national educational policy, establishes the management plan for the next school year, detailing objectives, activities, resources and responsibilities.

ARACIS and its subordinated evaluation commissions are responsible for the evaluation and accreditation of Romanian higher education institutions. It is an independent, autonomous body, with its own structure and organization. The main duties of the ARACIS are as follows:

- To set up valid standards of academic evaluation and accreditation.
- To draw up a report (based on reports submitted by the evaluation sub-commissions subordinated to it) which proposes the issuing (or not issuing) of the provisory working authorization to each faculty, college or specialisation. This report is also submitted to the Ministry of Education for approval.
- To draw up an academic evaluation report of all faculties, colleges and specialisations from higher education institutions, which will be submitted for approval to the Ministry of Education every five years.
- To perform annual inspections in the institutions which they were granted the provisory working authorization, in order to verify the compliance with the standards stated when the authorization was granted.

*Evaluarea academică a instituțiilor de învățământ superior*

*Agentia Romana de Asigurare a Calitatii in Invatamantul Superior*

*Agenția Română de Asigurare a Calității în Învățământul Preuniversitar*

Ministerul Educatiei, Cercetarii si Tineretului

Legea nr. 88/17/12/1993 privind acreditarea institutiilor de învățământ superior si recunoasterea diplomelor (republicata)

Ordinul ministrului educatiei nr. 4664/31/07/2003

Government Ordinance no. 75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006;

### 9.4.1. Internal Evaluation

Main objectives of school internal evaluation are related to the provision of necessary information for monitoring the school's whole activity and for external evaluation. School internal evaluation is intended to validate the school as a corporate entity.

A commission for evaluation and quality assurance is set up in each educational institution, which elaborates and implements the strategy for quality assurance and the regulation for the functioning of this commission.

The recommended criteria used for school internal evaluation are those included into the National Inspection Model applied by inspectors coming from County School Inspectorates or from the Ministry of Education, Research and Youth, who carry out external evaluations. However, schools may decide to use other criteria in addition – depending on their specific needs. All the schools have to evaluate their activities regarding school development, educational programmes, curricular and extra-curricular activities, and the quality of the teaching-learning process, human resources development, community relationship and European dimension in education annually.

There are no standard procedures for the internal evaluation. However, the most used procedures for the evaluation of the teaching-learning process may include: visits to classes and observation of lessons (minimum 120 lessons assisted per school year), analysis of pupils' work and results, examination of planning documents (annual and semester planning of subjects, lesson plans) elaborated by the teachers. The heads of schools also gather information through meetings with the teaching staff, meetings with parents, examination of administrative and financial documents. They also use the last inspection reports and statistics about the context in which schools carry out their activities.

Internal evaluation results are used at the school level by the head of school and the administration council for analysing the quality of educational and administrative activities and making decisions concerning the objectives of the educational policy and institutional development. At local authorities level the results are used by the Local Councils for making decision concerning schools' financing, and by the County School Inspectorate for producing diagnosis and prognosis studies, as well as the annual report on the status of education in the county. Internal evaluations are also used in order to support external evaluations

Ministerul Educatiei, Cercetarii si Tineretului

Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar

### 9.4.2. External Evaluation

#### 9.4.2.1. External evaluation of pre-university institutions

External evaluation of pre-university institutions is carried-out by County School Inspectorates and by Romanian Agency for Quality Assurance in Pre-university Education (ARACIP).

Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

#### 9.4.2.1.1. Evaluation carried out by County School Inspectorate

Pre-university education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Youth through the County School Inspectorates acting as local (county) level decentralised specialised bodies. All pre-university education institutions are evaluated on a regular basis by school inspectors regarding the educational process.

The school inspections are mainly performed by the inspectors of the County School Inspectorates. On certain occasions, inspectors of the Ministry of Education may perform school inspections – as part of the evaluation of the County School Inspectorates activity or in order to elucidate complains registered with the Ministry of Education, Research and Youth. The objectives of school inspections and the procedures, rules and regulations that govern the school inspections are established through ministerial order. The school inspection has the following main purposes:

- To support schools and teaching staff to improve education and training activities;
- To support evaluation of the quality of the educational offer and the school performances of the students – at local, county and national level – by providing accurate information to the decision makers through the inspections reports. Schools to be inspected are chosen by the County School Inspectorate at the beginning of each semester, on the basis of the conclusions included in the last inspection report and the overall performance of the school. Inspections can be:
  - Full inspection, which evaluates the whole activity of the school;
  - Thematic inspection, which evaluates a range of topics related to the activity of the school (aspects to be inspected are decided either at county level or at national level). The main objective of thematic inspections is related to the stage of implementation of different legislative initiatives adopted by the Ministry of Education, Research and Youth;
  - Special inspections as part of the individual teachers' evaluations for obtaining "on-the-job-confirmation" and didactic grades.

In both full inspection and thematic inspection, the school is evaluated as a corporate entity. School inspectors must report both on educational and administrative tasks performed by the school. During a school inspection, the inspectors focus on all or part of the following aspects:

- The school performances of the students in comparison to the national educational standards;
- The school's methods to encourage and support students' personal development;
- The quality of the teaching staff activities;
- The quality of the management and the efficiency in using the resources;
- The quality of the curriculum, the quality of the extra-curricular activities and the ability of the school to implement the national and the school-based curriculum;
- School-parents relationship;
- School-local community relationship;
- Compliance with the in-force legislation, procedures, rules and regulations;
- Students' attitude towards the education offered by the school.

During the school inspections, as well as in their entire activity, the inspectors have to strictly obey to a specific set of rules of conduct.

Usually a school inspection is conducted of a team of 2 to 8 inspectors of which one is nominated by the General School Inspector as the coordinator. The inspection team must possess the necessary competencies for evaluating school educational tasks (at least six subjects, including the Romanian language, mathematics and sciences) and school administrative tasks. According to the size of the school and the aspects envisaged, a school inspection can take up to 5 working days. If necessary, the inspectors can conduct sociological enquires in order to collect specific information on certain subjects and/or aspects from the school's life.

The main phases of a school inspection are as follows:

- Selection of the school, establishment of the objectives of the inspection and nomination of the inspection team;
- Pre-inspection activities:
  - In school: meetings of the inspection team coordinator with the head of school and the teachers' council to inform on and to plan the inspection;
  - In County School Inspectorate: meetings of the inspection team to establish roles and to plan the activities;
- Inspection activities:
  - Analysis of school's documents;
  - Observation of lessons (55% - 65% of the total time spent in school by the inspection team);
  - Group discussions (personnel, parents, students);
  - Regular meetings of the inspectors;
- Post-inspection activities:
  - Oral report of the inspection team coordinator to the head of school, heads of department and inspected teachers on the preliminary results of the inspection;
  - Written report of the inspection team on the results of the inspection;
  - Oral report of the head of school to the administration council and the parents, based on the inspection's written report;
  - Improvement plan elaborated by the head of school and approved by the inspection team coordinator;
  - Implementation of the improvement plan.

In order to establish the results of the inspection, the inspection team uses a 1 to 5 rating scale, with 1 for "very good" and 5 for "very poor". On each inspected aspect the inspection team applies national evaluation standards detailed in descriptors for the ratings "good", "acceptable" and "poor". The in-between ratings are at the decision of the inspection team. The improvement plan to be elaborated by the head of school following the results of the inspection has to focus on all inspected aspects, but mainly on the aspects ranked "poor" or "very poor". Monitoring of the implementation of the improvement plan is usually performed by the inspector in charge of the given school (not necessarily the inspection team coordinator). Occasionally, for schools with very poor results for most of the inspected aspects, the general inspector or one of the deputy general inspectors can monitor the implementation of the improvement plan.

The quality assurance system of the school inspection is based on four pillars:

- Compliance with the established procedures, rules and regulations;
- Well trained inspectors;
- Local monitoring and evaluation;
- National monitoring and evaluation.

National level monitoring and evaluation is performed by the inspectors of the Ministry of Education, Research and Youth and involves feedback reports from the inspected schools.

Schools with excellent performances on all inspected aspects can be nominated by the minister of education as an example of good practice nationwide. Schools with very poor results can be included in local and/or national improvement and development plans in order to correct the existing situation.

Schools with results below the minimum national standards, noticed in the last full inspection, are included in a special inspection programme, conceived and implemented both by the Ministry of Education, Research and Youth and by the County School Inspectorate concerned. Inspectors involved in this plan are designated to provide a long term support and assistance.

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Ordinul ministrului educatiei nr. 4682/28/09/1998 privind aprobarea Regulamentului de organizare si desfasurare a inspectiei scolare

#### 9.4.2.1.2. Evaluation carried out by ARACIP

According to the Government Ordinance 75/2005, ARACIP has in its structure 2 departments – the Department for Accreditation and the Department for External Quality Evaluation, as well as other services and operational compartments. ARACIP is led by a president, designated by the Minister of Education, Research and Youth

For the external evaluation, ARACIP uses external collaborators, experts in evaluation and accreditation, registered in the Register of experts for evaluation and accreditation, selected according to the provisions of the Order of the Minister of Education, Research and Youth no. 5338/2006 regarding the approval of the Methodology regarding the selection and training criteria of the experts registered in the ARACIP Register of experts for evaluation and accreditation, as well as the Training Programme of experts for evaluation and accreditation of ARACIP.

Each new founded education institution will be submitted to an evaluation procedure in two stages: the **temporary authorisation and the accreditation**;

According to the law, the accreditation implies the following two phases:

- The authorisation for temporary functioning, which gives the right for deployment of the education process and to organize, if needed, the study admission;
- The accreditation, which gives the right to issue diplomas, certificates and other study documents recognized by the Ministry of Education, Research and youth and to organize, if needed, a graduation exam.

**The accreditation** of the education institutions also certifies that the education processes, especially the teaching-learning processes, respect the legal provisions, and the **learning outcomes** are the ones expected and respect, at the same time, the national curriculum frameworks and standards.

The accredited institutions submit to a **periodical evaluation** every 5 years. The purpose of this evaluation is to check if the education institution maintains the level of the national accreditation standards. Therefore, the **periodical evaluation is equivalent to a re-accreditation**.

The external evaluation procedures for accreditation and periodical evaluation of the education institutions are deployed according to the provisions of the Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions.

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Government Ordinance no. 75/2005 regarding quality assurance of education, approved with amendments by the Law no. 87/2006;

Government Ordinance no. 1258/2005 with the approval of the Regulation regarding the organization and functioning of the Romanian Agency for Quality Assurance in Pre-tertiary Education (ARACIP) including further amendments.

Government Ordinance no. 21/2007 regarding the approval of the temporary functioning standards, the accreditation and periodic evaluation standards for the pre-tertiary schools.



Government Decision no. 22/2007 for the approval of the Methodology of institutional evaluation for authorisation, accreditation and periodical evaluation of the education institutions

#### 9.4.2.2. External evaluation of higher education institutions

Assurance of the quality of the educational process in higher education is accomplished through periodic evaluations. Evaluation is performed at the level of the university specialisations and/or at the level of institutional structures. The evaluation at the level of institutional structures is carried out for departments, colleges, faculties and/or higher education institutions. The evaluation process is accomplished through internal evaluation, within the respective higher education institution, and external evaluation accomplished by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), according to the law. Evaluation commissions by reference domain, profile and/or specialisation are established as permanent organisms subordinated to the ARACIS in order to effectively carry out the external evaluation of the higher education institution.

The academic evaluation and the accreditation procedure are based on an assembly of general criteria and obligatory standards. The criteria refer to the fundamental organising and functioning domains specific to higher education: teaching staff, educational content, material basis, research activity, financial activity, and institutional, administrative and management structures. The standards refer to each criterion and specify the minimum obligatory levels during the evaluation and accreditation period (these levels are differentiated for the provisory functioning period and for the period subsequent establishment through the law). The general criteria and the basic obligatory standards are set by the law whilst the specific criteria by reference domain and specialisation of study are established by the evaluation commissions subordinated to ARACIS.

The authorisation for provisory functioning is withdrawn through Government Decision for the faculties, colleges and specialisations found below the national standards, as proved by the negative evaluation reports of the ARACIS. The respective faculties, colleges and specialisations enter a liquidation procedure starting with the first year of study. In case of the accredited higher education institutions a negative report of the ARACIS for certain faculties, colleges and specialisations determine first a warning from the Ministry of Education, Research and Youth. In case that after one year a second negative report is issued following a second evaluation, the respective faculty, college or specialisation enters with the first year of study in liquidation procedure through Ministerial Order.

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### 9.5. Evaluation of the Education System

The overall evaluation of the national education system in Romania is performed annually by the Ministry of Education, Research and Youth, based on the following inputs:

- The results of the national final exams and of the international assessment surveys;
- Reports, surveys, country monographs and other studies elaborated by various European and international organisms and institutions;
- The evaluation reports elaborated by the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) and the Romanian Agency for Quality Assurance in Higher Education (ARACIS);
- The annual evaluation reports elaborated by the County School Inspectorates.

Romania participates in the international surveys PISA, PIRLS (conducted by the National Assessment and Examination Service) and TIMSS (conducted by the Institute for Educational Sciences). Evaluation of the education system is also based on the results obtained by the pupils at the final exams – the exam at the end of grade VIII and the Bacalaureat exam. Following the reform of the assessment and examination system in pre-university education, both these exams have gained a national character – through the standardisation

of the content, administration and assessment procedures. This has led to reliable data to be used in evaluating the quality of the education provided and in elaborating educational policies.

However, within the framework of the education reform, it became a priority to establish a National Programme for the Assessment of Educational Progress in Romania – once the changes on the assessment and examination system have been designed and put into practice. With the major aim of establishing and monitoring the educational standards over time, the National Assessments complement the functions of national examinations creating, concomitantly, a more balanced diagnosis of this field at a certain period of time. In Romania, previous National Assessments at grade IV have been conducted in 1995, 1996, and 1998. Starting with the year 2000, the National Assessment and Examination Service has proposed a National Programme for the Assessment of Educational Progress in Romania having the following major aims:

- Selection of grade IV – the end of primary education – as a first key stage for assessment, to be followed in the years to come by other key stages like VI, VIII and, possibly XI grades;
- Selection of Mother Tongue (reading and writing) and Mathematics, possibly Sciences and Foreign Languages to be added in the future as the key subjects for assessment;
- Identification of the main changes over time in students' academic progress and achievement;
- Provision of reliable data on the impact of the new curricula, textbooks, and other important reform measures and changes on the Romanian education system;
- Provision of reliable measures of the degrees and levels of functional literacy, as well as mathematical and science literacy of the students at various education levels and curricular cycles.

The main purpose of the evaluation performed at various levels is to improve the quality of the system and of the education and training provided. In this respect, besides the diagnosis dimension, the evaluation has also an important supportive dimension – being considered as the main modality to assess the existing problems and to plan and carry out corrective measures. This applies to the level of the educational institutions, to the local level and to the national level. In order to become the basis for the educational policy at various levels, all the evaluation processes are materialized through detailed reports on every aspect evaluated.

The information provided within the annual reports elaborated by the County School Inspectorates, the ARACIP and ARACIS, are aggregated with the results of the national final exams and, if available, the various external studies at the level of the General Directorates of the Ministry of Education, Research and Youth. Finally, the Ministry of Education, Research and Youth elaborates the annual report on the status of education and training in Romania and submit it to the Parliament. The annual national report becomes the basis for the planning in the education and training sector for the next year and it also constitutes an instrument in establishing the medium- and long-term strategies of the Ministry of Education, Research and Youth.

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## 9.6. Research into Education linked to Evaluation of the Education System

The research on education commissioned in the last years by the Ministry of Education, Research and Youth has mainly focused on the evaluation of specific aspects of the education system in Romania – with the purpose of continuing and further developing of the education reform. Besides the international studies, the studies conducted by the Ministry of Education, Research and Youth, by the Institute for Educational Sciences

and by other institutional structures and organizations have led in principal to the establishment of the current strategic priorities of the education reform in Romania, as well as of the measures necessary to address the problems that have been identified.

The researches on education performed at the level of the system in the recent period and having a significant impact on the education reform envisaged the following main thematic areas: access to education, quality of education, restructuring of the pre-university education, responsiveness of T/VET to the labour market requirements, lifelong learning, and decentralization of the administration and financing of education. Among the studies conducted within these thematic areas can be mentioned the following:

The survey regarding education in the rural area in Romania:

- General objective: to improve the quality of education in the rural area and to increase the access to education of the entire school population in this area;
- Specific objectives:
  - To diagnose the state of education in the rural area;
  - To assess the educational policies regarding the rural area, the role and involvement of the local community in the schools' problems, and the solutions adopted at local level in order to transfer these in similar contexts;
  - To identify some strategies likely to improve the quality of education in the rural area, as well as of programmes of educational intervention, implying development of skills and encouragement of community initiatives at the level of institutions and other actors involved in education;
  - Dissemination of study's results.
- Methods and techniques:
  - Questionnaire-based survey regarding: material resources, financing of schools, human resources, the role and level of involvement of the local community, enrolment, school performance, opportunities for continuing education, and economic, social, cultural and demographic context;
  - Interviews and focus groups;
- Impact:
  - The results of the research have been published in "Rural Education in Romania – Conditions, Challenges and Strategies of Development" –Ministry of Education, Research and Youth – Institute for Education Sciences, Bucharest;
  - The results of the research have contributed, together with other surveys performed later on, to the elaboration of the Rural Education Project– project that will extend over a period of 6 years, financed by the Romanian Government and a loan from the World Bank;

The study regarding the curricular reform in Romania:

- General objective: to evaluate the implementation level of the national curriculum for compulsory education;
- Specific objectives:
  - To evaluate from a historical perspective the curricular reform;
  - To elaborate a set of specific thematic analysis: explicit and implicit manifestations of the gender dimension in the syllabi and textbooks, preparing the pupils for life, forms of "hidden curriculum", evaluation of the pupils in the syllabi and the textbooks, relations between the different subjects in compulsory education;
  - To analyse the syllabi and textbooks by subject;
  - To conduct institutional analysis at the level of certain schools;
  - To elaborate general and specific recommendations regarding the national curriculum for compulsory education;
- Research methodology:

- Analyse of the documents (educational policy papers, studies on the curricular reform);
- Analyse of the syllabi and textbooks by subject;
- Questionnaire-based survey;
- Interviews and focus groups;
- Impact:
  - The results of the research have been published in "Changing and continuity in the curricula for compulsory education. Impact study" .
  - The research was finalized during the restructuring of compulsory education in Romania. The results obtained constituted a valuable resource in elaborating the new curriculum frameworks and syllabi for the IX and X grades – that have become part of the compulsory education starting with the school year 2003/2004;

The study regarding the financing system of public pre-university education:

- General objective: to evaluate the effects of the measures applied to modernise and increase the efficiency of the financing system of public pre-university education;
- Specific objectives:
  - To evaluate the stage of the implementation of the financing system of public pre-university education;
  - To calculate the standard costs in pre-university education;
  - To elaborate certain projects regarding the salaries of the teaching staff and the global financing of public schools;
  - To evaluate the impact of the legislation on the decentralization policy;
  - To evaluate the efficiency of the financial reports specific to schools;
  - To analyse the correlation between the educational objectives and the financing of education;
- Research methodology:
  - Analyse of documents (legislation, educational policy papers, studies regarding financing of education, statistics regarding financing of education in Romania and in other countries);
  - Financial analyse (national budget, local budgets, schools' budgets);
- Impact:
  - Results of the research have been published in "Pre-university education financing formula. Studies and projects"
  - The research contributed, together with other studies, to the design of the legislation amendments necessary to continue the administrative and financial decentralization of public education.

Formula de finanțare a învățământului preuniversitar din România. Studii și proiecte

Institutul de Științe ale Educației

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## 9.7. Statistics

All data refer to the school year 2007/2008

### Share of qualified teachers by level of education

	Pre- primary education	Primary education	Gimnazial education	Liceu (High school)	Profesional (Arts and Trades School)	Post- Secondary non – Tertiary education	Tertiary education (higher education)
Total	93,5	97,1	94,2	98,4	92,6	97,9	100
Urban	96,0	98,8	97,7	98,5	93,7	97,9	100
Rural	90,2	95,9	91,0	96,4	90,6	100	-

Source: State of Pre-University Education in the School Year 2008, Ministry of Education, Research and Youth

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## 10. SPECIAL EDUCATIONAL SUPPORT

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The term used in the Romanian legislation and practice with reference to children needing special care is "handicap". On the second place, as frequency and area of use, is the term "deficiency". Both terms are defined within the legal framework and circulate in all relevant areas: child protection, education and health. The concept "child with special (educational) needs" is used without a cert legal definition and refers to more limited areas, depending on the case – child protection or education. Recent legislative acts have started to use the concept "disability". The new concept is meant to cover for both concepts "handicap" and "deficiency". However, within this chapter the terms will be used exactly as they occur within each legislative act.

