



Directorate-General for Education and Culture

**Structures of education,  
vocational training and  
adult education systems in Europe**

2003 Edition





Structures of Education,  
Vocational Training  
and Adult Education  
Systems in Europe

# ROMANIA

## 2003

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If you wish to have more detailed information on education systems in Europe, we warmly recommend that you consult the EURYBASE database (<http://www.eurydice.org>) and the CEDEFOP monographs (<http://www.cedefop.eu.int>)

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## INTRODUCTION

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Europe is characterised by a very wide variety of education and training systems. In order that this diversity should be fully appreciated, EURYDICE, the information network on education in Europe, the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF) regularly update a set of national monographs entitled *Structures of Education, Vocational Training and Adult Education Systems in Europe*.

Descriptions relating to individual countries in turn include basic information on the administration and structure of their systems of education and initial vocational training at all levels (from pre-primary to tertiary). Also included are descriptions of initial vocational education and training in alternance and adult education and training within provision for lifelong learning. The initial and in-service training of teachers and their status are also considered.

The information is set out in accordance with a common structure to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasised.

The description for each country is preceded by a diagram of its education system. Here again, the way the diagrams are presented has, as far as possible, been standardised so that common – and differing – features of the various systems can be more easily identified and compared.

The first chapter within each country section is devoted to a short presentation of the country concerned, together with the basic principles governing its education and training, the division of responsibilities and then more specific information (relating to administration, inspection, financing, private schooling and advisory bodies). The major reforms of education systems are also considered.

The other chapters deal in turn with pre-primary education, compulsory and post-compulsory education (general, technical and vocational provision entirely within schools). The way these chapters are structured depends on each national context. Where pre-primary education is not in reality separate from primary education, or where compulsory education spans different levels, no artificial division has been created. In the case of all countries, a brief description of the aims and structure of the level of education concerned is followed by further headings devoted to the curriculum, assessment, teachers and statistics.

Initial vocational education and training in alternance is the subject of a chapter in its own right. It includes all education and training for young people that is not essentially school-based, and thus covers for example apprenticeships based on the 'dual system' pattern, sandwich course training and any other initiatives and experiments with major elements of 'on-the-job' experience.

This is followed by a chapter on tertiary education, in which a summary description is supplemented by sections on admission, tuition fees, the academic year, courses, qualifications and assessment. The chapter includes any initiatives implemented as part of the Bologna process.

The last chapter deals with continuing education and training for adults (whether in or outside the labour market, employed or unemployed). It provides information on the political, legislative and financial framework of this kind of education, on the authorities concerned and their responsibilities, as well as on the general organisation of training for adults (types of institution, access requirements, programme objectives, the curriculum and quality assurance). There is also a brief description of guidance/counselling services, as well as of questions relating to assessment and accreditation including the recognition of non-formal kinds of learning.

The situation regarding teachers is dealt with in a specific section for each level of education discussed. Also provided are national statistics on the number of pupils, students, teachers and educational institutions and, where figures are available, on pupil or student/teacher ratios, attendance and attainment rates or, yet again, on the choice of branches of study or areas of specialisation.

The National Units in the EURYDICE Network have drafted the descriptions for their countries, each using the same proposed outline of content as a common framework. The information on initial vocational education and training in alternance, and on adult education has been prepared in close collaboration with members of the CEDEFOP REFER Network (in the case of the European Union and EFTA/EEA countries) and the National Observatories of the European Training Foundation (ETF) in the case of the 12 candidate countries. We are extremely grateful to them and to all those who were involved in this project in the EURYDICE European Unit in Brussels, CEDEFOP in Thessaloniki, and the ETF in Turin for their invaluable contribution to this fundamental source of information which is vital to a better understanding of education and training systems in Europe.

Given the number of countries now covered<sup>1</sup> and the amount of data available, the description of each system of education and training may be consulted solely electronically on the website of the EURYDICE Network (<http://www.eurydice.org>), which brings it to the attention of the largest possible number of people and enables it to be updated on a more regular basis.

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Director of CEDEFOP

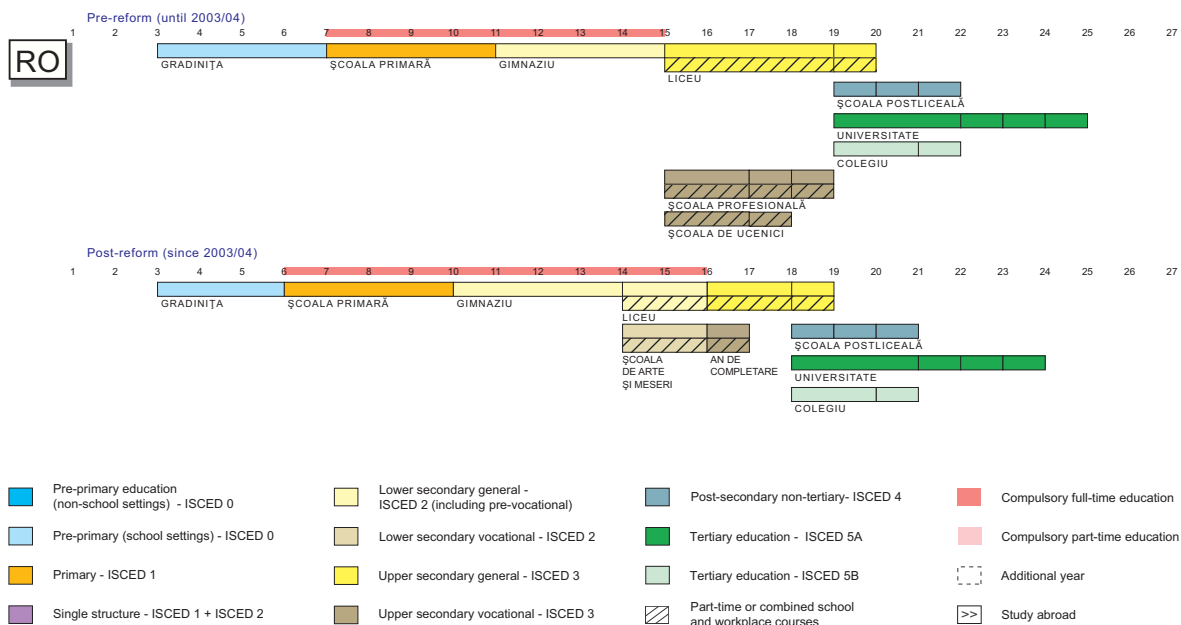
Peter de Roij  
Director of the ETF

June 2003

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(<sup>1</sup>) The 30 European countries taking part in the EU Education Programme, Socrates.

### Organisation of the education system in Romania, 2003/04



Source: Eurydice.

# 1. RESPONSIBILITIES AND ADMINISTRATION

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## 1.1 Background

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Romania has an area of 238,391 square kilometres and a population of 22,408,393 inhabitants (1 July 2001). The population is composed of 89.5% Romanians, 6.6% Hungarians, 2.5% Gypsies, 0.3% Germans, 0.3% Ukrainians, 0.8% other minorities. The main religion is Orthodox (86.7%).

According to the Constitution adopted in 1992, Romania is a presidential republic. The Romanian bicameral Parliament, comprising a Chamber of Deputies and a Senate, enacts all legislation. Executive power