The Constitution stipulates that children and youngsters benefit of a special protection and assistance regime in accomplishing their rights. The state has the obligation to ensure allocations and support to care for the ill or handicapped children. According to the Constitution, handicapped persons benefit of special protection. The state has to ensure through national policies promotion of genuine equality of chances as well as prevention and treatment measures. These policies are meant to assure effective participation of the handicapped persons to the life of the community.

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), special education is organised by the Ministry of Education, Research and Youth for children and pupils with deficiencies of the following nature: mental, physical, sensorial, language, socio-affective and behavioral, or associated deficiencies. Special education is organised in order to ensure instruction, education, recovering and social integration of children and pupils with deficiencies.

The responsibility to ensure protection and assistance of the children in difficulty in accomplishing and exercising their rights belongs first of all to the local community. County Councils have the obligation to establish and apply the measures to protect the children in difficulty. In this respect, the commissions for child protection and the public specialised service for child protection are organised and they are subordinated to the County Councils. The commission for child protection comprises 11 members:

- Chair – general secretary of the county;
- Deputy chairs:
  - The head of the public specialised service for child protection;
  - The General School Inspector;
  - A representative of the county Prefect;
- Members:
  - A specialised pediatrician, a neurology-psychiatry doctor and a psychologist designated by the County Public Health Direction;
  - A psycho-pedagogue designated by the County School Inspectorate;
  - A representative of the territorial police inspectorate;
  - A representative of the County Labour and Social Solidarity Direction, with attributions in the social assistance area;
  - A representative of the authorised private organisms, proposed by the general secretary of the county.

The commissions for child protection have specific attribution in all relevant areas concerned, including evaluation of the children for establishing the type and degree of the handicap. The evaluation process is based on specific criteria jointly elaborated by the Ministry of Education, Research and Youth, the Ministry of Health and the National Authority for Child Protection and Adoption. According to the results of the evaluations, children can be re-oriented to or from special education, subject to the agreement of the parents or legally appointed guardian.

Please refer to subsections for more details.

Autoritatea Nationala pentru Protectia Drepturilor Copilului

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Sanatatii Publice

Constituția României

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 10.1. Historical Overview

Preoccupations for education of children with deficiencies existed in Romania even before the end of the 18th Century – but they were sporadic and registered as charitable activities. The first Education Law promulgated in 1864 referred only to the registration in schools of mentally underdeveloped children. A section for deaf-mute orphaned boys was established in 1863 at the "Elena Doamna" asylum. It was later on moved and transformed into an orphanage, and officially recognised in 1867. After 1870 a greater attention was paid to the re-education of children with behavior problems – thus in 1878 is recorded the organisation of a "minors' correction house", meant to provide elementary education and vocational training. In 1884 a private school for children with deficiencies started its activity in Timisoara, turning into a public town school known as "The Institute for Deaf-Mutes in Timisoara" with an elementary cycle of 8 years, an apprenticeship cycle and a cycle for adult education in 1893. Also in Cluj an institution for deaf-mutes education was established in 1888 and in 1900 a school by the establishment for blinds' assistance. In 1901, aside the orphanage in Focșani, a section for the education of the blinds started its activity and in the same year the first books in Romanian using the Braille system were published. In Bucharest the first institution for the vocational training of the blinds was founded in 1906, working closely with the Luminous Hearth – a long time traditional establishment for mutual support for blind people (still existing nowadays). The number of education and training units dedicated to children and adults with disabilities increased later – in every major city existing at least one establishment of this type. What it might be considered significant for the long-term development of the education and training for children and adults with disabilities, is the fact that since the very beginning it has been organised separately from the mainstream education, within settlements entirely dedicated to special education.

During the communist regime, education of children in need suffered severely from the effects of both a specific negation policy and sub-financing. This led to the almost total isolation and exclusion of a large part of the children in need in residential assistance institutions – usually organised in remote areas. The state of some of these institutions in Romania at the end of the '80s is rather well-known. Due to the overall degradation of life conditions in the last period of the regime, an important number of children in residential assistance institutions were not actually children with special educational needs – but children enrolled by their parents in order to benefit of the minimum care provided within these institution. This phenomenon continued after 1990 too – and came to an end only after establishing more coherent measures for protection of children in need established in the late '90s.

The very large proportion of children with special educational needs enrolled in residential assistance institutions in the beginning of the '90s contrasted seriously with the European policy and practice – intended to ensure education and life conditions, as much as possible, close to normality and within community. Following various assessments of the existing situation, UNICEF proposed the launching of two pilot projects designated to children with special needs. The two proposals were analyzed and adapted to the Romanian reality by the Department for Special Education, within the Ministry of Education, Research and Youth in cooperation with representatives of UNICEF in Romania. Debates and consultations were organised, including specialists, authorities and non-governmental organisations interested in this domain.



The two projects were launched initially in two cities situated on the West part of the country and then implemented at national level, leading to the establishment of the National Network for Cooperation and Promotion of Integration within the Community of Children with Special Education Needs (RENINCO).

The Ministry of Education, Research and Youth created inter-county zones for educational integration (ZIDIE) as a follow-up of the co-operation programmes with UNICEF for the establishment and development of new ways concerning the information, cooperation and promotion of integration of children with special educational needs, who live in this zones.

Common objectives of these programmes were:

- At local level: promotion of school and social integration of pupils and students with special education needs;
- At national level: elaboration of effective strategies for community integration, having in view a future generalisation.

On the basis of general objectives corresponding to these two projects activity plans were elaborated and focused on:

- Participation of children with special educational needs in the local community life;
- Promotion of the acceptance of these children by the local community;
- Identification and elimination of obstacles, which restraint the participation of children with special educational needs in the school, cultural and social life of the community.

The method used in carrying out the activities was one of research action, which imposed the combination of investigation with practice, in order to introduce qualitative changes in the life and education of children with special education needs. Progressive integration of the children was the key element in designing and implementation of projects. New ways of integration were enriched and existing alternative structures were diversified. Actions related to the co-operation projects included:

- Complex evaluation of the situation of each child with special educational needs;
- Counselling of and consultations with the families of those children;
- Elaboration of intervention programmes;
- Development of new forms of school and social integration closer to usual school and social environment;
- Running common activities involving pupils with, and without, special education needs;
- Information concerning the situation of those children.

[Istoria învățământului din România Vol. I \(de la începuturi până în 1821\)](#)

[Istoria învățământului din România Vol. II \(1821 – 1918\)](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

[Ministerul Educatiei, Cercetarii si Tineretului](#)

## 10.2. Ongoing Debates and Future Developments

Children with special educational needs constitute one of the target-groups of the strategic priority "Ensuring access to and improving quality of education for everyone" of the current stage of the education reform in Romania.

The integration process of the children with special educational needs in mainstream schools started with a 3-year pilot-phase in 1993/1994 in the counties Iași, Cluj, Timisoara and in Bucharest – benefiting of the

financial and institutional support of UNICEF. At the same time it has been assessed that a rather large number of children enrolled in special education units were not actually children with special educational needs, but children enrolled by their families due to social reasons. This phenomenon was a difficult legacy of the previous regime that needed an urgent reconsideration. As a consequence, a re-evaluation and re-diagnose process addressed to all children and pupils in special kindergartens and schools was initiated in 1997 on a national level. Within a policy of decentralisation and, at the same time, improvement of the accountability, the special education units were transferred into the responsibility of the County Councils in 2000.

Following the re-evaluation and re-diagnose process and the decentralisation, in 2001 was started a massive process of integration in mainstream schools of children with light and medium mental deficiencies. As a consequence, by the end of the school year 2001/2002, 19 special education units were closed, 20 special education units were transformed in open schools (receiving mainstream education classes) and over 17,000 pupils with special educational needs were integrated in mainstream schools (another approximately 29,000 being further enrolled in special education units). In most of the counties exist at least 2 mainstream schools enrolling pupils with special educational needs.

A number of measures were taken in order to support the integration process – including training, teaching aids, and specific legislation. However, following various assessments and studies performed by the Ministry of Education, Research and Youth and other bodies, it is considered that the integration support measures need to be further developed and to address, among other issues, the following:

- Training of the human resources in order to better prepare mainstream schools to integrates pupils with special educational needs. Training and, in a more general meaning, preparation should be provided for:
  - The management to enable building of an inclusive educational environment;
  - The teachers to develop specific professional competences to work with pupils with special educational needs;
  - The pupils for developing tolerance, understanding, supportive feelings;
  - The parents of all pupils to support their children towards the development of an inclusive educational environment;
- Development of specific infrastructure for pupils with deficiencies (access pathways, special rest-rooms and toilets, recovery facilities, etc.);
- Development of school based curricula and activities specifically designed to support school progress of pupils with special education needs – e.g. for remedial education, afternoon programmes, inclusive education, etc.;
- Ensuring an increased number of support teachers and auxiliary support staff;
- Diversification and further development of specific teaching aids, as well as reference works on the inclusive education.

Considering the experience gained by the schools with high achievements in pupil's integration, it has been proposed the organisation of exchanges and good practice dissemination through the County School Inspectorates and the existing resource-centers.

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### **10.3. Definition and Diagnosis of the Target Group(s)**

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

Handicap degrees are defined within a 4-level scale: light, medium, accentuated, and grave (Emergency Ordinance of the Government 102/1999; various amendments). Identification and appreciation of the handicap degree is based on individual evaluation and is performed with reference to the international classification of functioning, disabilities and health ICF 2001 adopted by the OMS. This takes the deficiency, the activity limitations and the social participation restrictions of the child into consideration. The handicap degree is established according to the individual functional deficit and in correlation with the psycho-social functioning corresponding to the age of the evaluated child. The handicap degree is attested through the certificate emitted by the commission for child protection organised within each County Council.

The criteria for establishing the handicap degree are set through joint Order of the Minister of Health and the Secretary of State of the National Agency for Child Protection and Adoption (Order 725/2002). These include:

- General medical and psycho-social criteria, providing an overall description of the child for each handicap degree;
- Specific structural and functional deficiencies that can determine the handicapped (disabled) status;
- Activities and participation: learning and application of knowledge; general tasks and requirements; communication; mobility; self-carrying; family life; socio-affective interpersonal relations; major areas of life; community and social life;
- Environmental factors (defining facilitations and barriers): products and equipment; services, systems and politics; natural environment and human made ambiance; support, relations, attitudes.

The methodological Guidelines for the evaluation of the child with disabilities and establishing the handicap degree are set through joint Order emitted by the Minister of Education, Research and Youth, the Minister of Health, the Secretary of State of the National Agency for Child Protection and Adoption and the President of the National Authority for Handicapped Persons (Order 3989/2003). According to the Order, the principles underlying the evaluation of the child with disabilities are as follows:

- Evaluation has to be subordinated to the superior interest of the child – improvement of the functionality level, of the active implication in the individual and social life;
- Evaluation has to be based on the development potential of the child;
- The evaluation needs a complex and complete approach – including all the relevant aspects (health, education, psycho-social adaptation, economic situation, etc.) as well as the interaction between these;
- Evaluation has to be unitary – following and using the same objectives, criteria and methodology for each and every child;
- Evaluation has to be multidimensional – meaning that it needs to determine the actual development level in order to offer a prognostic and recommendations on the further development of the child;
- Evaluation has to be based on teamwork, with the active and responsible participation of all concerned specialists (psychologists, medics, pedagogues, teachers, sociologists, social assistants, etc.);
- Evaluation has to be based on authentic partnership with the direct beneficiaries: the child and the persons that care for the child.

The evaluation process for children with disabilities envisages 4 major areas: medical, psychological, educational and social, and pursues the following stages:

- Initial-acknowledgment evaluation, with the following objectives:
  - Identification, inventory, classification and diagnosis;
  - Establishment of the actual performance or potential of the child;
  - Establishment of the education level;
  - Prognosis of the further development of the child, based on the individual and integrated potential of the child;
  - Establishment of the parameters for the personalised intervention programme;

- Formative evaluation – continuous evaluation to outline the potential level of the development and to support initiation of mental operations training programmes. This evaluation is not focused on the deficit, but evidences what the child knows and can, what skills and aptitudes it has in a given development stage;
- Final evaluation, with the following objectives:
  - To assess the effectiveness of the intervention or programme;
  - To change the planning or the programme according to the findings;
  - Re-evaluation of the child and re-consideration of the decision.

The evaluation is performed by the complex evaluation services organised within the public specialised services for child protection subordinated to the County Council and by the internal continuous evaluation commissions working at the school level (special or integrated). The commissions for child protection have the obligation to assess the reports elaborated by the complex evaluation services. The commissions for child protection, as well as the continuous internal evaluation commissions can recommend re-orientation of the child to or from special education according to the results of the evaluations. The evaluation and the educational guidance of the children/pupils with disabilities are performed based on the instruments and the Methodology approved through the Government Decision 218/2002. According to the Decision, the evaluation of a child/pupil is based on the following principles in order to establish the existence of special educational needs and to ensure educational and vocational guidance:

- Global and personalised evaluation of the child/pupil within the family, social and/or school context;
- Multidisciplinary evaluation – including medical examination, and social, psycho-intellectual and psycho-educational examination;
- Observation of the dynamics of the development and learning potential;
- Correlation and interpretation of the evaluation's results in all dimensions, in order to establish an objective diagnose and an efficient guiding.

The evaluation is performed using an unique and coherent set of instruments, aiming to ensure at national level:

- Identification, registration and evidence of the deficient children/pupils;
- Individual and global evaluation of the child;
- Establishment of the type and grade of deficiency from a psycho-intellectual and psycho-educational perspective;
- Recommendation of the type and form of schooling according to the type and degree of the deficiency;
- Evaluation of the following capacities: adaptability, social and school integration, learning and training.

The evaluation activity is accomplished according to:

- The types of deficiencies established by the OMS:
  - Intellectual deficiencies;
  - Other types of mental deficiencies;
  - Language, speech and communication deficiencies;
  - Hearing deficiencies;
  - Deficiencies of the visual system;
  - Deficiencies of other the sensorial organs;
  - Deficiencies of the skeleton and sustain system;
  - Aesthetic deficiencies;
  - Deficiencies of the general sensitive functions;
  - Other deficiencies;
- The multidisciplinary and inter-correlated examination of the deficiency, approved by the OMS.

The learning capacity, as well as the progresses/regresses in the biological, psychological and educational development of the child/pupil is evaluated through evaluation tests adapted to:

- The type and degree of the deficiency;
- The type and form of education.

The evaluation instruments are applied within the following mandatory conditions:

- The evaluation has to be performed within an adequate psycho-educational and socio-affective environment;
- The evaluation instruments shall be applied only by attested specialists in the area, as follows: school psychologists, psycho-pedagogues, psycho-diagnosticians, psychologist-counsellors, pedagogues, working in (special) education;
- The medical diagnosis has to be considered the starting point in the evaluation process;
- An interpretation grid has to be filled for each evaluation instrument applied.

Evaluation of the knowledge-level and of the learning, school and social adaptation degrees and levels has to be performed only within the educational process, within the learning environment of the pupil.

*Autoritatea Nationala pentru Persoanele cu Handicap*

*Hotarârea Guvernului nr. 218/07/03/2002 privind aprobarea Metodologiei pentru utilizare setului de instrumente de expertizare si evaluare a copiilor/elevilor în vedere orientarii scolare a acestora*

*Ordonanta Guvernului nr. 102/27/08/1998 privind formarea profesionala continua prin sistemul educational*

*Ordinul Ministrului Sanatatii si Familiei nr. 725/01/10/2002*

*Legea învatamântului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)*

## 10.4. Financial Support for Pupils' Families

Children, pupils and students in special education benefit of the same financial and non-financial support as children, pupils and students in mainstream education, in the conditions established by the law.

Handicapped children (aged 0-18) benefit of the following specific rights – in order to ensure their integration with equal chances in the social life (Emergency Ordinance of the Government 102/1999; various amendments):

- Free and equal access to any mainstream education institution, according to the lack of functionality and the recovery potential, in the conditions of the educational legislation;
- Home-schooling for handicapped unmovable children during all compulsory education;
- State allowance for handicapped children, in the conditions and the quantum established by the law, increased by 100%;
- Care allocation for handicapped children being in family placement or entrusted to a family, person or authorised private organisation, in the quantum established by the law, increased by 50%;
- Free places in holiday camps for handicapped children, pupils and students, once a year;
- Personal assistant for the child with grave handicap-degree employed by the local public administration authorities; alternatively, parents or legally appointed guardians can decide to receive an indemnity equivalent to the salary of the personal assistant;
- Medical assistance for the handicapped child in the conditions set by the law;
- Free prosthesis, crutches, orthopedic shoes and wheelchairs, and ensuring with priority and in advantageous conditions of hearing-prosthesis and cardiac implants;

- Free local transportation for children with accentuated and grave handicap-degree and their personal assistants;
- Free internal transportation for 12 return-travels (except air-travel) for children with grave handicap-degree and their personal assistant, and 6 return-travels (except air-travel) for children with accentuated handicap-degree and their personal assistant;
- Monthly food allocation for children with HIV/AIDS.

The person that has in care a handicapped children benefit of the following rights:

- Paid maternity leave until the child is 3 years old;
- Medical leave for carrying the children with grave handicap-degree that need treatment, until they are 18 years old;
- Free meals and accommodation for the person that accompanies the child with grave handicap-degree to hospital on the Romanian territory;
- Exemption from radio and TV taxes in the case of carrying for a child with grave handicap-degree;
- Priority in installing telecommunication and exemption from the standard telephone subscription fee (supplementary free calls for blind people) in the case of carrying for a child with accentuated or grave handicap-degree;
- Priority in renting, building and buying houses from the state, in the case of carrying for a child with accentuated or grave handicap-degree;
- Establishment of the renting for the house owned by the state or the administrative units of the state to the minimum level, in the case of carrying for a child with accentuated or grave handicap-degree.

Certain rights of the previous mentioned ones do not apply for the case of handicapped children and the person carrying for them if in a residential assistance institution where complete care is ensured from the state.

[Ordonanta Guvernului nr. 102/27/08/1998 privind formarea profesionala continua prin sistemul educational](#)

## 10.5. Special Provision within Mainstream Education

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), school integration of the children with special educational needs is accomplished through the following forms of education:

- Within distinct educational institutions, entirely dedicated to education and training of children with special educational needs (separated special education);
- Groups and classes for children with special educational needs organised within mainstream education institutions (partially integrated special education);
- Within groups and classes organised in mainstream education institutions (full integrated special education).

A number of measures were taken in order to support the integration process:

- Specific training for primary school inspectors, teachers and support personnel, teachers for primary education and psycho-pedagogues working for the commissions for child protection subordinated to the County Councils;
- Elaboration of teaching aids and inclusive education support materials, in cooperation with UNICEF and National Network for Cooperation and Promotion of Integration within the Community of Children with Special Education Needs (RENINCO);
- Transformation of certain special schools in resource centers for integrated education;

- Elaboration and implementation of the national programme "A school for everyone" regarding information, awareness and preparation of the schools and communities for integration of the pupils with special educational needs;
- Elaboration of specific legal framework in order to support the integration process.

To date, in most of the counties exist at least 2 mainstream schools enrolling pupils with special educational needs. Nevertheless, further actions are needed in order to ensure the development of an inclusive educational environment – focusing both on human resources and infrastructure.

[Legea învatamântului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 10.5.1. Specific Legislative Framework

Integration of pupils with special educational needs in mainstream schools is guaranteed by the Education Law (Law 84/1995, republished, subsequently amended and completed).

The Emergency Ordinance of the Government regarding special protection and employment of handicapped persons establishes, among other specific rights, the right of the handicapped children to free and equal access to any mainstream education institution, according to the lack of functionality and the recovery potential, in the conditions of the educational legislation (Emergency Ordinance of the Government 102/1999; various amendments).

Evaluation of the children/pupils for re-orientation to or from special education is ensured based on national criteria, methodology and instruments – regulated through the following legislative acts:

- The criteria for establishing the handicap degree are set through joint Order of the Minister of Health and the Secretary of State of the National Agency for Child Protection and Adoption (Order 725/2002);
- The methodological Guidelines for the evaluation of the child with disabilities and establishing the handicap degree are set through joint Order emitted by the Minister of Education, Research and Youth, the Minister of Health, the Secretary of State of the National Agency for Child Protection and Adoption and the President of the National Authority for Handicapped Persons (Order 3989/2003);
- The evaluation and the educational guidance of the children/pupils with disabilities are performed based on the instruments and the Methodology approved through the Government Decision 218/2002.

Specific institutional structures were established in order to ensure evaluation of children with special educational needs and development of a coherent framework regarding education and care of children with special educational needs:

- The National Authority for Child Protection and Adoption was established through Emergency Ordinance of the Government 12/2001, approved through the Law 252/2001. The organising and functioning regulation was approved through Government Decision 770/2003;
- The commissions for child protection and the public specialised services for child protection subordinated to the County Councils were established through Emergency Ordinance of the Government 123/2001, approved through Law 71/2002. The organising and functioning regulation was approved through Government Decision 1205/2001.

Through Ministerial Order 4653/2001 was approved the Methodology for organising and functioning of the educational services for children/pupils with deficiencies integrated in mainstream education, through support and itinerant teachers. The order also approves the adapted frame curricula and syllabi for pupils with special educational needs integrated in grades I to VIII in mainstream education. The Ministerial Order 3634/2000 was approved the national programme "Integration and rehabilitation of children with deficiencies in and through the community".

[Autoritatea Nationala pentru Persoanele cu Handicap](#)



Autoritatea Nationala pentru Protectia Drepturilor Copilului

Hotarârea Guvernului nr. 218/07/03/2002 privind aprobarea Metodologiei pentru utilizare setului de instrumente de expertizare si evaluare a copiilor/elevilor în vedere orientarii scolare a acestora

Hotarârea Guvernului nr. 770/03/07/2003 privind organizarea si functionarea Autoritatii Nationale pentru Protectia Copilului si Adoptie

Ordonanta de urgenta a Guvernului nr. 12/26/01/2001 privind înfiintarea Autoritatii Nationale pentru Protectia Copilului si Adoptie

Ordonanta de urgenta a Guvernului nr. 123/08/10/2001 privind reorganizarea comisiei pentru protectia copilului

Legea nr. 252/16/05/2001 pentru aprobarea Ordonanta de Urgenta a Guvernului nr. 12/2001 privind înfiintarea Autoritatii Nationale pentru Protectia Copilului si Adoptie

Legea nr. 71/16/01/2002 pentru aprobarea Ordonanta de urgenta a Guvernului nr. 123/2001 privind reorganizarea comisiei pentru protectia copilului

Ordinul ministrului educatiei nr. 3634/12/04/2000 privind programul „Integrarea si reabilitarea în/prin comunitate a copiilor cu deficiente”

Ordinul ministrului educatiei nr 4653/2001

Ordinul Ministrului Sanatatii si Familiei nr. 725/01/10/2002

Legea învatamântului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 10.5.2. General Objectives

Special education, whether provided separately, partially or fully integrated, is a subsystem of the national education system, aiming – as the entire education in Romania – to the free, integral and harmonious development of the human individuality, and the development of the autonomous and creative personality (the "educational ideal").

Partially or fully integrated special education ensures both the social and school integration of the children with special educational needs, and the development of an inclusive educational environment in mainstream schools. More specifically, the integration process aims to:

- Offer equal opportunity to education to each and every child, regardless their learning, participation and development possibilities;
- Preparation of the schools and of the communities (management, teaching staff, parents, community at large) to accept children with special educational needs and thus to develop towards an inclusive educational environment;
- Accomplishment of the optimal conditions for the intellectual, physical, behavioral, and attitudinal development of the children with special educational needs in the community through:
  - Specialised psycho-pedagogical assistance in school;
  - Specialised assistance in the family;
  - Social specialised services provided to the child and the family from the part of the legal authorities.

The general objectives of partially or fully integrated special education are as follows:

- To ensure total and active participation in the community life of the youngsters and adults with deficiencies upon completing their formal education;

- To ensure permanent and continuous assistance of the children with special educational needs in order to lead them towards an independent life, according to their own wills, aspirations and capacities;
- To remove the causes of the deficiencies, to prevent their aggravation and to diminish their consequences on the child;
- To avoid/eradicate any type of discrimination towards handicapped/deficient persons.

The specific teaching objectives depend on the education level and are adapted from the ones established for mainstream education to the actual potential of the children.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 10.5.3. Specific Support Measures

The co-operation between special educational institutions and mainstream education institutions became a way for ensuring equal opportunities to disabled children. Subsequently, integrated special educational structures have been established in the form of special classes and integration programmes.

Children with special needs are gradually integrated into mainstream schools, with the assistance of psycho-pedagogic specialists. Children temporarily attend special classes until they are integrated into a mainstream school. They may also alternatively attend both special and mainstream classes. Integration programmes are organised in order to support individual integration for 8-12 children into various classes in mainstream schools (for 2 or 3 units located in the same area).

The taxonomy of school and social integration for children with special educational needs was elaborated during the period 1994-1995, in order to establish a classification, which made possible the adaptation of the Romanian reality to the international experiences concerning the integration of children within the community. The taxonomy contains two sections:

- Section A – "direct integration", includes three types of activities:
  - School integration, with curricular integration objectives;
  - Social integration, within school context;
  - Socio-professional integration of the Innovation within the labour market and life;
- Section B – "innovative rehabilitation", includes "direct integration" projects, respectively activities that promote integration as a result of some services provided: evaluation, specific intervention (logopaedic-therapy, language development and structuring, kinetic, psycho-motor, auditory and visual therapy and other forms of special education) carried out individually or in small groups, school and vocational guidance, family assistance and counselling.

Services are provided for all categories of pupils with special education needs, including for those with accentuated and grave handicap-degree, on the basis of the principle to adequate services to the type, level and specificity of the need.

In Romania, joining special education with social protection led to specific combinations between the participation of pupils in school life and their inclusion into a form of care. Combinations of social care with special education are mainly the followings:

- Child in "external care regime", who partially participates in school activities (usually during the morning);
- Child in "part-time boarding regime" (daily), who spends the whole day in a special school, with the assurance of meals and other facilities within the school;
- Child in "boarding regime" (weekly), usually from Monday to Friday, with the assurance of meals, accommodation and other facilities within the school;

- Child in "residential regime", (complete care), who spends the most part of the time within the respective institution, sometimes during the holidays too, with the assurance of corresponding conditions and facilities.

The main ways of integration are:

- School integration on the basis of adapted plans, programmes and textbooks, with three variants: curriculum and timetable completely integrated within the mainstream, curriculum and timetable partially integrated, curriculum and timetable adapted and separated. In practice, the following cases may be encountered:
  - Integration within a special school of children with the same age and belonging to the same category of needs, which may cover all the combinations of social care and the last two variants of curriculum integration.
  - Schooling within a special unit of children with major differences concerning the age, the special needs and the education level, which may cover the same combinations of social care and curriculum integration as the previous one.
  - Placement of an education structure (special section, class or group) within other non-educational institutions (institutions for medical care - hospitals, for social care - nurseries or boarding hospitals). Types of social care most frequently encountered are "boarding (weekly) regime" and "residential regime" and the curriculum can be completely or partially integrated.
  - Schooling at the residence of persons who cannot be moved. All the curricular variants are available as well as an individual study plan, elaborated according to the legal provision in force, and the social care is present as external care.
  - Schooling in a special education structure (section, class, group) within a normal educational institution, where all the curricular variants can be applied and as social care types: external or part-time boarding regime.
  - Individual integration in classes or groups within the education mainstream, with assurance of necessary support and rehabilitation services. All the three variants of education integration are available, especially from the curricular perspective.
- Social integration within a school context characterised by social interaction of children with special needs within a special or mainstream school, without an explicit involvement of curricular integration. This type of activity can be organised either inside or outside of school (visits, spectacles, excursions and holiday camps etc.). Within this category many other school or boarding activities can be included.
- Employment (with or without assistance) and integration into adult life and community.

All the integration modalities presented can be developed for each education level, pre-primary, primary, lower and upper secondary.

Main manners concerning the promotion of integration are:

- For pre-primary education level:
  - Establishment and development of centers for children with deficiencies who cannot be enrolled in kindergartens - [grădinița](#), special groups or preparatory groups for a proper integration;
  - Establishment of preparatory kindergartens or groups;
  - Integration of children with special needs within kindergartens belonging to mainstream education.
- For compulsory education level:
  - Providing access to a special school with part-time boarding regime, for children who do not attend the school or who attend residential educational institutions;
  - Integration of pupils with special education needs within the education mainstream.
- For post-compulsory education level:
  - Opening of special vocational schools towards local community, especially in isolated areas;

- Promotion of exchanges of experience on this subject and dissemination of good practices;
- Integration of students coming from special schools within mainstream vocational schools;
- Designing of special programmes related to the preparation of institutionalised pupils for an independent adult life.

The co-operation between the Ministry of Education, Research and Youth and UNICEF and the consultation assured by UNESCO had an important contribution to the enlargement of the documentation and information base on the international achievements in the domain of special education.

Ministerul Educatiei, Cercetarii si Tineretului

## 10.6. Separate Special Provision

According to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed), special education is organised by the Ministry of Education, Research and Youth for children and pupils with deficiencies of the following nature: mental, physical, sensorial, language, socio-affective and behaviour, or associated deficiencies. Special education is organised in order to ensure instruction, education, recovering and social integration of children and pupils handicapped/with deficiencies.

School integration of the children with special educational needs is accomplished within special education units (separated special education), special groups and classes organised in mainstream education institutions (partially integrated special education), or within mainstream education institutions (fully integrated special education). Special education is free and, as a general rule, is organised as day-schooling. Special education units can benefit of the support provided by social protection institutions, other public or private organisations, and philanthropic societies, natural or legal persons from the country or from abroad.

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 Youth. During the pre-primary and primary education, children can be re-oriented to or from the special education. The teachers and the school psychologist working with the children make the proposition and the commissions for child protection make the decision, subject to the agreement of the parents or legally appointed guardian. Children with special educational needs that could not be re-oriented towards mainstream education (including in special classes organised in mainstream education institutions), continue their education in primary, secondary and post-secondary special education units organised according to the type and degree of the handicap. The Ministry of Labour, Social Protection and Family, together with other governmental or non-governmental organisms, ensure integration of the graduates of special education in the active life, according to their qualifications and the provisions of the law.

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[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 10.6.1. Specific Legislative Framework

The general definition of the target group, the general objectives and the main principles underlying organisation and functioning of special education are provided within the Education Law (Law 84/1995, republished, subsequently amended and completed).

The Emergency Ordinance of the Government 102/1999 (various amendments) regulates special protection and employment of handicapped persons, establishing specific rights and support measures.

Evaluation of the children/pupils for re-orientation to or from special education is ensured based on national criteria, methodology and instruments – regulated through the following legislative acts:

- The criteria for establishing the handicap degree are set through joint Order of the Minister of Health and the Secretary of State of the National Agency for Child Protection and Adoption (Order 725/2002);
- The methodological Guidelines for the evaluation of the child with disabilities and establishing the handicap degree are set through joint Order emitted by the Minister of Education, Research and Youth, the Minister of Health, the Secretary of State of the National Agency for Child Protection and Adoption and the President of the National Authority for Handicapped Persons (Order 3989/2003);
- The evaluation and the educational guidance of the children/pupils with disabilities are performed based on the instruments and the Methodology approved through the Government Decision 218/2002.

Specific institutional structures were established in order to ensure evaluation of children with special educational needs and development of a coherent framework regarding education and care of children with special educational needs:

- The National Authority for Child Protection and Adoption was established through Emergency Ordinance of the Government 12/2001, approved through the Law 252/2001. The organising and functioning regulation was approved through Government Decision 770/2003;
- The commissions for child protection and the public specialised services for child protection subordinated to the County Councils were established through Emergency Ordinance of the Government 123/2001, approved through Law 71/2002. The organising and functioning regulation was approved through Government Decision 1205/2001.

The Ministerial Order 4217/1999 provides the regulation for organising and functioning of special education. The Orders 4323/1998 and 3196/1999 approved the curriculum frameworks for special education, and the Order 4229/1999 provided the framework for using "special therapy" programmes for all pupils with deficiencies, regardless the form of education followed.

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Legea nr. 252/16/05/2001 pentru aprobarea Ordonanta de Urgenta a Guvernului nr. 12/2001 privind înfiintarea Autoritatii Nationale pentru Protectia Copilului si Adoptie

Legea nr. 71/16/01/2002 pentru aprobarea Ordonanta de urgenta a Guvernului nr. 123/2001 privind reorganizarea comisiei pentru protectia copilului

Ordinul ministrului educatiei nr. 4217/17/07/1999 privind aprobarea Regulamentului de organizare si functionare a învatamântului special

Ordinul ministrului educatiei nr. 3196/11/05/1999 privind aprobarea planurilor cadru pentru învatamântul special

Ordinul ministrului educatiei nr. 4229/18/02/1999 privind utilizarea programelor de „Terapii specifice” pentru toti copiii cu deficiente, indiferent de forma de învățământ urmata

Ordinul ministrului educatiei nr. 4323/13.08.1998 privind curriculum-ul pentru invatamantul special

Ordinul Ministrului Sanatatii si Familiei nr. 725/01/10/2002

Ordinul Secretarului de Stat al Autoritatii Nationale pentru Protectia Copilului si Adoptie nr. 18/26/02/2003

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 10.6.2. General Objectives

The main purpose of special education is to ensure instruction and education, recovery and school, social and professional integration of the children/pupils with deficiencies and/or learning difficulties. Special education, as part of the national education system, is recognised as a responsibility of all that work in education, is accessible, flexible and comprehensive and has a national character.

The education of children with special educational needs corresponds to children development needs through an adequate evaluation of their progress’ potential and through ensuring rehabilitation-recovery and compensation of their deficiencies and learning difficulties.

Special education offers equal opportunity for all children and provides the possibility to reach the maximum level of their individual development for children with special educational needs through:

- Acquisition of the necessary experience for school and social learning;
- Development of the abilities necessary for learning in school;
- Acquisition of the basic knowledge and skills (minimum competencies) necessary for social and professional integration, as well as for active participation to the life of the community;
- Ensuring the chances and conditions for continuing education.

During their schooling, children with special educational needs have access to all the resources necessary for their psycho-pedagogical, medical and social rehabilitation/recovery, as well as to other specific intervention services.

The specific teaching objectives depend on the education level and are adapted from the ones established for mainstream education to the actual potential of the children.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 10.6.3. Geographical Accessibility

Special education units are usually organised by type of deficiency or disability, in sufficient number to respond to the existing needs. Separate special provisions are offered for pre-primary, primary, lower secondary education and VET.

Most of the special education units are organised in urban area (approximately 80%), with a relatively uniform territorial distribution at the level of the country. In order to provide local access and maintain children in their community, special education units for children with multiple disabilities or deficiencies may be established. School inspectorates are responsible for meeting special educational needs in the children’s area of residence. Children with multiple disabilities may be schooled either in separate special schools or in separate groups within the same special school.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

#### 10.6.4. Admission Requirements and Choice of School

According to the provisions of the Education Law, special education is organised by the Ministry of Education, Research and Youth for children and pupils with deficiencies of the following nature: mental, physical, sensorial, language, socio-affective and behavioural, or associated deficiencies. Admission into special education units is based on the evaluation of the child See 10.3. Definition and Diagnosis of the Target Group(s) – acting as a selection criterion – and the agreement of the parent or legally appointed guardian.

The evaluation is performed by the complex evaluation services organised within the public specialised services for child protection subordinated to the County Councils and by the internal continuous evaluation commissions, working in special education institutions. The commissions for child protection have the obligation to assess the reports elaborated by the complex evaluation services. The commissions for child protection, as well as the continuous internal evaluation commissions can recommend, according to the results of the evaluations, re-orientation of the child to or from special education. Evaluation of the children/pupils for re-orientation to or from special education is ensured based on national criteria, methodology and instruments – regulated through specific legislative acts See 10.6.1. Specific Legislative Framework.

The choice of school depends on the condition of the child, due to the fact that special education units are usually organised by type of deficiency or disability, as follows:

- Schools for mentally handicapped children (organised by severity of the disability);
- Schools for children with physical disabilities;
- Schools for children with sense deficiencies;
- Schools for children with speech deficiencies;
- Schools for children with emotional and behavioural disturbances;
- Schools for children with multiple disabilities.

The recommendation for special education is flexible, especially for children aged between 3 and 12 years, and depends on the child's educational progress. The teacher working with the child and the school psychologist may guide the child towards mainstream school. Commissions for child protection make the final decision, subject to the approval of the parent or legally appointed guardian.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

#### 10.6.5. Age Levels and Grouping of Pupils

A special education class consists of 8-12 pupils; in case of multiple (associated) and/or severe disabilities, classes are organised with 4-8 pupils. Under exceptional circumstances, classes may be organised with smaller number of pupils, subject to the approval of the Ministry of Education, Research and Youth.

In mainstream education, a class may integrate 2 or 3 pupils with disabilities. The total number of pupils per class is diminished by 3 pupils for each disabled pupil integrated.

The entrance age and the duration of studies in all special education units and structures are the same as in mainstream education, except the followings:



- Entrance age into a special education unit or class may be delayed by 1-3 years as compared to the same education level in mainstream education, if so recommended following the evaluation of the child;
- The duration of professional qualification of pupils with deficiencies within special VET schools or classes is of 3-4 years, as a general rule;
- Multiple-level classes may be organised, with aggregated teaching of primary education core-subjects, for pupils with emotional and behavioural deficiencies and other individuals with special educational needs that did not complete compulsory education until the age of 17;
- Home schooling may be provided for up to 30 years old disabled persons unable to come to school.

Ministerul Educatiei, Cercetarii si Tineretului

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

### 10.6.6. Organisation of the School Year

From the point of view of the time spent in school the modalities to organise special education – through special education units or special groups/classes – are as follows:

- Schooling in day-classes regime. The participation to the school programme corresponds to the number of classes established for the usual subjects in the frame curricula;
- Schooling in day-classes regime with partial boarding. Besides the normal morning lessons programme, this type of schooling includes participation of the children/pupils to the following activities generally organised in the afternoon:
  - Complementary activities for integrated therapeutic education, performed under the guidance of the teachers (remedial education, etc.);
  - Specific activities for rehabilitation/recovery, performed under the guidance of specialised teachers;
- Boarding schooling organised, as a general rule, from Monday to Saturday. This type of schooling ensures education, rehabilitation/recovery and social care of the pupils.

The structure of the school year and the rules for the organisation of the weekly timetable (5 school days a week), as well as the daily timetable, are similar to those used in mainstream education (Please see 3.9. , 4.9. and 5.12.).

Children/pupils may remain in special education units during the school holidays, only in special circumstances, for limited periods of time and following the approval of the school inspectorate.

Ministerul Educatiei, Cercetarii si Tineretului

### 10.6.7. Curriculum, Subjects

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 Youth. The frame curricula include, for all levels of special education, compulsory and optional subjects, organised in curricular areas. More specifically, the frame curricula establish:

- The subjects and the corresponding number of classes per week;
- Specific intervention activities: psycho-pedagogical, socio-professional and medical rehabilitation/recovery activities;
- Activities organised for groups of children/pupils or individually and the corresponding time allocation;
- Other educational activities depending on the education level, disability, etc.

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.

The local experts commissions can recommend adaptation of the frame curricula or syllabi or can establish a certain frame curricula from the ones in-force for special or mainstream education – to be applied to classes/groups or individually for children/pupils with special educational needs. The Ministry of Education, Research and Youth elaborates through specialised commissions the specific standards for evaluating the content of the educational process adapted to special education.

The frame curricula are structured in 10 curricular areas: Language and Communication, Mathematics and Natural Sciences, Human being and Society, Arts, Physical education and sports, Technologies and practical activities, Counselling and guidance, Specific compensatory therapies, Psycho-diagnosis, Social education. The minimum and maximum number of classes per week for each grade was set as follows: grade I and II – 18-20; grade III – 20-22; grade IV – 21-23; grade V – 22-23; grade VI – 23-26; grade VII – 25-28; grade VIII – 26-29.

Planuri de învățământ

Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact

Ministerul Educației, Cercetării și Tineretului

Ordinul ministrului educației nr. 3196/11/05/1999 privind aprobarea planurilor cadru pentru învățământul special

Ordinul ministrului educației nr. 4323/13.08.1998 privind curriculum-ul pentru învățământul special

### 10.6.8. Teaching Methods and Materials

The teaching methods applied in special education are carefully chosen so as to meet the purposed objectives and, most of all, to be adapted to the pupils' disabilities, age and individual particularities. The teacher is responsible for choosing the methods, taking the concrete situation into consideration, the teaching aids available in the school and following the methodological guidelines provided within the curriculum and specific teachers' guides.

In pre-primary and primary education, for most of the subjects, a given class works with the same teacher. During secondary education each subject is taught by a different teacher. According to the "principle of continuity", usually the same teacher works with a given class throughout all the grades within a given educational cycle/level. During a given lesson, the class management is the responsibility of the teacher. In consequence, teachers can decide per se to organise the activities with all the pupils (frontal activities), in smaller groups or individually (differentiated activities) – depending on the specific objectives of the lesson and the level of the pupils. Separated group or individual teaching-learning activities are organised in the afternoon programme in partial or full boarding schools.

Regarding the teaching methods, the following general remarks can be taken into consideration:

- Integrative and therapeutic activities are used in order to facilitate children's recovery and rehabilitation;
- Compensatory and therapeutic activities are organised by specialised teachers in special centers for groups of 2-3 children – depending on their disabilities, and consists of cognitive therapy, training manual skills, occupational therapy and development of individual autonomy;
- The oral communication methods utilized can be classified as expository methods (description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.). Teachers also use exploratory learning methods: direct exploration of objects and phenomena

(systematic and independent observation, experiments, practical work, etc.) and indirect exploration (problem solving, demonstration through pictures, films, etc.);

- For teaching most subjects, teachers use extensively methods based on the pupils' direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through dramatisation, etc.);
- Practical training is a compulsory activity carried on within T/VET and is ensured by engineer-teachers and/or foremen in laboratories and workshops.

Depending on the development level of the pupils, teachers might assign at the end of the lessons homework for the next class – foreseeing both further understanding of the knowledge acquired and exercise of the competences developed. The homework might consist of exercises, activities, etc. chosen either from the textbooks or from other printed teaching aids (pupils' textbooks, texts anthologies, etc.). In some cases pupils are also requested to perform as their homework small specific practical activities – like measurements, observations, small practical projects, etc. During the afternoon programme or at the beginning of the lesson teachers check with the pupils the homework and, as the case may be, help them in accomplishing it, giving supplementary explanations.

According to the provisions of the Education Law, textbooks are provided free of charge for high, school preparatory group in pre-primary education and for all compulsory education. The Education Law (Law 84/1995, republished, subsequently amended and completed) also stipulates that teachers are allowed to use only textbooks and printed teaching aids that are approved by the Ministry of Education, Research and Youth. According to the level and condition of the pupils and the recommendations of the expert commissions, each teacher decides and recommend at the beginning of the school year the textbook to be used for each subject. These can be textbooks specifically elaborated for special education or can be chosen from the alternative textbooks provided for mainstream education.

Regarding the auxiliary publications for the teachers, most of the textbooks, especially those published lately, are supplemented by a teacher's book – offering teaching-learning activities examples and broad explanations on the methods to be used so as to cover the educational objectives of the syllabus. An important number of publications have been also made available for supporting teaching activities: general or specific teacher-training publications, methodological guides for specific activities, textbooks for teachers, etc.

*Didactica modernă*

Ministerul Educatiei, Cercetarii si Tineretului

*Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)*

### **10.6.9. Progression of Pupils**

The evaluation and assessment of the school progress, as well as the progression of pupils to the next class in special education are organised based on the same provisions as for mainstream education for pre-primary education, for primary education and for secondary education. The evaluation and assessment process is adapted to the disabilities of the pupils. (see 3.12., 4.12. 5.15.)

In order to facilitate disabled pupils' access to various levels of education (when sitting final examinations, entrance examinations, etc.), the organising institutions have the obligation to ensure equal chances to all candidates and adjust examination procedures to each candidate's special needs.

Ministerul Educatiei, Cercetarii si Tineretului

*Ordinul ministrului educatiei nr. 4925/08/09/2005 privind aprobarea Regulamentului de organizare si functionare a unitatilor de învățământ preuniversitar*

### 10.6.10. Educational/ Vocational Guidance, Education/Employment Links

In special education, the educational/vocational guidance is first of all ensured at the level of the class and of the school by the tutor teachers and the specialised personnel working with the pupils (psychologist, psycho-pedagogue-teacher, school psychologist-teacher, logopaedic-teacher, social pedagogue-teacher). The frame curricula for special education – as for mainstream education – comprises the curricular area Counselling and guidance – mainly meant for educational/vocational guidance of the pupils. The tutor teacher has the responsibility to plan, organise and accomplish the activities for the counselling and guidance classes – based on the existing guiding lines, on consultations with the parents and the pupils and according to the pupils' age and particularities.

Secondly, the educational/vocational guidance is ensured through the evaluation process of the children/pupils with special educational needs. The evaluation is performed by the complex evaluation services organised within the public specialised services for child protection subordinated to the County Councils and by the internal continuous evaluation commissions working at the special education units' level. The commissions for child protection have the obligation to assess the reports elaborated by the complex evaluation services. Evaluation of the children/pupils for re-orientation to or from special education is ensured based on national criteria, methodology and instruments – regulated through specific legislative acts. The commissions for child protection, as well as the continuous internal evaluation commissions can make specific recommendations regarding the orientation of the pupils towards special/mainstream education and/or VET.

Educational/vocational guidance is also supported by the activities of the inter-school logopaedic centers. Inter-school logopaedic centers are organised as integrated special education institutions to provide support for the children with speech deficiencies. The logopaedic centres employ logopaedic teachers, qualified in special psycho-pedagogy, psychology or pedagogy; these have the obligation to guide and support teachers in the methodology of language developing and correcting for youngsters with verbal deficiencies.

Specifically for VET (provided separately or integrated within mainstream education), the practical training of the pupils has an important role in their vocational guidance. Depending on the disabilities of the pupils, practical training might be organised on a contract basis in cooperation with local employers – this being the most important education-employment link ensured for special education. In these cases, pupils get in touch directly with the employers and the employees, acknowledge the work conditions provided, and understand the requirements of the work and the requested level of initial training get first-hand information on the income and on other details.

Health care of pupils in special education is ensured either through schools' medical units or through public medical units and is free of charge (including medication).

Employment of the special education graduates has become in the recent years a constant preoccupation of the educational authorities, the special protection authorities and the employment agencies – an important number of support measures both for employers and employees being devised. Professional associations, special protection associations as well as various non-governmental organisation are also involved in the employment of the handicapped persons – ensuring job-seeking mechanisms, support for professional insertion, vocational guidance, etc. Nevertheless, considering the relatively low absorption rate of the graduates of special education on the labour market, further and more coherent and concentrated efforts are required.

Ministerul Educatiei, Cercetarii si Tineretului

[Legea învățământului nr. 84/24/07/1995 \(republicata, cu modificarile si completarile ulterioare\)](#)

### 10.6.11. Certification

Graduates of the special education – whether provided separately or integrated – receive the same certificates as the graduates of mainstream education (See 5.17.). According to the provisions of the in-force legislation, educational institutions have the obligation to ensure for all pupils with special educational needs appropriate conditions in order to facilitate their participation to all final and entrance exams.

Ministerul Educației, Cercetării și Tineretului

Legea învățământului nr. 84/24/07/1995 (republicată, cu modificările și completările ulterioare)

### 10.6.12. Private Education

Organising and functioning of private special education has to comply with the same legal provisions as established for mainstream education (please refer to the respective subsections for details). At the same time, private special education has to be implemented according to the same legal provisions established for public special education.

Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

Ministerul Educației, Cercetării și Tineretului

## 10.7. Special Measures for the Benefit of the Immigrant Children/Pupils and those of Ethnic Minorities

The education in Romania of foreign citizens is regulated through Government Decision 288/1993 (republished). According to the provisions of the Decision, foreign citizens or Romanian citizens residing abroad can attend education in Romania based on scholarships granted by the Romanian state or on their own expenses. The Romanian state grants annually scholarships in the following conditions:

- On reciprocal basis, according to the provisions of the bilateral agreements regarding cultural and educational cooperation;
- According to the interests of Romania – 150 scholarships as follows: >
  - 80 scholarships through the Ministry of Foreign Affairs, with priority to the youngsters coming from countries that do not have with Romania cooperation agreements of the type previously mentioned;
  - 40 scholarships through the Ministry of Economy and Commerce for promoting certain economic and commerce cooperation activities;
  - 30 scholarships through the Ministry of Education, Research and Youth for foreign citizens with good school performances and within the specific cooperation between ministries and other institutions from other countries;
  - 50 scholarships through the Romanian Cultural Foundation for high school, higher education and post-higher education in the benefit of the citizens of Romanian origin from other countries, as well as to other foreign citizens interested of the Romanian culture, science and civilisation.

The maximum number of foreign citizens that may study on their own expenses in Romania is of 3500 annually. Foreign citizens are registered for studies by the Ministry of Education, Research and Youth that:

- Establishes the equivalence of the studies accomplished abroad by the candidates;
- Establishes the financial conditions for the studies;
- Allocates the candidates to the educational institutions, according to the enrolment quotas previously established;
- Ensures, with the support of the Ministry of Health, that all candidates undertake a medical examination according to the international practice in the area.

In addition, the following categories of foreign citizens can attend public education in Romania free of charge:

- The personnel of official foreign institutions - embassies, consular offices, international organisations, etc. - as well as their families' members for all education levels. This provision applies only if the similar Romanian personnel and their families' members benefit of free of charge education in the respective countries. The official quality of the candidates in this category as well as the accomplishment of the reciprocity condition has to be confirmed by the Ministry of Foreign Affairs;
- The personnel of non-profit organizations and associations authorized to function on the Romanian territory, as well their families' members - for primary and gimnaziu education;
- The families' members of teachers and researchers that deploy official activities in Romania, and of the beneficiaries of the scholarships granted by the Romanian state to foreign citizens - for primary and gimnaziu education.

Regarding refugees and persons seeking asylum, the authorities apply consistently all the corresponding provisions of the international agreements which Romania is a part of. Children of the refugees and persons seeking asylum, as well as refugee children are given both special social protection and equal opportunity to access public education.

The legal framework specifically regarding the education of the children of migrant workers from the European Union includes:

- The Government Decision 508/2001 amended through the Government Decision 1420/2002 – providing the general framework, and
- The Ministerial Order 4638/2001 amended through the Ministerial Order 3330/2004 – approving the methodological Norms for providing education for the children of the migrant workers from the European Union.

The migrant worker is defined as the citizen of a member state of the European Union that has the residence or the right to stay in Romania and that is deploying or had deployed on the territory of the Romanian state an activity based on an individual labour contract or other form regulated by the Romanian legislation. The concept "child of the migrant worker" is defined as the child up to 18 years old being in care of the migrant worker.

The Romanian state ensures equal opportunity to the children of the migrant workers in accessing compulsory education. Their schooling during compulsory education is free and is provided according to the provisions of the Education Law (Law 84/1995, republished, subsequently amended and completed).

In order to enroll to compulsory education, the children of the migrant workers that do not know the Romanian language have to attend and pass a free course for initiation in the Romanian language. The children of the migrant workers that know the Romanian language have to sit and pass a free examination organised by the County School Inspectorates. Upon passing the initiation course or the examination, the children of the migrant workers are enrolled in public compulsory education – all their previous studies being recognised without any other examinations. The initiation course is provided in the following conditions:

- The duration of the course is one school year;
- The course is provided in public educational institutions and is free of charge. The necessary costs for the initiation course are covered by the Local Councils;
- The children are organised in 3 age-level groups: 6-12 years old, 12-14/15 years old and 15-18 years old;
- During the initiation course, children can participate, with the agreement of the school management, to other educational activities, without being formally registered.

In the case of the children/pupils that prove an evident inadequacy to the educational standards or evident lack of knowledge of the Romanian language, the head of the school can decide, subject to the agreement of the parents, to enroll the children/pupils in a lower grade or to send them back to the Romanian language initiation courses. Alternatively, the Romanian language initiation courses can be attended in parallel with the regular courses in order to improve the communication skills of the children/pupils. Remedial teaching and other forms of support can also be provided, according to the provisions of the educational legislation.

The initiation courses are taught by Romanian language teachers, according to an adapted curricula elaborated by the National Council for Curriculum. The initial and in-service training of the teaching staff ensuring teaching of the Romanian language as the official language of the Romanian state is ensured by the Ministry of Education, Research and Youth. The Ministry of Education, Research and Youth, in cooperation with the similar authorities in the countries of origin of the migrant workers, establishes the necessary measures to ensure teaching of the language and culture of the respective country during the compulsory education. All the necessary costs for ensuring education of the children of the migrant workers during compulsory education are supported according to the provisions of the law regarding financing of Pre-tertiary education.

Children of the migrant workers are granted the access to the other education levels according to the provisions of the Government Decision 288/1993 (republished) regarding schooling in Romania of the citizens from other countries.

Regarding the special measures for the benefit of children/pupils of ethnic minorities, please refer to subsections 1.4. and 2.3.. Further information regarding the specific provisions for the education provided in Romania for the national minorities is also presented within the relevant subsections of the document.

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 1420/06/12/2002 pentru modificarea si completarea Hotarârii Guvernului nr. 508/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene

Hotarârea Guvernului nr. 288/21/06/1993 privind scolarizarea în România a cetatenilor din alte tari (republicata)

Hotarârea Guvernului nr. 508/31/05/2001 privind accesul la învățământul obligatoriu din România al copiilor lucratorilor migranti proveniti din statele membre ale Uniunii Europene

Ordinul ministrului educatiei nr. 3330/01/03/2004

Ordinul ministrului educatiei nr. 4638/05/10/2001 pentru aprobarea Normelor metodologice privind scolarizare copiilor lucratorilor migranti si asigurarea personalului didactic calificat

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)



## 10.8. Statistics

Numbers of schools and pupils in special education, primary level and gimnaziu, in 2007/2008

	<b>Educational institutions</b>	<b>Pupils</b>
Urban	106	15713
Rural	16	1148
Total	122	16861

Source: Special education at primary level and gimnaziu, beginning of school year 2007/2008, National Institute of Statistics, 2008.

Teaching staff in special education, primary level and gimnaziu, in 2007/2008

	<b>Teaching staff</b>
Urban	5698
Rural	453
Total	6151

Source: Special education at primary level and gimnaziu, beginning of school year 2007/2008, National Institute of Statistics, 2008.

Available infrastructure for special education, primary level and gimnaziu, in 2007/2008

	<b>Classrooms</b>	<b>Laboratories</b>	<b>Sport-halls</b>	<b>Specialised workshop rooms</b>
Total	2617	78	143	222

Source: Special education at primary level and gimnaziu, beginning of school year 2007/2008, National Institute of Statistics, 2008.

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## 11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

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Romania participates in various bilateral and multilateral cooperation programmes and initiatives in the field of education and training – organised based on international agreements which Romania is part of and the Romanian legislation in the area. These programmes and initiatives promote exchange of good practices, harmonization of legislation, coordination of educational policies and strategies, curriculum, evaluation and institutional development, teacher training, etc. The direct exchanges of teachers, researchers and pupils/students are seen as key-elements for developing multicultural awareness and cultural dialogue.

Focusing on the development of quality education, Romania participates to the European Union action programmes in the field of education and training. The main purpose of this participation is to develop the European dimension in education, to encourage mobility and to facilitate direct cooperation between schools/higher education institutions.

Romania also participates in the cooperation programmes and projects initiated by the Council of Europe in the field of education and training.

The activities of UNESCO-CEPES (the European Centre for Higher Education/Center European pour l'Enseignement Supérieur) are focused foremost on cooperation in the area of higher education in Central and Eastern Europe. Since September 2003, UNESCO-CEPES have been a consultative member of a Follow-up Group of the Bologna Process.

Romania is a member of the Stability Pact for South Eastern Europe (SEE) and is actively participating in the cooperation programmes and initiatives organised in the field of education and training within Working Table 1 – Task Force Education and Youth. The Task Force Education and Youth/Enhanced Graz Process is a network of regional and international key actors in education and Youth. Its membership includes international institutions, donor countries, and all SEE countries (represented by the Ministries of Education). The whole network currently gathers over 800 key actors and key institutions and thus is the most comprehensive regional and international network in the field of education and Youth. It strongly builds on existing institutional frameworks and expertise, as well as on regional ownership and an inclusive approach.

The Task Force Education and Youth/Enhanced Graz Process supports education reform processes at national and regional levels, lobbies for and facilitates the inclusion of SEE countries into the wider European Area of Education. It does not implement nor impose education reform plans from outside, but promotes the identification of priorities and the implementation of education reform in different countries. The South Eastern European Educational Co-operation Network (SEE-ECN) with its 10 nodes in the region is the information backbone of the Task Force Education and Youth/Enhanced Graz Process. The virtual library of documents and relevant information on key actors in education, both on national, regional and European level are provided on the SEE-ECN website [www.see-educoop.net](http://www.see-educoop.net).

Cooperation at regional level in the area of higher education was strengthening through the Central European Exchange Programme for University Studies (CEEPUS). The CEEPUS programme is an academic mobility programme in the Central Europe involving Austria, Bulgaria, Czech Republic, Croatia, Poland, Romania, Slovakia and Slovenia. Romania has participated in the programme since 1998. Relevant information on the CEEPUS programme is provided on the website [wwwc.oead.ac.at/](http://wwwc.oead.ac.at/).

The cooperation on educational policy issues has built up at the European level over the past few years. Romania has adopted the commonly shared European priorities and objectives regarding development of education and training. Please refer to subsections for more details.

Agentia Nationala pentru Sprijinirea Initiativelor Tinerilor

Agenția Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale

Ministerul Educației, Cercetării și Tineretului

Ministerul Integrării Europene

UNESCO-CEPES

## 11.1. Historical Overview

At the initiative of the Romanian Government, others countries, Governments and international organisations Romania became part of various bilateral and multilateral agreements promoting cooperation programmes and initiatives in the field of education and training. Bilateral agreements were concluded with numerous countries: Argentina, Azerbaijan, Bulgaria, China, Georgia, Hungary, Italy, Kazakhstan, Morocco, Mexico, Moldavia, Peru, Portugal, Qatar, Russian Federation, Slovakia, Slovenia, Turkey, Ukraine, USA, Vietnam, etc.

Considering development of quality education as a priority of the education reform, Romania started to participate in the European Union action programmes in the field of education and training, as follows:

- TEMPUS – since 1991;
- Socrates – since 1997;
- Leonardo da Vinci – since 1997;
- Innovation for Europe – since 1997.

Romania has also started to participate in the Council of Europe cooperation programmes and projects and has signed the agreement regarding the establishment of the European Center for Modern Languages in Graz (ECML).

Romania has always had important cooperation relations with the countries in the region. After 1990, in the context of the specific social, economic and cultural developments in the region, Romania has continued on new grounds the relations with the neighboring countries. Considering the specific regional priorities regarding the development of education and training, Romania has started to participate in the cooperation activities of the UNESCO-CEPES (the European Centre for Higher Education/Center Européen pour l'Enseignement Supérieur), the Stability Pact for South Eastern Europe – Working Table 1 – Task Force Education and Youth, as well as in the Central European Exchange Programme for University Studies (CEEPUS). Moreover, through the Black Sea University Foundation established in 1992, Romania has initiated cooperation programmes involving countries situated in the Black Sea zone and South-Eastern Europe in order to address through education and lifelong learning some of the most pressing problems in the region.

In the recent years, Romania has adopted the commonly shared European priorities and objectives regarding development of education and training. Consequently, the current stage of the reform in education and training in Romania is harmonised with the "Bologna Process", the "Education & Training 2010" programme and the "Copenhagen Declaration". Benefiting of full support from the European Community, the Romanian experts participate in the meetings, seminars and conferences organised by the European institutions regarding cooperation on educational policies.

[Enciclopedia de istorie a României](#)

[Istoria Romaniei în date](#)

[Legi ale învățământului din România \(1864-1978\), Vol. I-II](#)

[Învățământul românesc în date](#)

UNESCO-CEPES

## 11.2. Ongoing Debates and Future Developments

The national programme "European integration and international cooperation" has the following action lines:

- Participation in the European cooperation programmes in the field of education and training;
- In-service training of Pre-tertiary teachers through the Council of Europe programme;
- Bi- and multilateral cooperation in the field of education and training;
- Cooperation within the Stability Pact for South Eastern Europe.

The participation to the European programmes is considered an essential condition for the process of European integration, proving Romania's institutional capacity to run European Union projects. The measures envisaged by the Ministry of Education, Research and Youth in order to increase the efficiency of Romania's participation in community programmes are the following:

- Increasing the institutional capacity of the Ministry of Education, Research and Youth and of the implementing agencies in order to better and effectively respond to the new responsibilities related to the implementation of community programmes, namely: the decentralization of the decision making process, increasing the monitoring and control activities, improving the valorisation of the projects' results;
- Increasing the participation rate of the educational institutions in rural areas and in the disadvantaged areas in community programmes;
- Developing trans-national European partnerships;
- Developing the European dimension in education;
- Certifying the competencies obtained and the competencies developed as a consequence of the European mobility;
- Promoting transparency and the recognition of professional qualifications.

The Ministry of Education, Research and Youth has concluded several international cooperation agreements with various countries, which promote the exchange of good practices, the harmonization of legislation, the coordination of the educational policies and strategies, regarding the elaboration of the curriculum, institutional development, evaluation, the training of the teaching staff. The direct exchanges of teachers, specialists, researchers and pupils are seen as key-elements for developing multicultural awareness and cultural dialogue.

Through its representatives, Romania is taking part in the following working groups within the Stability Pact for South-Eastern Europe: Education for democratic citizenship and the management of diversity, History and the teaching of history, Vocational education and training and General Education and improving the education system. During the next period, special attention will be given to the participation of the educational institutions as members in the cooperation networks and the projects in the field of education which are part of the Stability Pact. Teachers with professional performances will be enrolled as experts for the programmes and projects of the Stability Pact. The Ministry of Education, Research and Youth will stimulate the schools and the educational institutions to use the data provided through the Stability Pact, in order to intensify the participation in cooperation projects through education in South Eastern Europe and the valorisation of the results of the projects carried out. At the same time, new areas of interest will be identified, where regional cooperation will add value based on the complementary character of national reforms and the regional dimension, so that education should ensure the consolidation of peace and stability in this European region.

The most important changes occurring today in Romanian higher education aim at the implementation with maximum efficiency of the recommendations issued from the Declaration signed in 1999 by the European ministers of education.

*Strategia dezvoltării învățământului preuniversitar pentru perioada 2001-2004, actualizată în 2002 - planificare prospectivă până în 2010*

### 11.3. National Policy Guidelines/Specific Legislative Framework

One of the main features of Romanian political scene was the full support the accession process of Romania to the European Union – declared as a national priority. The main priorities and associated objectives, measures, programmes and projects aiming to the fulfilment of the membership criteria will be supported according to the current agreements and planning. Considering this specific national context, the accession to the European Union has been in the recent years the main momentum of the reform process in Romania in all sectors, including education and training.

International cooperation through bilateral and multilateral agreements was considered as a major support for the accession process. The Government Programme has proposed the following major objectives regarding the foreign policy of Romania:

- To develop good-neighborhood relations and regional cooperation with the countries in the area;
- To develop bilateral relations, especially with the countries that share the same values and interests as Romania, with a view to the accomplishment of their full potential in the politics, economy, strategy, science and culture areas;
- To increase the dynamics of the multilateral diplomacy, mainly within the United Nation Organisation and its specialised agencies, and intensification of the Romanian participation in the organisations and structures at sub-regional, regional, European and Euro-Atlantic level in order to promote constructive dialogue and to affirm Romania's profile at international level;
- To support the dialogue and cooperation of the Government with the international financing institutions and to facilitate the access of the public and private sector to the international capital and markets;
- To re-launch the necessary approaches for the accession of Romania to OECD;
- To actively support the interests of the Romanian citizens and co-nationals from abroad and to encourage their relations with the country;
- To increase Romania's capacity to face non-conventional threats towards security (organised crime, proliferation of mass-destruction weapons, corruption, drugs and human beings traffic, economic and electronic crime, etc.);
- To promote the Romanian image, culture, spirituality and science in the world.

The Government Programme outlines that Romania will cooperate with the member states in the European structures and international organisations. At the same time, Romania will support the countries in the West Balkans engaged in the stabilisation and accession process. From the perspective of its national interests, Romania will specifically support the Republic of Moldavia and Ukraine in accomplishing their options towards approaching the European Union.

In the field of education and training, the foreign policy promoted by the Romanian Government is accomplished through specific legislative acts:

- Bilateral agreements, protocols and understandings concluded between the Romanian Government or the Ministry of Education, Research and Youth and other states Governments or corresponding Ministries respectively – regarding specific priorities, objectives and measures to promote cooperation programmes and initiatives, as well as mutual recognition of qualifications and diploma equivalence;
- Legislative acts for approving and regulating multilateral cooperation and participation of Romania in various European programmes and initiatives (Lifelong Learning Programme);
- Legislative acts to endorse international conventions such as on mutual recognition of qualifications and diploma equivalence;

- Legislative acts to establish and regulate organisation and functioning of institutional structures responsible for implementation of cooperation programmes and initiatives.

The involvement of Romania in the European cooperation on education policy issues ("Education and Training 2010", "Copenhagen Declaration", "Bologna Process", "Enhanced Graz Process") is valorised in the sectorial strategies elaborated by the Ministry of Education, Research and Youth. The endorsement by Romania of the commonly shared objectives at European level in the field of education and training led to concrete outcomes present in the current reform process: the restructuring of the compulsory education, the revision of the National Curriculum according to the key-competences proposed at European level, the reform of the T/VET system, the restructuring of higher education, etc.

Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social

Agentia Nationala pentru Sprijinirea Initiativelor Tinerilor

Agenția Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Ministerul Educatiei, Cercetarii si Tineretului

## 11.4. National Programmes and Initiatives

International cooperation programmes and initiatives in the field of education and training are coordinated at national level by the Ministry of Education, Research and Youth through specialised structures and national agencies, as presented below.

The General Directorate for European Affairs and International Relations is organised within the Ministry of Education, Research and Youth (<http://www.edu.ro>). This directorate is structured in 2 different departments with specific responsibilities:

- The Department for International Relations: ensures relations with the institutional structures of the Francophone International Organisation and with the executive bodies of UNESCO; coordinates the programmes and projects of the European Centre for Modern Languages in Graz (ECML); promotes the policies and practices recommended within the Council of Europe programmes and projects; coordinates the Central European Exchange Programme for University Studies (CEEPUS);
- The Department for European Affairs: coordinates and monitors the programmes, activities and actions concerning the European affairs, in the field of education and training;

The National Center for Recognition and Equivalence of Diplomas (<http://www.edu.ro/cnoed.htm>) and the National Office for Scholarships Studies Abroad (<http://www.burse.edu.ro>) both function within the Ministry of Education, Research and Youth.

The National Agency for Community Programmes in the Field of Education and Vocational Training (<http://www.anpcdefp.ro>) has been established with the purpose to coordinating the action programmes of the European Union in the field of education and training. In 2007, the agency became responsible for coordination of community programmes: Lifelong Learning and Youth in Action.

In order to facilitate the professional mobility and to ensure the transparency of Romanian qualifications, the National Agency for Qualifications in Higher Education and Partnership with Social and Economic Environment (ACPART - [www.acpart.ro](http://www.acpart.ro)) has been set up. Its main task is to elaborate the National Qualification Framework for Higher Education, ensuring the compatibility with the European Qualification Framework.

The activities of CEPES (the European Centre for Higher Education) are focused foremost on cooperation in the area of higher education in Central and Eastern Europe. Relevant information on the mission, objectives and activities of UNESCO-CEPES are provided on the website <http://www.cepes.ro>.

The European Union action programmes in the field of education and training are coordinated at local level through the County School Inspectorates and the higher education institutions.

Agentia Nationala Pentru Calificarile din Invatamantul Superior si Parteneriat cu Mediul Economic si Social

Agenția Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale

Centrul National pentru Burse de Studii în Strainatate

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Ministerul Educatiei, Cercetarii si Tineretului

UNESCO-CEPES

### 11.4.1. Bilateral Programmes and Initiatives

The bilateral relations in the field of education and training include agreements and/or collaboration programmes between Romania and a large number of partner countries from all over the world –Bulgaria, Hungary, Italy, Portugal, Slovakia, Slovenia, Turkey, etc. Depending on the specificity of the programme and of the interests of the two countries, bilateral cooperation might include:

- Granting of scholarships on a reciprocal basis – for partial or complete license studies, as well as for post-university studies, including doctoral studies;
- Exchange of specialists in education and of data and studies regarding content and organisation of the education systems in the 2 countries;
- Exchange of teaching and academic staff for various periods of time for teaching and/or research activities;
- Direct collaboration between educational institutions of various levels;
- Development of and support for the study of the language, literature and art of the two countries – through establishment of specialised chairs in educational institutions, exchange of academic staff, specialists, technicians, researchers and students, exchange of books and other printed materials, and participation to lectures organised by each of the two sides, etc.;
- Mutual recognition of the qualification and equivalence of diplomas.

Foreign citizens or Romanian citizens residing abroad can attend education in Romania based on scholarships granted by the Romanian state or on their own expenses. The Romanian state grants annually scholarships in the following conditions:

- On reciprocal basis, according to the provisions of the bilateral agreements regarding cultural and educational cooperation;
- According to the interests of Romania – 150 scholarships as follows:
  - 80 scholarships through the Ministry of Foreign Affairs, with priority to the youngsters coming from countries that do not have with Romania cooperation agreements of the type previously mentioned;
  - 40 scholarships through the Ministry of Economy and Commerce for promoting certain economic and commerce cooperation activities;
  - 30 scholarships through the Ministry of Education, Research and Youth for foreign citizens with good school performances and within the specific cooperation between ministries and other institutions from other countries;



- 50 scholarships through the Romanian Cultural Foundation for high school, higher education and post-higher education in the benefit of the citizens of Romanian origin from other countries, as well as to other foreign citizens interested of the Romanian culture, science and civilisation.

According to the in-force legislation, the maximum number of foreign citizens that may study on their own expenses in Romania is of 3500 annually. Foreign citizens are registered for studies by the Ministry of Education, Research and Youth that:

- Establishes the equivalence of the studies accomplished abroad by the candidates;
- Establishes the financial conditions for the studies;
- Allocates the candidates to the educational institutions, according to the enrolment quotas previously established;
- Ensures, with the support of the Ministry of Health, that all candidates undertake a medical examination according to the international practice in the area.

Recognition and equivalence of diplomas granted abroad are performed by a specialised service of the Ministry of Education, Research and Youth – based on the provisions of the international agreements which Romania is part of and bilateral agreements concluded between Romania and other countries. The National Center for Recognition and Equivalence of Diplomas is linked to the European information networks ENID (European Network of Information Centers set up by the Council of Europe and UNESCO) and MARCI (Network of Information Centers for Academic Recognition set up by the European Union) to which and from which supplies information on diplomas' recognition.

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Ministerul Afacerilor Externe

Ministerul Economiei si Finantelor

Ministerul Educatiei, Cercetarii si Tineretului

Ministerul Sanatatii Publice

## 11.4.2. Multilateral Programmes and Initiatives

Romania Participation in Regional Cooperation

The Black Sea University Foundation

In 1992, a Romanian academic group had the initiative to set up the Black Sea University Foundation, a non-political and non-profit organisation. The experience gained in 1991 and 1992 by its founders, following the organisation of five European summer schools, with the support and collaboration of Bruges European College, helped consolidate the Foundation's capacity to organise lifelong learning. Black Sea University Foundation developed also a research dimension, through its centers:

- National Center for Sustainable Development – NCSD (presently an autonomous institution);
- Conflict Prevention Studies Center – CPSC ([www.cpsc.ro](http://www.cpsc.ro));
- Laboratory for Information Technologies in Education – LITE.

The training activity has been focused on the organisation of summer courses for young researchers, economists, managers, teachers etc. Annually about 1,000 participants, from 42 countries, attend summer courses. Since 1999, Black Sea University Foundation has had a consultative role within the Economic and Social Council of countries situated on the Black Sea coast.

Black Sea University Foundation tries to respond to urgent needs, insufficiently covered by institutions and official programmes in region. Its main objectives are: to strengthen the civil society and the academic

community, to support the efforts of all the countries situated in the Black Sea zone and South-Eastern Europe to solve the most pressing problems: peace strengthening, conflict prevention and early warning, functioning improvement of institutions and administration, education and ICT, economy restructuring, participation in the regional and global economic circuit, mentality change regarding modernisation, promotion of tolerance and work in joint projects, assurance of good neighboring and development of regional partnership. Training young people in this spirit is a reliable method to achieve the proposed objectives.

Since its establishment, Black Sea University Foundation was endorsed by some organisations of UN family, such as: UNESCO, UNITAR, UNU, CEPES/UNESCO. In 1999, Black Sea University Foundation was granted a Special Consultative Status within ECOSOC/UN, as a regional non-governmental organisation. Thus, Black Sea University Foundation designated its permanent representatives who expressed the position of the organisation in debates on topics related to its activity. Black Sea University Foundation has a good co-operation relationship with the UN Development Programme. The relationship with the Black Sea Economic Co-operation Forum and the Parliamentary Assembly of this forum was the subject of some specific resolutions.

The Stability Pact for South Eastern Europe (SEE)

Romania is a member of the Stability Pact for South Eastern Europe (SEE) and is actively participating in the cooperation programmes and initiatives organised in the field of education and training within Working Table 1 – Task Force Education and Youth/Enhanced Graz Process. Relevant information on the Stability Pact for SEE and its Working Tables are provided on the website [www.stabilitypact.org](http://www.stabilitypact.org).

The Task Force Education and Youth/Enhanced Graz Process is a network of regional and international key actors in education and Youth. Its membership includes international institutions, donor countries, and all SEE countries (represented by the Ministries of Education). The whole network currently gathers over 800 key actors and key institutions and thus is the most comprehensive regional and international network in the field of education and Youth. It strongly builds on existing institutional frameworks and expertise, as well as on regional ownership and an inclusive approach. The Task Force Education and Youth/Enhanced Graz Process supports education reform processes at national and regional levels, lobbies for and facilitates the inclusion of SEE countries into the wider European Area of Education. It does not implement nor impose education reform plans from outside, but promotes the countries' ownership in the identification of priorities and the implementation of education reform.

Through its representatives, Romania has been taking part in the following working groups within the Stability Pact for South-Eastern Europe: Education for democratic citizenship and the management of diversity, History and the teaching of history, Vocational education and training and General Education and improving the education system.

The Education Reform Initiative of South Eastern Europe (ERI SEE). Following the substantial progress of the Enlargement Process of the European Union, the Task Force Education and Youth/Enhanced Graz Process has together with Senior Officials from the SEE proposed an initiative aimed at supporting education reform in the region, taking into account both country-specific needs and demands in education reform as well as present trends in the development of the envisaged European Area of Education. The ERI SEE is seen as an interface between ongoing SEE education reform at national level and European trends in order to achieve common European standards in education – i.e. the "Education & Training 2010" programme, the "Copenhagen Declaration" and the "Bologna Process". The following priorities of the ERI SEE were identified:

- Adjustment and review of existing national legal frameworks in line with ongoing European developments and national reform priorities;
- Decentralisation of education management and administration, with a focus on quality enhancement and accountability;

- Development of education management information systems and quality assurance mechanisms;
- Curriculum reform in line with European trends and developments;
- Widening access to quality education and ensuring equal opportunities – taking account of gender equality – for national minorities, especially Roma communities, and other disadvantaged groups including members of low income groups, people with disabilities, citizens from isolated rural communities, etc.;
- Promotion of education for democratic citizenship in both formal and non-formal education programmes;
- Ensuring access to, and effective use of ICT;
- Development of opportunities for lifelong learning as a key means to stimulate economic regeneration in the region;
- VET, especially establishing links between education and labour market.

#### The Central European Exchange Programme for University Studies (CEEPUS)

Cooperation at regional level in the area of higher education was strengthening through the Central European Exchange Programme for University Studies (CEEPUS). The CEEPUS programme is an academic mobility programme in the Central Europe involving Austria, Bulgaria, Czech Republic, Croatia, Poland, Romania, Slovakia and Slovenia. Romania has participated in the programme since 1998. Cooperation between higher education institutions within CEEPUS is ensured through the following actions:

- Action 1: Establishment and Operation of a Central European University Network. A network comprises at least three higher education institutions, each of them meeting the following requirements: periods of study and/or practical training completed at one participating institution is also fully recognized at the partner institutions; the partners contrive to develop joint curricula and a system to facilitate the mutual recognition of studies, including post graduate training; CEEPUS courses and/or lectures are held also in English, German or French, respectively; a student studying within the CEEPUS framework is exempt from any registration and/or tuition fees whatsoever; CEEPUS does not cover overhead costs or expenses related to organisational purposes.
- Action 2: Intensive Courses. Intensive courses are provided subject to the following conditions: the courses are designed to attract participants from as many countries in the programme as possible, including the host country; the courses are classified as summer-schools dedicated to a specific topic, and intensive training courses – over a period of at least two weeks – for young teaching staff. Congresses and similar events are explicitly excluded under this Action.
- Action 3: Language Courses. Language courses are provided under the condition that they are "dual" courses (courses for groups of participants from two countries, with each group studying the language of the other group). Each course may be complemented by leisure activities to foster mutual understanding. These activities are not, however, included in CEEPUS financing.
- Action 4: Student Excursions. Student excursions are provided subject to the conditions that: serve a scientific purpose and/or vocational training and make use of a specific part of the infrastructure of the host country; or serve a scientific purpose and/or vocational training and are jointly organized.
- Action 5: Student and Teacher Mobility Grant Scheme.
- In Romania, the National Office CEEPUS functions within the Ministry of Education, Research and Youth ([www.edu.ro](http://www.edu.ro)). Other relevant information on the CEEPUS are provided on the website [www.coead.ac.at](http://www.coead.ac.at)

#### Romanian Participation in Community Action Programmes

The participation to the European Union action programmes in the field of education and training proves Romania's institutional capacity to run European Union projects. At the same time, the corresponding activities ensure:

- Harmonisation of the Romanian education system with European systems concerning curricular objectives, contents and teaching methods;

- Creation of an evaluation system, compatible to the European standards;
- Information of decision-makers concerning the education in European Union Member States and elaboration of studies and comparative analyses.

In August 1997, the Council for Association to European Community adopted the Decision 2/1997, which stated Romania's participation in the European cooperation programmes Socrates, Leonardo da Vinci and Youth for Europe. Romania participates with equal rights in the second phase of the European programmes in the field of education and training.

Relevant information regarding Romania participation in the European programmes is provided by the websites:

- The Ministry of Education, Research and Youth: [www.edu.ro](http://www.edu.ro);
- The National Agency for Community Programme in the Field of Education and Professional Training: [www.anpcdefp.ro](http://www.anpcdefp.ro)

During the period 1991-2001, the TEMPUS Programme facilitated the access of Romania and other candidate countries to assistance for development of higher education. Funds received by Romania (108 million EURO) were used in running 267 Joint European Projects, 104 Complementary Measures Projects and 1267 Individual Trans-European Mobility Grants.

The Tempus programme generated a new attitude regarding higher education issues, developed European university dialog, improved competencies related to project management, imposed the adoption of new modern strategies intended to develop higher education curricula and to make more flexible and suitable the higher education offer, contributed to the enhancement of university autonomy and to the quality improvement of academic management. As a result, the Tempus programme gave a prompt answer to requirements of universities, determined by political changes, in 1989.

- TEMPUS I (1990-1994) tried to reconnect Romanian universities to the international circuit, to update the basis of scientific knowledge and to renew curricula and teaching methods.
- TEMPUS II (1994-1998) added to previous objectives other new objectives as: revising the educational offer corresponding to current and future requirements of the labour market, development of practical skills, increasing flexibility related to the implementation of curricula, sustaining individual learning routes, preparation for the participation in Community action programmes Leonardo da Vinci and Socrates.
- TEMPUS II bis (1998/2001) continued the activities specified in previous phases, but focused the attention on projects which enhanced links between higher education institutions and the economic, social and cultural environment.
- TEMPUS III (2000/2006) specified new objectives as: development of higher education institutions, development of human resources in non-academic sectors, enhancement of regional cooperation.

Technical assistance in TEMPUS I included Joint European Projects, Complementary Measures Projects and Individual Mobility Grants, while in TEMPUS II and TEMPUS II bis, the programme became more coherent and focused on actions that directly supported the preparation of candidate countries for European Union integration. Beside Joint European Projects, focused on higher education management, curricular development and institutional renewal, or mobility projects, the programme facilitated the development of European networks in the field of higher education.

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### 11.4.3. Other National Programmes and Initiatives

There is also other European or international co-operation programmes between Romanian educational institutions and institutions from other countries. This category can be filled in the national curriculum developed for the curriculum to School decision (CDS) approved by order of the Minister of Education, such as those relating to: health education, civic education, European School Education, ecological environment protection etc.

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## 11.5. European/ International Dimension through the National Curriculum

The content of Pre-tertiary education is established within the National Curriculum, defined by the Education Law (Law 84/1995, republished, subsequently amended and completed) as the coherent assembly of curriculum frameworks, syllabi and textbooks for each Pre-tertiary education level, route, profile, specialisation and grade.

The National Curriculum is structured into two parts, one that is mandatory for each education level, route, profile, specialisation and grade (the common core curriculum) and one that is at the decision of the school (the school-based curriculum).

The curriculum frameworks are elaborated by experts (professors, teachers, inspectors, other educational specialists) working for the National Council for Curriculum – a body of experts external to the Ministry of Education, Research and Youth. National subject commissions, comprising highly estimated professors, inspectors and teachers, and nominated through Ministerial Order, elaborate – under the coordination of the National Council for Curriculum – the syllabi for each compulsory subject. Following public consultations, the curriculum frameworks and the syllabi endorsed by the National Council for Curriculum are approved through Ministerial Order and are compulsory for all schools part of the national education system.

Based on consultations with the parents, the pupils and other partners, subject to the approval of the teachers' council, the school's administration council decides every year the exact number of classes per week for each compulsory subject (that is not already exactly established within the National Curriculum) and the full content of the school-based curriculum. The total number of classes per week has to be in the range set for each education level, route, profile, specialisation and grade by the National Curriculum.

The university autonomy is correlated with the principle of personal and public accountability for the quality of the entire teaching and scientific research activity accomplished by the higher education institution. Consequently, for all education levels involved, the curricula and corresponding syllabi are established autonomously by the higher education institutions, according to the national strategies for higher education development and the national academic standards.

Please refer to subsections for more details.

[Planuri de învățământ](#)

[Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact](#)

Ministerul Educației, Cercetării și Tineretului

[Legea învățământului nr. 84/24/07/1995 \(republicată, cu modificările și completările ulterioare\)](#)

### 11.5.1. Pre-primary Education

The European dimension through the curriculum at the pre-primary education level is based on the initiatives of the educational institutions and of the teaching staff. The activities organised with this purpose might be included within the study of foreign languages through inter-cultural approaches, the "chosen activities" (school based curriculum) focusing on historical and geographical basic, simple aspects related to the position and role of Romania in the European community, etc. In the recent years, teachers' initiatives in this area have been facilitated and specific support has been provided through the in-service training programmes.

### 11.5.2. Primary Education

The European dimension through the curriculum at the primary education level is based on the study of foreign languages (compulsory beginning with grade III) and the initiatives of the educational institutions and of the teaching staff. The activities organised with this purpose might be included within the study of foreign languages through inter-cultural approaches, the history and geography of Romania through basic aspects related to the position and role of the country in the European space, the civic education through basic, simple information regarding citizenship within multi-cultural environments, etc. In recent years, teachers' initiatives in this area have been facilitated and specific support has been provided through the in-service training programmes.

### 11.5.3. Secondary Education

The European dimension through the curriculum at secondary education level (grades V to XII/XIII) is based on the following:

- The study of foreign languages;
- General as well as specific topics integrated in certain subjects part of the common core curriculum;
- Specific topics integrated in the optional subjects or even entirely dedicated optional subjects part of the school based curriculum;
- Extracurricular and extra-school activities.

The study of all foreign languages includes relevant aspects related to the culture and history of the origin country. At the same time, the communication skills acquired through the study of the foreign languages represent a prerequisite for establishing any type of relations with schools from abroad within various European and international cooperation programmes. Specifically at high school level, the curriculum of the bilingual classes includes the study of geography (grade IX), history (grade X) and elements of culture and civilisation (grades XI and XII) specific to the respective linguistic area.

European dimension is included in the syllabi of the following subjects – part of the common core curriculum: history, geography, civic culture (gimnaziu level), and social-humanistic sciences (high school level). The classes dedicated to counselling and guidance (present throughout the entire common core curriculum from grade V to XII/XIII) are organised on topics established by the tutor teachers and often include information and activities related to the European and international issues.

Specific aspects inspired by European and international considerations are frequently included within optional subjects developed at the school level as part of the school based curriculum. It is important to outline that some of these topics/subjects are developed as a consequence of the schools' participation in European or international projects. Depending on the education level, topics/subjects offered within the school based curriculum might include historical and geographical aspects, education for European citizenship, cultural awareness, traditions across Europe, European institutions and organisations, European integration process, etc.

Extracurricular and extra-school activities provide a large variety of activities that promote European and international dimension in education. These might include preparation for standard international examinations of the linguistic competences in European languages, participation to various activities related to the European and international projects developed by the school, excursions organised abroad with cultural and leisure purpose, participation to information and dissemination activities regarding European structures and processes organised by various authorities, etc.

#### **11.5.4. Tertiary Education**

Concerns related to the promotion of European dimension in tertiary education led to the establishment of new institutional structures – like the Faculty of Compared European Studies and the Institute of European Studies within the "Babes-Bolyai" University in Cluj-Napoca, the Department for European Studies within West University in Timisoara, the Chair for European Studies within "A. I. Cuza" University in Iasi, etc.

Such structures – existing also within other higher education institutions in Bucharest, Craiova, Brasov, etc. – offer either new curricula, compatible with the ones provided at the European level, or specific modules focusing on European studies. The study programmes provided within these structures extended the specialisation opportunities and led to graduates in specific areas such as: specialist in European studies, manager for European institutions, policy analyst, etc.

#### **11.5.5. Continuing Education and Training for Young School Leavers and Adults**

Since adult education courses are offered in a very decentralised manner, it is very difficult to create a global view on the approach of European dimension through these types of courses and on resources used. Generally, the available resources related to the integration of European dimension in adult education, are results of European cooperation projects.

#### **11.5.6. Teachers and Education Staff**

Initial teacher training includes specific topics, included in the professional training modules, focusing on the approach of European dimension in education. In service teacher training, organised especially in higher education institutions and Teaching Staff Centre, includes teacher training sessions dedicated to approaching European and international issues in education. Various resources are provided in order to support the teaching-learning process concerning this area – explicit topics being included within general or specific teacher-training publications, methodological guides for specific subjects, textbooks for teachers, teacher training support web pages, etc.

### **11.6. Mobility and Exchange**

The current educational policy promoted in Romania fosters the mobility and exchange of pupils/students and teaching and academic staff at all education levels. Mobility and exchange are considered to have an important contribution to the development of the European dimension in education and of quality education, and to improve networking and opening of the education system.

Please refer to subsections for more details.



### 11.6.1. Mobility and Exchange of Pupils/ Students

Mobility and exchange of pupils and students are ensured in Romania through the following types of cooperation programmes and initiatives in the field of education and training:

- The European Community action programmes;
- The bilateral cooperation programmes and initiatives;
- The multilateral cooperation programmes and initiatives (other than the European Community action programmes);
- Unilateral initiatives for supporting pupils/students mobility.

The types of activities involved, the duration, the financing sources and mechanisms, and the organising bodies regarding the mobility of the pupils and students through the European Community action programmes are provided within the respective legal basis and guidelines of the programmes. Relevant information on the implementation of the European Community action programmes may be retrieved via the EU Europe server <http://www.europa.eu.int>, as well as on the following national websites:

- The Ministry of Education, Research and Youth: <http://www.edu.ro>;
- The National Agency for Community Programmes in the Field of Education and Professional Training: <http://www.anpcdefp.ro>;

Mobility and exchange of pupils and students within bilateral and multilateral cooperation programmes and initiatives are regulated through the corresponding agreements between the Romanian Government/the Ministry of Education, Research and Youth and the Governments/the Ministries of Education from the concerned countries. Depending on the specificity of the programme and of the interests of the parts, bilateral and multilateral cooperation programmes may include granting of scholarships on a reciprocal basis – for partial or complete studies concerning various education levels (See 11.4.1. and 11.4.2.).

The National Office for Scholarships Abroad (ONBSS) was established through the Government Decision 997/1998 as a public institution with legal personality subordinated to the Ministry of Education, Research and Youth. The ONBSS administrates all the activities concerning scholarships for study stages and specialisation/research stages managed by the Ministry of Education, Research and Youth. According to the in-force legislation, all scholarships are awarded only based on national competitions organised by the ONBSS and opened to all candidates fulfilling the corresponding conditions. The ONBSS has the following main attributions:

- Announces all the scholarships managed by the Ministry of Education, Research and Youth through the services for international cooperation of the higher education institutions, the County School Inspectorates, and mass-media;
- Files all the candidates' dossiers registered with the Ministry of Education, Research and Youth;
- Organises the evaluation of the candidates' dossiers performed by specialists, based on unique evaluation criteria and in conditions of confidentiality;
- Announces the results of the competitions;
- Sends the dossiers of the nominees for each scholarship in the respective countries through the embassies of the countries or through the Ministry of Foreign Affairs.

The types of scholarships that may be awarded according to the in-force legislation in order to support pupils/students mobility are explained below.

- Scholarships for university and post-university study stages financed by the Romanian Government according to the provisions of the Government Decision 697/1996 (amended through the Government Decision 533/1998). The total number of students attending university and post-university studies abroad is established in the limit of 600 scholarship-months per academic year. Each student benefiting of a

scholarship has to sign a contract with the Ministry of Education, Research and Youth. The contract establishes that the beneficiary has to return to Romania after accomplishing the studies abroad – for a period at least as long as the duration of the subsidised studies, but not less than one year. The Ministry of Education, Research and Youth is entitled to recover all the expenses from the beneficiaries failing to respect the provisions of the contract. The students selected through the national competition for scholarships for university and post-university study stages abroad financed by the Romanian Government benefit of the following facilities:

- A monthly scholarship in the limit of 1000 USD for all the approved period of studies abroad. The exact amount of money is established yearly for each country concerned, after the selection competition, through Ministerial Order endorsed by the Ministry of Foreign Affairs. In the case that part of the necessary sum is provided by natural or legal persons from the country or abroad, the Ministry of Education, Research and Youth covers only the difference;
- One return travel fare per year (by airplane or train) from Romania to the study place;
- Supplementary costs for up to 10 kilos luggage over what is normally included in the air-travel fare – at the beginning and the end of the study-period;
- The right to retake the studies in Romania for the students that accomplished only partial studies abroad.
- Scholarships awarded by other states based on cooperation agreements, or scholarships awarded unilaterally by other states or institutions. For each academic year the Ministry of Education, Research and Youth publishes the number of scholarships by country and type – following the offer of the partner countries. According to the Government Decision 1070/2001, supplementary to the scholarship awarded by the host country/institution, the Romanian state ensures for the students attending partial or complete university studies, post-university studies, doctoral studies, research or specialisation stages with a minimum duration of 3 months – the following facilities:
  - A supplementary monthly scholarship. The supplementary scholarship is supported by the Ministry of Education, Research and Youth. The exact amount of money is established yearly for each country through Ministerial Order endorsed by the Ministry of Foreign Affairs;
  - One return travel fare per academic year from Romania to the study place, if the travel costs are not supported by the host country/institution.

Regardless the type of scholarship awarded, the duration of the studies accomplished abroad is fully recognised upon the return of the pupil/student. Through the Law 172/1998 Romania has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region adopted in Lisbon April 11 1997. Consequently, diplomas and certificates issued by the higher education institutions from the European states endorsing the Lisbon Convention are recognised in Romania according to specific checking procedures.

At the same time, Romania has signed separate conventions on mutual recognition and diploma equivalence with other states in the region in order to better support mobility of the workforce and of the pupils/students. The National Center for Recognition and Equivalence of Diplomas (CNOED) was established through the Government Decision 49/1999 as a directorate within the Ministry of Education, Research and Youth responsible for all the proceedings required by the application of the Lisbon Convention and other inter-country conventions endorsed by Romania. The CNOED is supported in its activity by the National Council of Equivalence of Diplomas (CNED) – an advisory body nominated through Ministerial Order among the best scientists of the Romanian education system. CNOED is linked to the European information networks ENIC (European Network of Information Centers set up by the Council of Europe and UNESCO) and NARIC (Network of Information Centers for Academic Recognition set up by the European Union) to which and from which it supplies information on recognition of diplomas. Proceedings of recognition and equivalence has not to confer better rights to the citizens having studied abroad in comparison with those ones having studied in Romania and it has to observe the Romanian legislation. Any recognition request of a

study document awarded abroad is addressed in writing to CNOED that makes decisions (on the basis of the information provided by the applicant or the analogous centers in other countries, and with the help of CNED) on recognition and settles conditions

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Centrul National pentru Burse de Studii în Strainatate

Centrul National pentru Recunoasterea si Echivalarea Diplomelor

Ministerul Afacerilor Externe

Ministerul Educatiei, Cercetarii si Tineretului

Hotarârea Guvernului nr. 49/29/01/1999 privind înființarea Centrului National de Recunoastere si Echivalare a Diplomelor

Hotarârea Guvernului nr. 533/28/08/1998 pentru modificarea Hotarârii Guvernului nr. 697/1996 privind acordarea de burse pentru stagii de studii universitare si postuniversitare în strainatate

Hotarârea Guvernului nr. 697/16/08/1996 privind acordarea de burse pentru stagii de studii universitare si postuniversitare în strainatate

Hotarârea Guvernului nr. 1070/25/10/2001 privind acordarea unor burse de studiu lunare tinerilor români aflatii la studii în strainatate

Legea nr. 172/2.10.1998 privind ratificarea Conventiei cu privire la recunoasterea atestatelor obtinute în învățământul superior din statele din Europa, adoptata la Lisabona la 11.04.1997

### 11.6.2. Mobility and Exchange of Teaching and Academic Staff

Mobility and exchange of teaching and academic staff are ensured in Romania through the following types of cooperation programmes and initiatives in the field of education and training:

- The European Community action programmes and the Council of Europe in-service training programme for educational staff;
- The bilateral cooperation programmes and initiatives;
- The multilateral cooperation programmes and initiatives (other than the European Community action programmes);
- Unilateral initiatives for supporting teaching/academic staff mobility.

The types of activities involved, the duration, the financing sources and mechanisms, and the organising bodies regarding the mobility of the teaching/academic staff through the European Community action programmes and the Council of Europe in-service training programme for educational staff are provided within the respective legal basis and guidelines of the programmes.

Mobility and exchange of teaching/academic staff within bilateral and multilateral cooperation programmes and initiatives are regulated through the corresponding agreements concluded between the Romanian Government/the Ministry of Education, Research and Youth and the Governments/the Ministries of Education from the concerned countries. Depending on the specificity of the programme and of the interests of the parts, bilateral and multilateral cooperation programmes may include mobility/exchange of teaching/academic staff, awarding of scholarships or other grants on a reciprocal basis, organisation of various seminars, conferences, etc. (See 11.4.1. and 11.4.2.).

The types of scholarships (grants) that may be awarded according to the in-force legislation in order to support teaching/academic staff mobility are explained below. According to the in-force legislation, all scholarships (grants) are awarded only based on national competitions organised by the National Office for Scholarships Abroad (See 11.6.1.) and opened to all candidates fulfilling the corresponding conditions.

- Grants for university and post-university study periods financed by the Romanian Government according to the provisions of the Government Decision 697/1996 (amended through the Government Decision 533/1998) (See 11.6.1.);
- Grants awarded by other states based on cooperation agreements, or scholarships awarded unilaterally by other states or institutions (See 11.6.1.);
- Grants for research, post-university and post-doctoral studies. Grants are awarded for 2 consecutive years, the duration of the annual stage being of 10 months. Financing is ensured by the Ministry of Education, Research and Youth and the exact amount of money is established annually through Ministerial Order – in the limit of maximum 800 EURO per month. Travel expenses are supported by the beneficiaries from the scholarship and accommodation is ensured free of charge by the Ministry of Foreign Affairs within the two institutions;
- The scholarships for post-university studies "Theodor Aman" in the area of fine arts awarded according to the Government Decision 861/2003. The "Theodor Aman" scholarship is awarded every year based on national open competition to one graduate of the higher education institutions in the domain of fine arts established through common Ministerial Order and the Minister of Culture and Cults. Financing is ensured by the Ministry of Education, Research and Youth and the exact amount of money is established annually through Ministerial Order;
- The scholarships for post-university and post-doctoral studies and research "Nicolae Titulescu", awarded according to the Government Decision 903/2003. The "Nicolae Titulescu" scholarships are awarded starting with the academic year 2003/2004 and will be awarded during a period of 4 years. The scholarships are in number of 250 annually and are awarded in 18 different domains – from European administration to specialisation in the domains of the *acquis communitarian*. Financing of the scholarships amounting 1000 EURO per month is ensured integrally from the state budget through the budget of the Ministry of Education, Research and Youth. The Ministry of Education, Research and Youth covers for one return travel fare per duration of studies from Romania to the study place. Each beneficiary selected through the national open competition has to sign a contract with the Ministry of Education, Research and Youth. The contract establishes that the beneficiary has to return to Romania after accomplishing the studies abroad and to work for a period of at least 3 years in an institution of the central or local administration. The Ministry of Education, Research and Youth is entitled to recover all the expenses from the beneficiaries failing to respect the provisions of the contract. The "Nicolae Titulescu" scholarships may be awarded to individuals complying with the following cumulative conditions:
  - Romanian citizens with the residence in Romania;
  - Graduates of higher education holding a license, master or DEA diploma;
  - Students in [Master](#), DEA or doctoral studies, or employees of the institutions of the central or local administration.

The certificates/diplomas acquired by teaching/academic staff following studies accomplished abroad may be recognised in Romania according to the in-force legislation through the National Center for Recognition and Equivalence of Diplomas (CNOED) (See 11.6.1.).

The Teaching Staff Statute (Law 128/1997) stipulates that teachers and management, guiding and control personnel in Pre-tertiary education participate to an in-service training programme once every 5 years, in the conditions established by the Ministry of Education, Research and Youth. According to the Ministerial Order 4796/2001 the periodic in-service teacher training is structured in modules and is expressed at the level of the system in professional transferable credits. The minimum standard for the periodic in-service teacher training is of 90 credits.

Pre-tertiary education staff attending in-service training programmes abroad may request recognition and equivalence of the respective programme as part of the compulsory periodic in-service training. The request has to be addressed to the National Center for In-service Training of the Pre-tertiary Education Staff (CNFP) and has to be accompanied by the documents issued by the organising institution (certificate of participation, content of the programme, etc.). Following the analyze of the documentation and, as the case may be, according to existing agreements for certain programmes (Comenius 2.2, Arion, etc.) the CNFP establishes the equivalence in professional transferable credits of the training programme for the concerned teacher. The equivalence procedure herein described applies only for the periodic in-service training and not for achieving the "on-the-job-confirmed" status or the professional degrees didactic grade II and I that are specifically regulated by the law (See 8.1.7. and 8.2.10.1.).

The Teaching Staff Statute (Law 128/1997) establishes specific support measures and facilities regarding participation of the teaching/academic staff to study or research stages organised within international/European cooperation programmes and initiatives in the field of education and training (See 8.2.10.).

During participation in mobility and exchange activities, teaching/academic staff remuneration may be ensured by the Romanian state or by the host country – depending on the duration and type of activity, as well as on the particular agreement based on which the activity is performed. E.g. during mobility performed within European Community action programmes in the field of education and training teaching/academic staff salaries are ensured by the Romanian state, whilst the direct costs concerning the mobility (travel expenses, per diem, tuition fees, etc.) are covered according to the regulations of the respective action programme. At the same time, Romania has ratified with numerous countries bilateral agreements on avoiding double taxation of the citizens of the concerned countries while legally remunerated for various activities. These agreements specifically establish periods of taxation exemption for the teaching/academic staff remunerated only for teaching and/or research activities in the partner country.

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Hotărârea Guvernului nr. 697/16/08/1996 privind acordarea de burse pentru stagii de studii universitare si postuniversitare în strainatate

Hotărârea Guvernului nr. 861/17/07/2003 privind instituirea bursei de studii postuniversitare în strainatate „Theodor Aman” pentru domeniul artelor plastice

Hotărârea Guvernului nr. 903/14/08/2003 privind instituirea burselor de studii si cercetare postuniversitara si postdoctorala „Nicolae Titulescu”, pentru formarea de specialisti în scopul integrării în Uniunea Europeana

Ordinul ministrului educatiei nr. 4796/19/10/2001 privind organizarea si functionarea sistemului de perfectionare periodica a personalului didactic si a personalului didactic auxiliar din învățământul preuniversitar

Legea învățământului nr. 84/24/07/1995 (republicata, cu modificarile si completarile ulterioare)

## 11.7. Statistics

Participation in Community action programmes in the field of education and training.

### Comenius

2007	number of applications approved
School Partnerships	359
of:	
renewable projects	285
new multilateral projects	56
new bilateral projects	18
Preparatory Visits	65
of:	
for development of partnerships	25
Seminars Contact	40
Training for teachers of pre-university education	343
Comenius Assistants	14

### Erasmus

2007	number of beneficiaries	Duration
Stages of study for students	2887	16215 months
Student placements in enterprises, training centers, research centers and other organizations	426	1624.25 months
Mobility of teaching staff for the missions of teaching in higher education institutions		
Academic Staff	952	7160 days
Training (staff and non-teaching)	185	1662 days

**Grundtvig**

2007	number of applications approved
Training of staff involved in adult education	42
Partnerships for Learning	46
of:	
New projects	23
Projects Renewed	23

**Study Visits**

2007	number of applications approved
Study Visits	80

## Leonardo da Vinci

2007	number of applications approved
Mobility projects	121
of:	
IVT – training placements for people aged less than 15 years in process of formation ultimate	48
PLM – investments in the labor market	26
VETPRO – mobility of professionals in training	47
Projects for transfer of innovation	4

Source: Program of Lifelong Learning. Report on implementation in 2007-2008, ANPCDEFP, Bucharest, January 2009



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## GLOSSARY

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**acreditarea:** a method to assure quality, it certifies that the functioning standards of the organisations providing education and of the study programmes have been complied.

**aprobarea manualelor școlare:** a complex process consisting of methodological-scientific quality evaluation of each textbook project, finalised through an order of the Minister of Education, Research and Innovation with the list of approved textbooks.

**asigurarea calității educației:** it is realised through all development actions of the insitutional capacity to elaborate, plan and implement study programmes that lead to the confidence of the beneficiaries that the educational organisation complies with the quality standards. Quality assurance expresses the capacity of the educational organisation to provide educational programmes according to the standards. Quality assurance is therefore promoted in order to improve constantly the quality of education.

**atestat de formare continuă a personalului didactic:** for the teachers who gather up to 89 transfer credits for vocational education, by completing short/ medium-term in-service training programmes, or services within the programmes approved by Ministry of Education, Research and Youth, the international programmes or the programmes with international financing of the Ministry of Education, Research and Youth.

**atestat profesional** (*Atestatul profesional, Atestatului profesional*) : Certificate of vocational proficiency awarded to students who have passed the practical test, at the end of upper secondary education (in specialised high schools). It mentions the specialisation and gives access to the labour market.

**auxiliar școlar:** school document with specific information for the subjects/ study modules of the curricular areas in the curriculum frameworks; usefull materials, for both pupils and teachers, in the process of teaching-learning-evaluation.

**beneficiarii direcți ai educației:** pupils (including pre-primary education) and students, as well as adults implicated in any form of education.

**beneficiarii indirecti ai educației:** the employers, the families of the direct beneficiaries and. broadly, the whole society.

**cadrul național al calificărilor:** includes, in a progressive correlative way, the degrees, diplomas and study certificates which certify the distinct qualification levels, described by the learning outcomes. The national qualifications framework corresponds to the European one.

**calitatea educației:** includes all characteristics of a study programme and its provider, needed in order to comply with the needs of the beneficiaries, as well as with the quality standards.

**Teaching Staff Centre** (*Casei Corpului Didactic, Case ale Corpului Didactic, Casele Corpului Didactic*) : An autonomous body placed inside the County School Inspectorate. This body operates as human resources and expert centre in in-service training for Pre-tertiary teaching staff and managerial personnel from school units and school inspectorates.

**catalogul manualelor școlare pentru învățământul preuniversitar:** official document with the titles of textbooks approved by Order of the Minister of Education, Research and Youth.

**Centrul Județean de Asistență Psihopedagogică** (*Centre Județene de Asistență Psihopedagogică, Centrelor Județene de Asistență Psihopedagogică*) : A county centre performing services in psychological and pedagogical assistance and career guidance for students from Pre-tertiary level. This center offers also assistance to parents and teachers, collects and distributes information on local education offer.

**certificat de absolvire** (*Certificatul de absolvire, certificatul de absolvire, certificatului de absolvire*) : Certificate awarded at the end of vocational lower secondary education or at the end of completion year, which gives the possibility of continuing the studies at upper secondary level, after graduation of vocational lower secondary level. Certificate awarded by general and specialised high schools to students who failed the final national examination. It certifies a general education and gives access to certain schools at post-secondary level. Certificate of completion of post-secondary studies awarded to students who have passed the final examination. It mentions the specialisation and certifies qualification for a trade or occupation to which it gives access. Certificate delivered by teacher training departments in universities. It is issued on the basis of results obtained during the training, without a final examination. It mentions the subjects and marks obtained. Certificate issued to students who have passed the final examination at the end of post-graduate specialisation training. It mentions the specialisation and gives access to the labour market.

**certificat de competențe profesionale ale personalului didactic:** for the teachers who gather up 90 transfer credits for vocational education, by completing the three modules of a long-term in-service programme.

**certificat de studii universitare de lungă durată** (*certificatul de studii universitare de lungă durată, Certificatul de studii universitare de lungă durată*) : Certificate of graduation of long-term university studies (lasting 4 to 6 years), which was awarded to students who failed the final examination. It mentioned the specialisation obtained during the studies. It could be obtained on simple request.

**certificat de studii universitare de scurtă durată** (*certificatul de studii universitare de scurtă durată, Certificatul de studii universitare de scurtă durată*) : Certificate of graduation of short-term university studies (lasting 3 years), which was awarded to students who failed the final examination. It mentioned the specialisation obtained during the studies. It could be obtained at request.

**colegiu universitar** (*Colegiul universitar, colegiul universitar, colegiului universitar, colegiile universitare, colegiilor universitare*) : Institution, which offered short-term pedagogical, economic and administrative courses at ISCED 5B level (lasting 2-3 years). Generally, this institution was attached to a higher education institution providing ISCED 5A courses. Starting from 2005/06, courses provided by this institution were reorganised corresponding to the first cycle of ISCED 5A level.

**colocviu** (*Colocviul, colocviul, colocviului*) : Examination organised by post-graduate institutions, at the end of a specialisation course. It is compulsory for obtaining the graduation certificate. Its content and the level of requirements are established by each institution.

**Controlul calității educației:** in pre-primary, primary, secondary and post-secondary education institutions, requires activities and operational techniques, systematically applied by an inspection authority to check if the established standards are complied.

**creditul profesional transferabil:** a composite indicator, that designates the volume of work and effort requested from a student in order to successfully graduate a certain subject within an accredited in-service programme, as well as the importance of the competences acquired by attending a subject, thematic, or training module.

**diplomă de absolvire** (*Diploma de absolvire, diploma de absolvire*) : Diploma awarded to students who had passed the graduation examination of short-term university studies, which lasted 3 years and existed before the organisation of higher education in three cycles. It mentioned the specialisation and gave access to the profession or to long-term university studies, lasting 4 to 5 years, in a similar domain.

**diplomă de bacalaureat** (*Diploma de bacalaureat, diploma de bacalaureat*) : Diploma certifying the completion of general and specialised upper secondary education, issued by high schools to students who have passed the final national examination (baccalaureate). It mentions the subjects and the results obtained in the examination. This diploma is required for participation in entry examination to higher education.

**diplomă de doctor** (*Diploma de doctor,diploma de doctor*) : Diploma, certifying professional competences in specific domains, awarded by accredited institutions to graduates who have passed the final examination at the end of a doctoral programme. It mentions the specialisation and confers the title of Ph.D.

**diplomă de licență** (*Diploma de licență,diploma de licență*) : Diploma certifying the completion of the first cycle of university studies (Bachelor's), awarded to students who have passed the final examination. It mentions the specialisation obtained and gives access to the labour market and to the next cycle of university studies (Master). Before the organisation of higher education studies in three cycles, this diploma certified the completion of long-term university studies.

**diplomă de Master** (*Diploma de Master,diploma de Master*) : Diploma awarded to students who have passed the final examination (dissertation) at the end of the second cycle of university studies (Master). It mentions the specialisation obtained, confers the title of Master, gives access to the profession and it is required for participation in doctoral programmes.

**diplomă de merit** (*Diploma de merit,diploma de merit*) : Diploma awarded at the end of general or specialised high schools (upper secondary education) to students who have obtained a minimum score of 9.5 (on a scale of 1 to 10) during all the study years of, and the score of 10 in the final national examination (baccalaureate). It certifies the student's exceptional results.

**diplomă de specializare postuniversitară** (*Diploma de specializare postuniversitară,diploma de specializare postuniversitară*) : Diploma issued at the end of specialisation further courses to students who have passed the final examination. It mentions the specialisation and allows access to the labour market, in the field of specialisation.

**diplomă de studii academice postuniversitare** (*Diploma de studii academice postuniversitare,diploma de studii academice postuniversitare*) : Diploma awarded at the end of 2 to 3 years of academic courses by post-graduate institutions (independent or attached to institutions of higher education) to graduates who have passed the final examination. It mentions the specialisation and gives access to the labour market.

**diplomă de studii aprofundate** (*Diploma de studii aprofundate,diploma de studii aprofundate*) : Diploma awarded to students who have passed the dissertation, at the end of advanced post-graduate studies, lasting 1 - 1 1/2 year. It mentions the specialisation obtained and gives access to the profession.

**doctor** (*Doctor*) : Academic title in a specific domain, conferred on candidates who have presented the doctoral thesis and obtained the doctoral diploma, at the end of a doctoral programme, organised by a university or research institution.

**educatoare** (*educatoarea,educatoarele,educator,educatorul*) : Category of pre-primary teaching staff, trained at upper secondary level, in a teacher training high school or at tertiary level, in a university college.

**educația:** it refers to all initial and in-service programmes and academic or vocational training activities.

**evaluarea calității educației:** consists of the multicriterial examination of the method in which an organization providing education and its programmes comply with the standards and the reference standards. If the evaluation is being made by the educational organization itself, it is an internal evaluation. If it is made by a national or international specialized agency, it is an external evaluation.

**examen de bacalaureat** (*Examenul de bacalaureat,examenul de bacalaureat*) : Final national examination organised by general and specialised high schools, at the end of upper secondary education. Successful graduates obtain the baccalaureate diploma, which is required for participation in higher education. Tests (written and oral) are devised at national level and differ depending on profile or specialisation.

**examen de licență** (*Examenul de licență,examenul de licență*) : Examination organised by the institution at the end of the first cycle of higher education. It consists of the defence before an examining board of a written work concerning a subject chosen by the student from several proposed by the faculty. Successful students

obtain a license diploma, which gives access to the profession and to the second cycle of higher education (Master).

**foaie matricolă** (*Foaia matricolă, foaia matricolă*) : Document issued by the institution, which includes the following information: the education level, the subjects and the marks obtained during all of the years of study. This document is issued, automatically, without examination, at the end of lower secondary, upper secondary and tertiary education.

**grădiniță** (*Grădinița, Grădinițele, grădinița, grădinițe, grădinițele*) : Institution for children aged from 3 to 6, which offers 3 years of pre-primary education. The admission is based on age, and the last year is compulsory. Curriculum for this level has to be developed on the basis of national recommendations. Teaching can be in Romanian, in a language of an ethnic minority, or in a modern language largely used (English, French, German). County School Inspectorate has overall responsibility for these public or private institutions. Public establishments are state funded. No fees are payable, except for some private establishments.

**institutor** (*Institutorul, Institutoarea, institutoare, institutoarea, institutori*) : Category of teaching staff at pre-primary and primary level. Graduate of the "examen de diplomă" of the pedagogical college, of the pedagogical high school or an equivalent school, followed by the graduation of a short or long-term high education institution with "diplomă de licență" or graduation diploma, followed by a specific pedagogical and methodic course.

**Îmbunătățirea calității educației:** requests the evaluation, analysis and continuous corrective action applied by the organisation providing education, based on the selection and adoption of the most suited procedures, as well as on the selection and application of the reference standards.

**învățător** (*Învățătorul, Învățătoarea, învățătorul, învățătoare, învățătoarea, învățători*) : Category of teaching staff at primary level, trained at upper secondary level, in pedagogical high schools or mainstream schools.

**licențiat** (*Licențiat, licențiați*) : Title conferred at the end of the first cycle of university studies lasting 3 to 4 years, on students who have passed the final examination and obtained the corresponding diploma.

**liceu** (*Liceul, liceului, liceele, liceelor*) : Institution offering full-time and part-time education, general and specialised, organised on two cycles: lower cycle, at (compulsory) lower secondary education level, lasting 2 years, and upper cycle, at upper secondary education level, lasting 2 years. Admission to lower cycle is based on the results obtained during the first 4 years of lower secondary education and on the results obtained at final national tests. The procedure for passing from lower cycle to upper cycle is established annually, at central level by the ministry. Teaching can be in Romanian or in a language of an ethnic minority. At the end of the upper cycle, successful students at baccalaureate examination receive the corresponding diploma, which is required for continuing the studies at university level.

**manual școlar:** working tool for the pupil, in printed form, elaborated according to the syllabus, used in the didactic activity.

**master** (*Master*) : Title conferred on graduates of the second cycle of university studies, after sustaining the final examination (dissertation).

**organizația furnizoare de educație:** it is an educational institution. It can be an institution providing education or other legal persons that develop educational activities based on legal authorised programmes for initial and in-service training.

**probă practică** (*Proba practică*) : Optional examination of practical skills, held at the end of upper secondary education, technological or vocational, which allows the obtaining of the corresponding certificate. This examination is related to the speciality subject and includes a written work.

**programele de studii:** reflects the educational offer of an organisation providing education;

**retipărire de manuale școlare:** technical multiplication process of an approved textbook, according to the technical specifications of the reference copy, in order to complete the textbooks' supplies.

**sesiune de evaluare a proiectelor de manuale școlare:** fixed period of time for the evaluation/reevaluation and approbation of the projects regarding textbooks.

**Școala de Arte și Meserii** (*Școlile de Arte și Meserii, Școli de Arte și Meserii, Școală de Arte și Meserii*) : Institution offering 2 years of lower secondary initial vocational education (one of the two streams of compulsory education after the first 4 years of general lower secondary education). These institutions replace former vocational schools and apprenticeship schools. Admission is based on the marks obtained in the general lower secondary education and at national tests. Teaching can be in Romanian or in a language of an ethnic minority. At the end of training, following the exam for certification of vocational skills, successful pupils receive the vocational qualification of level 1.

**școală generală** (*Școala generală, școala generală, școli generale, școlile generale, Școlile generale*) : Institution offering to pupils aged 6 to 14 years general compulsory education, divided into two cycles: 4 years of primary education and the first 4 years of lower secondary education. Admission to primary level is based on age and medical certification; admission to lower secondary level is based on successful completion of primary level. Teaching can be in Romanian or in a language of an ethnic minority. Courses offered by this institution end with national tests, and successful pupils obtain the certificate of graduation of these tests. This public institution is state-funded and no fees are payable.

**școală postliceală** (*Școala postliceală, școala postliceală, școli postliceale, școlile postliceale, Școlile postliceale*) : Institution offering post-secondary vocational courses for graduates of upper secondary education, general or specialised, and passed an entrance examination. Except medical post-secondary schools, these institutions don't require the baccalaureate diploma. Teaching can be in Romanian or in a language of an ethnic minority. Courses lead to a higher professional qualification in a certain domain. These institutions are financed under a contract by the companies requesting the respective courses. An exception is made in the case of medical post-secondary schools, which are always financed by the State. No fees are payable in public-sector institutions but students must pay fees for entrance examination, for extra-curricular activities and for re-examination after failing an exam.

**școală primară** (*Școala primară, școala primară, școlile primare, Școlile primare*) : Institution situated in rural areas offering 4 years of primary education for pupils aged 6 to 10. Admission is based on age and medical certification. Teaching can be in Romanian or in a language of an ethnic minority. The county school inspectorate has overall responsibility for these public institutions funded by the State.

**teste naționale** (*Teste naționale, Testele naționale, testele naționale*) : National examination organised at the end of the first 4 years of compulsory lower secondary education, composed of written tests, established at national level: Romanian language and literature, mathematics, history of Romanians or Romanian geography, language and literature of an ethnic minority, for pupils belonging to an ethnic minority, who studied in their mother tongue. Successful pupils receive a certificate for graduation of national tests.

**Teză cu subiect unic** (*Teza cu subiect unic, tezele cu subiect unic*) : semestrial form of evaluation, organized starting with the school year 2007-2008 for the pupils in the grades VII-VIII and consisting of a written exam with the duration of 120 minutes, which is set on the national calendar of each school year.

**Titlu de manual școlar:** all information related to the identification of textbooks: the title of the subject/vocational training module, the grade when it is being studied, the type of syllabus, the author, the publishing house, the ISBN code.



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## LEGISLATION

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**Law no. 131/21/07/2000 (Law) :** 21/07/2000, 131, Monitorul Oficial no. 345 din 25/07/2000

Law no. 131/21/07/2000 for amending article 8 of the Law no. 71/1995 regarding the right of the private high school, post-high school and higher education graduates to undertake the final exams at similar public units and institutions

**Government Decision no. 1007/04/10/2001 for approval of Governmental Strategy regarding the use of ICT in public administration (Government Decision) :** 4.10.2001, 1007, Monitorul Oficial no. 705 din data: 11.06.2001

**Government Decision no. 1011/08/10/2001 regarding the organisation and functioning of distance learning and part-time studies in higher education institutions (Government Decision) :** 08/10/2001, 1011, Monitorul Oficial no. 678/26.10.2001

**Government Decision no. 1057/06/11/2000 regarding the establishment, organisation and functioning of the National Council for Curriculum (Government Decision) :** 06/11/2000, 1057, Monitorul Oficial no. 566 din 15/11/2000

**Government Decision no. 1149/17/10/2002 regarding the approval of Methodological norms for the application of the Law no. 116/2002 regarding prevention of and fighting against social marginalisation (Government Decision) :** 17/10/2002, 1149, Monitorul Oficial no. 795 din 01/11/2002

**Government Decision no. 1246/13/12/2001 regarding the certification system of qualifications levels in technical and vocational education and training, at secondary and post-secondary levels. (Government Decision) :** 13/12/2001, 1246, Monitorul Oficial no. 814 din 18/12/2001

**Government Decision no. 127/18/02/2000 regarding the approval of national standards for the evaluation of Pre-tertiary educational institutions (Government Decision) :** 18/02/2000, 127, Monitorul Oficial no. 79 din 23/02/2000

**Government Decision no. 1338/27/12/2001 regarding the establishment of the National Agency for Partnership between Universities and the Social-Economic Environment (APART) (Government Decision) :** 27/12/2001, 1338, Monitorul Oficial no. 37 din 21/01/2002

**Government Decision no. 1367/27/11/2003 (Government Decision) :** 27/11/2003, 1367, Monitorul Oficial no. 851 din 29/11/2003

Government Decision no. 1367/27/11/2003 for amending article 5 of the Government Decision 309/1996 regarding the reduction by 50% of the fare costs for local surface and underground transportation, as well as for internal auto, railway and naval transportation for pupils and students in public and private accredited institutions

**Government Decision no. 1420/06/12/2002 for amending the Government Decision no. 508/2001 regarding the access to compulsory education of children of migrant workers from European Union Member States (Government Decision) :** 06/12/2002, 1420, Monitorul Oficial no. 923 din 17/12/2002

**Government Decision no. 1437/02/09/2004 regarding the approval of the Methodology for functioning of the commission for child protection (Government Decision) :** 02/09/2004, 1437, Monitorul Oficial no. 872 din 24/09/2004



**Government Decision no. 1555/18/12/2003** (Government Decision) : 18/12/2003, 1555, Monitorul Oficial no. 27 din 13/01/2004

Government Decision no. 1555/18/12/2003 for amending the Government Decision no. 844/2002 regarding the approval of the nomenclatures of occupations, trades and specializations for which training is ensured through Pre-tertiary education and the corresponding duration of the studies

**Government Decision no. 1620/23/12/2003** (Government Decision) : 23/12/2003, 1620, Monitorul Oficial no. 50 din 21/01/2004

Government Decision no. 1620/23/12/2003 for amending the Government Decision no. 1338/2001 regarding the establishment of the National Agency for Partnership between Universities and the Social-Economic Environment (APART)

**Government Decision no. 174/13/02/2003 for amending the article 25 of the annexe of the Government Decision no. 538/07/06/2001 regarding the approval of the methodological Norms for financing the Pre-tertiary public education** (Government Decision) : 13/02/2003, 174, Monitorul Oficial no. 117 din 24/02/2003

**Government Decision no. 1861/22/12/2005 regarding the establishment of the National Centre for Scholarships Abroad** (Government Decision) : 31/12/1998, 1861, Monitorul Oficial no. 29 din 12/01/2006

**Government Decision no. 218/07/03/2002 regarding the approval of the Methodology for using the set of instruments for expertisation and evaluation of children/pupils for their educational guidance** (Government Decision) : 07/03/2002, 218, Monitorul Oficial no. 204 din 26/03/2002

**Government Decision no. 238/31/03/2000, regarding the approval of methodological norms for evaluation of individual professional performances of the teaching staff in higher education** (Government Decision) : 31/03/2000, 238, Monitorul Oficial no. 141 din 03/04/2000

**Government Decision no. 243/01/04/1999** (Government Decision) : 01/04/1999, 243, Monitorul Oficial no. 152 din 14/04/1999

Government Decision no. 243/01/04/1999 for amending the annexes 1 and 2 of the Government Decision no. 528/1994 regarding the approval of regulations for functioning of the National Council for Academic Evaluation and Accreditation and the evaluation commissions

**Government Decision no. 28/27/01/1994 regarding the schooling of asylum applicants and refugees in Romania** (Government Decision) : 27/01/1994, 28, Monitorul Oficial no. 39 din 11/02/1994

**Government Decision no. 288/21/06/1993 regarding the schooling in Romania of foreign citizens (republished)** (Government Decision) : 21/06/1993, 288, Monitorul Oficial no. 171 din 22/07/1993 (republicat în Monitorul Oficial no. 313 din 10/11/1994)

**Government Decision no. 314/15/03/2001 regarding the establishment, organisation and functioning of social dialogue commissions within certain ministries and prefectures** (Government Decision) : 15/03/2001, 314, Monitorul Oficial no. 142 din 22/03/2001

**Government Decision no. 327/22/06/1998 regarding the establishment of the National Evaluation and Assessment Service** (Government Decision) : 22/06/1998, 327, Monitorul Oficial no. 233 din 25/06/1998

**Government Decision no. 360/20/05/1991 regarding the organisation of the activity of nurseries and kindergartens and the establishment of the financial contribution of parents for the care of their children in these units** (Government Decision) : 20/05/1991, 360, Monitorul Oficial no. 119 din 31/05/1991

**Government Decision no. 445/08/08/1997 regarding the establishment of general criteria for scholarships and other forms of support for pupils, students and individuals attending State education, day courses** (Government Decision) : 08/08/1997, 445, Monitorul Oficial no. 195 din 15/08/1997

**Government Decision no. 49/29/01/1999 regarding the establishment of the National Centre for Recognition and Equivalence of Diplomas** (Government Decision) : 29/01/1999, 49, Monitorul Oficial no. 53 din 5/02/1999

**Government Decision no. 508/31/05/2001 regarding the access to compulsory education of children of migrant workers from the European Union Member States** (Government Decision) : 31/05/2001, 508, Monitorul Oficial no. 305 din 8/06/2001

**Government Decision no. 522/08/05/2003 for the approval of methodological norms for the application of the Ordinance of the Government no. 129/2000 regarding adult vocational training** (Government Decision) : 08/05/2003, 522, Monitorul Oficial no. 346 din 21/05/2003

**Government Decision no. 525/27/06/1996 regarding the approval of the general Regulation for urbanism (republished)** (Government Decision) : 27/06/1996, 525, Monitorul Oficial no. 149 din 16/07/1996 (republished in Monitorul Oficial no. 856 din 27/11/2002)

**Government Decision no. 528/10/08/1994 regarding the approval of regulations of the National Council for Academic Evaluation and Accreditation and of evaluation commissions** (Government Decision) : 10/08/1994, 528, Monitorul Oficial no. 234 din 25/08/1994

**Government Decision no. 533/28/08/1998 for amending the Government Decision no. 697/1996 regarding the granting of scholarships for university and post-university studies abroad** (Government Decision) : 28/08/1998, 533, Monitorul Oficial no. 340 din 9/09/1998

**Government Decision no. 538/07/06/2001 regarding the approval of the methodological Norms for financing the Pre-tertiary public education** (Government Decision) : 07/06/2001, 538, Monitorul Oficial no. 329 din 19/06/2001

**Government Decision no. 558/03/09/1998** (Government Decision) : 03/09/1998, 558, Monitorul Oficial no. 347 din 14/09/1998

Government Decision no. 558/03/09/1998 to amend annexes 1 and 2 of the Government Decision no. 445/1997 regarding the establishment of general criteria for scholarships and other forms of support for pupils, students and individuals attending State education, day courses.

**Government Decision no. 569/05/06/2002 for amending the Government Decision no. 314/15/03/2001 regarding the establishment, organising and functioning of the social dialogue commissions within certain ministries and the prefectures** (Government Decision) : 05/06/2002, 569, Monitorul Oficial no. 407 din 12/06/2002

**Government Decision no. 57/08/02/1992 regarding certain measures concerning the scientific research, design, expertise and consulting activities within higher education institutions** (Government Decision) : 08/02/1992, 57, Monitorul Oficial no. 28 din 26/02/1992

**Government Decision no. 604/27/06/2001 regarding the establishment of the National Centre for In-service Training of the Pre-tertiary Education Staff** (Government Decision) : 27/06/2001, 604, Monitorul Oficial no. 368 din 9/07/2001

**Government Decision no. 630/24/09/1998** (Government Decision) : 24/09/1998, 630, Monitorul Oficial no. 371 din 30/09/1998

Government Decision no. 630/24/09/1998 for amending article 1 of the Government Decision 689/1994 regarding granting of study, doctoral and specialisation scholarships and other forms of support for youngsters of Romanian origin or Romanian citizens living abroad

**Government Decision no. 645/04/08/2000 regarding profiles, specialisations, duration of studies and degrees obtained by the graduates of higher education day-courses** (Government Decision) : 04/08/2000, 645, Monitorul Oficial no. 379 din 15/08/2000

**Government Decision no. 676/17/08/2000** (*Government Decision*) : 17/08/2000, 676, *Monitorul Oficial no. 406 din 29/08/2000*

Government Decision no. 676/17/08/2000 regarding approval of the Regulation for establishment and authorisation of the Romanian universities foreign branches, specialisations and study programmes initiated, as well as for the modalities to financially support these and to grant scholarships

**Government Decision no. 682/12/06/2003 for amending the Government Decision no. 1336/27/12/2001 regarding the reference domains and specialisations in higher education** (*Government Decision*) : 12/06/2003, 682, *Monitorul Oficial no. 443 din 23/06/2003*

**Government Decision no. 689/07/10/1994 regarding granting of study, doctoral and specialisation scholarships and other forms of support for youngsters of Romanian origin or Romanian citizens living abroad** (*Government Decision*) : 07/10/1994, 689, *Monitorul Oficial no. 310 din 07/11/1994*

**Government Decision no. 697/16/08/1996 regarding granting of scholarships for university and post-university study stages abroad** (*Government Decision*) : 16/08/1996, 697, *Monitorul Oficial no. 199 din 26/08/1996*

**Government Decision no. 721/14/05/2004** (*Government Decision*) : 14/05/2004, 721, *Monitorul Oficial no. 452 din 20/05/2004*

Government Decision no. 721/14/05/2004 for amending Government Decision no. 844/2002 regarding the approval of the occupations, trades and specializations nomenclature for which training is ensured within Pre-tertiary education and the corresponding duration of the studies

**Government Decision no. 733/21/10/1998** (*Government Decision*) : 21/10/1998, 733, *Monitorul Oficial no. 406 din 26/10/1998*

Government Decision no. 733/21/10/1998 regarding the types of diplomas, certifications and attestations issued in higher education

**Government Decision no. 763/14/05/2004 regarding the establishment, organizing and functioning of the Agency for Students' Support** (*Government Decision*) : 14/05/2004, 763, *Monitorul Oficial no. 459 din 21/05/2004*

**Government Decision no. 770/03/07/2003 regarding organisation and functioning of the National Authority for Child Protection and Adoption** (*Government Decision*) : 03/07/2003, 770, *Monitorul Oficial no. 486 din 07/07/2003*

**Government Decision no. 844/31/07/2002** (*Government Decision*) : 31/07/2002, 844, *Monitorul Oficial no. 625 din 23/08/2002*

Government Decision no. 844/31/07/2002 regarding the approval of the occupations, trades and specializations nomenclature for which training is ensured within Pre-tertiary education and the corresponding duration of the studies

**Government Decision no. 855/26/11/1998** (*Government Decision*) : 26/11/1998, 855, *Monitorul Oficial no. 465 din 4/12/1998*

Government Decision no. 855/26/11/1998 regarding establishment of the National Centre for TVET Development

**Government Decision no. 858/16/08/2002** (*Government Decision*) : 16/08/2002, 858, *Monitorul Oficial no. 635 din 28/08/2002*

Government Decision no. 858/16/08/2002 regarding the approval of the Frame-Regulation for organising and functioning of the National Commission for Evaluation and Accreditation of Pre-tertiary Education and of the county and Bucharest commissions for evaluation and accreditation of Pre-tertiary education

**Government Decision no. 859/25/10/1995 regarding scholarships and other forms of material and financial support for children, pupils, students and individuals attending public education**

**(republished)** (Government Decision) : 25/10/1995, 859, Monitorul Oficial no. 250 din 01/11/1995 (republicat în Monitorul Oficial no. 87 din 29/04/1996)

**Government Decision no. 861/17/07/2003 regarding the establishment of the scholarship for post-university studies "Theodor Aman" for the domain of fine arts** (Government Decision) : 17/07/2003, 861, Monitorul Oficial no. 545 din 29/07/2003

**Government Decision no. 903/14/08/2003 regarding the establishment of the post-university and post-doctoral study and research scholarships "Nicolae Titulescu" for training specialists for the integration in the European Union** (Government Decision) : 14/08/2003, 903, Monitorul Oficial no. 585 din 18/08/2003

**Government Decision no. 968/13/10/2000** (Government Decision) : 13/10/2000, 968, Monitorul Oficial no. 523 din 24/10/2000

Government Decision no. 968/13/10/2000 for amending article 1 of the Government Decision 689/1994 regarding granting of study, doctoral and specialisation scholarships and other forms of support for youngsters of Romanian origin or Romanian citizens living abroad

**Ordinance of the Government no. 58/19/04/2001 regarding organisation and financing of residency, probation period and medical research activity in health sector** (Government Ordinance) : 19/04/2001, 58, Monitorul Oficial no. 215 din 26/04/2001

**Government Decision no. 1070/25/10/2001 regarding the granting of monthly scholarships to young Romanians studying abroad** (Government Decision) : 25/10/2001, 1070, Monitorul Oficial no. 731 din 16/11/2001

**Government Decision no. 1169/29/09/2005 for the modification of Government Decision 567/2005 concerning the organisation of doctoral studies** (Government Decision) : 29.09.2005, 1169, Monitorul Oficial no. 902/10.10.2005

**Government Decision no. 1357/03/11/2005 concerning the establishment, organisation and functioning of the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment – ACPART** (Government Decision) : 03.11.2005, 1357, Monitorul Oficial no. 1029/21.11.2005, [http://](#)

**Government Decision no. 567/15/06/2005 concerning the organisation of doctoral studies** (Government Decision) : 15.06.2005, 567, Monitorul Oficial no. 540/24.06.2005, [http://](#)

**Government Decision no. 567/15/06/2005 regarding organisation and proceedings of doctoral studies** (Government Decision) : 15.06.2005, 567, Monitorul Oficial no. 540 din 24/06/2005

**Government Decision no. 769/14/07/2005 regarding granting of study scholarships to certain students living in rural areas** (Government Decision) : 14.07.2005, 769, Monitorul Oficial no. 669/27/07/2005

**Government decision no. 88/10.02.2005 concerning the organisation of Bachelor university studies** (Government Decision) : 10.02.2005, 88, Monitorul Oficial no.150/21.02.2005, [http://](#)

**Government Decision no.1257/18/10/2005 concerning the approval of regulation for organisation and operation of ARACIS** (Government Decision) : 18.10.2005, 1257, Monitorul Oficial no. 966/01.11.2005, [http://](#)

**Government Decision no.896/10/06/2004 concerning the domains and specialisation for higher education** (Government Decision) : 10.06.2004, 896, Monitorul Oficial no. 539/16.06.2004, [http://](#)

**Government Decision no. 1004/10/09/2002** (Government Decision) : 10/09/2002, 1004, Monitorul Oficial no. 684 din 17/09/2002

Government Decision no. 1004/10/09/2002 regarding stimulation of pupils and students who were awarded distinctions at school international Olympics and of students preparing for a doctoral degree who obtained exceptional results in research activity

**Government Ordinance no. 12/26/01/2001 regarding the establishment of the National Authority for Child Protection and Adoption** (Government Ordinance) : 26/01/2001, 12, Monitorul Oficial no. 63 din 06/02/2001

**Government Ordinance no. 123/08/10/2001 reorganization of the commission for child protection** (Government Ordinance) : 08/10/2001, 123, Monitorul Oficial no. 643 din 15/10/2001

**Government Ordinance no. 133/14/09/2000 regarding public university and post-university education with tuition fees** (Government Ordinance) : 14/09/2000, 133, Monitorul Oficial no. 465 din 25/09/2000

**Government Ordinance no. 32/26/02/2001 regarding the adjustment of certain financial problems** (Government Ordinance) : 26/02/2001, 32, Monitorul Oficial no. 110 din 05/03/2001

**Government Ordinance no. 64/30/05/2002 for amending the Emergency Ordinance of the Government no. 58/2001 regarding organisation and financing of residency, probation period and medical research activity in health sector** (Government Ordinance) : 30/05/2002, 64, Monitorul Oficial no. 373 din 03/06/2002

**Government Ordinance no. 70/14/08/2003 for amending the Emergency Ordinance of the Government no. 96/2002 regarding the daily snack for pupils attending grades I to IV in public education** (Government Ordinance) : 14/08/2003, 70, Monitorul Oficial no. 600 din 25/08/2003

**Government Ordinance no. 75/12/07/2005 concerning the quality assurance of education** (Government Ordinance) : 12.07.2005, 75, Monitorul Oficial no. 642/20.07.2005, <http://>

**Government Ordinance no. 78/12/07/2005 for the modification and completion of Law No. 288/2004 concerning the organisation of university studies** (Government Ordinance) : 12.07.2005, 78, Monitorul Oficial no. 629/19.07.2005, <http://>

**Government Ordinance no. 96/16/08/2002 regarding the daily snack for pupils attending grades I to IV in public education** (Government Ordinance) : 16.08.2002, 96, Monitorul Oficial no. 631 din 26/08/2002

**Government Ordinance no. 102/27/08/1998 regarding continuous training through the educational system** (Government Ordinance) : 27/08/1998, 102, Monitorul Oficial no. 321 din 28/08/1998

**Government Ordinance no. 103/27/08/1998 regarding modification of the teaching norm in Pre-tertiary education** (Government Ordinance) : 27/08/1998, 103, Monitorul Oficial no. 321 din 28/08/1998

**Government Ordinance no. 105/27/08/1998 regarding bank loans for the students attending public higher education** (Government Ordinance) : 27/08/1998, 105, Monitorul Oficial no. 321 din 28/08/1998

**Government Ordinance no. 129/31/08/2000 regarding adults' vocational training (republished)** (Government Ordinance) : 31/08/2000, 129, Monitorul Oficial no. 430 din 02/09/2000 (replicat în Monitorul Oficial no. 711 din 30/09/2002)

**Government Ordinance no. 138/31/08/2000 regarding support measures for private education** (Government Ordinance) : 31/08/2000, 138, Monitorul Oficial no. 431 din 02/09/2000

**Government Ordinance no. 14/24/01/2002 regarding the establishment and functioning of the scientific and technological parks** (Government Ordinance) : 24/01/2002, 14, Monitorul Oficial no. 82 din 01/02/2002

**Government Ordinance no. 27/29/01/1999 regarding regulation of universities financial resources employed through commercial banks** (Government Ordinance) : 29/01/1999, 27, Monitorul Oficial no. 42 din 29/01/1999

**Government Ordinance no. 60/21/08/1998 regarding establishment of Romania university extensions abroad** (Government Ordinance) : 21/08/1998, 60, Monitorul Oficial no. 308 din 25/08/1998

**Government Ordinance no. 62/24/08/1999 regarding establishment of the Management Centre for Financing of Higher Education and University Scientific Research** (Government Ordinance) : 24/08/1999, 62, Monitorul Oficial no. 405 din 26/08/1999

**Law no. 109/02/07/1997 regarding the organisation and functioning of the Economic and Social Council** (Law) : 02/07/1997, 109, Monitorul Oficial no. 141 din 07/07/1997

**Law no. 109/16/06/1999 regarding the approval of the Ordinance of the Government no. 103/1998 regarding modification of the teaching norm in Pre-tertiary education** (Law) : 16/06/1999, 109, Monitorul Oficial no. 281 din 18/06/1999

**Law no. 116/15/03/2002 regarding prevention of and fighting against social marginalisation** (Law) : 15/03/2002, 116, Monitorul Oficial no. 193 din 21/03/2002

**Law no. 128/12/07/1997 on the Teaching Staff Statute** (Law) : 12/07/1997, 128, Monitorul Oficial no. 158 din 16/07/1997

**Law no. 130/16/10/1996 on the collective labour contract (republished)** (Law) : 16/10/1996, 130, Monitorul Oficial no. 259 din 24/10/1996 (republished in Monitorul Oficial no. 184 din 19/05/1998)

**Law no. 132/20/07/1999 regarding the establishment, organising and functioning of the National Council for Adults Training (republished)** (Law) : 20/07/1999, 132, Monitorul Oficial no. 348 din 23/07/1999 (republished in Monitorul Oficial no. 68 din 27/01/2004)

**Law no. 133/21/07/2000 for the approval of the Ordinance of the Government no. 102/1998 regarding continuous training through the educational system** (Law) : 21.07.2000, 133, Monitorul Oficial no. 346/25.07.2000

**Law no. 150/26/07/2000 regarding approval of the Ordinance of the Government no. 62/1999 regarding establishment of the Management Centre for Financing of Higher Education and University Scientific Research** (Law) : 26/07/2000, 150, Monitorul Oficial no. 354 din 28/07/2000

**Law no. 171/25/11/1999 regarding the right of the universities senates to establish the fees for the private higher education graduates to undertake the final exams** (Law) : 25.11.1999, 171, Monitorul Oficial no 584/30.11.1999

**Law no. 172/02/10/1998 regarding the ratification of the Convention on recognition of qualification concerning higher education in the European region, signed in Lisbon on April 11 1997** (Law) : 2.10.1998, 172, Monitorul Oficial no. 382/7.10.1998

**Law no. 193/10/12/1999 for approving the Ordinance of the Government no. 105/1998 regarding bank loans for the students attending public higher education** (Law) : 10.12.1999, 193, Monitorul Oficial no.613/15.12.1999



**Law no. 196/20/12/1999 regarding the approval of the Ordinance of the Government no. 87/1998 regarding establishment of the Commission for the Evaluation and Accreditation of Pre-tertiary Education (Law) :** 20/12/1999, 196, Monitorul Oficial no. 625 din 22/12/1999

**Law no. 202/19/04/2002 regarding the equal chances between women and men (Law) :** 19/04/2002, 202, Monitorul Oficial no. 301 din 08/05/2002

**Law no. 219/28/11/2000 regarding ensuring equal opportunities for attending higher education through granting of study social scholarships (Law) :** 28.11.2000, 219, Monitorul Oficial no. 617/30.11.2000

**Law no. 252/16/05/2001 for approving the Emergency Ordinance of the Government no. 12/2001 regarding the establishment of the National Authority for Child Protection and Adoption (Law) :** 16/05/2001, 252, Monitorul Oficial no. 266 din 23/05/2001

**Law no. 253/10/06/2003 for amending Law no. 132/1999 regarding the establishment, organising and functioning of the National Council for Adults Training (Law) :** 10/06/2003, 253, Monitorul Oficial no. 429 din 18/06/2003

**Law no. 261/31/12/1998 for amending Law no. 61/1993 on state allowance for children (Law) :** 31/12/1998, 261, Monitorul Oficial no. 523 din 31/12/1998

**Law no. 288/24/06/2004 on the organisation of university studies (Law) :** 24.06.2004, 288, Monitorul Oficial no 614/07.07.2004, <http://>

**Law no. 319/08/07/2003 regarding the Statute of research-development staff (Law) :** 08/07/2003, 319, Monitorul Oficial no. 530 din 23/07/2003

**Law no. 346/29/11/2005 concerning the approval of Government Ordinance no. 78/2005 for the modification and completion of Law no. 288/2004 concerning the organisation of university studies (Law) :** 29.11.2005, 346, Monitorul Oficial no. 1090/05.12.2005, <http://>

**Law no. 375/11/06/2002 for approving the Ordinance of the Government no. 129/2000 regarding adults' vocational training (Law) :** 11/06/2002, 375, Monitorul Oficial no. 436 din 21/06/2002

**Law no. 41/16/01/2002 for approving the Emergency Ordinance of the Government no. 58/2001 regarding organisation and financing of residency, probation period and medical research activity in health sector (Law) :** 16/01/2002, 41, Monitorul Oficial no. 65 din 30/01/2002

**Law no. 441/18/07/2001 for approving the Emergency Ordinance of the Government no. 133/2000 regarding public university and post-university education with tuition fees (Law) :** 18.07.2001, 441, Monitorul Oficial no. 411 din 25/07/2001

**Law no. 489/28.12.2006 concerning the religious freedoms and general regime of religious cults (Law) :** 28.12.2006, 489, Monitorul Oficial no. 11/08.01.2007, <http://>

**Law no. 50/21/01/2003 for approving Ordinance of the Government no. 14/2002 regarding the establishment and functioning of the scientific and technological parks (Law) :** 21/01/2003, 50, Monitorul Oficial no. 70 din 03/02/2003

**Law no. 519/12/07/2002 of approval of the Emergency Ordinance of the Government no. 102/1999 regarding special protection and employment of the handicapped persons (Law) :** 12/07/2002, 519, Monitorul Oficial no. 555 din 29/07/2002

**Law no. 53/24/01/2003 the Labour Code (Law) :** 24/01/2003, 53, Monitorul Oficial no. 72 din 05/02/2003



**Law no. 58/28/02/2003 for amending Law no. 109/1997 regarding the organisation and functioning of the Economic and Social Council** (Law) : 28/02/2003, 58, Monitorul Oficial no. 179 din 21/03/2003

**Law no. 60/24/04/2000 regarding the right of the private higher education graduates to undertake the final exam at accredited higher education institutions** (Law) : 24.04.2000, 60, Monitorul Oficial no. 180/04.26.2000

**Law no. 61/22/09/1993 on state allowance for children (republished based on the Law 261/31/12/1998)** (Law) : 22/09/1993, 61, Monitorul Oficial no. 233 din 28/09/1993 (republicat în Monitorul Oficial no. 56 din 08/02/1999)

**Law no. 62/16/01/2002 for approving the Ordinance of the Government no. 60/1998 regarding establishment of Romania university extensions abroad** (Law) : 16/01/2002, 62, Monitorul Oficial no. 52 din 25/01/2002

**Law no. 64/21/04/1997 regarding the right of the private high school, post-high school and higher education graduates to undertake the final exams at the units and institutions of the public education** (Law) : 21/04/1997, 64, Monitorul Oficial no. 73 din 23/04/1997

**Law no. 648/07/12/2002** (Law) : 07/12/2002, 648, Monitorul Oficial no. 901 din 12/12/2002  
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**Methodological provisions** of the OG no. 129/2000 regarding VET for adults and approved by the Government Decision no. 522/2003

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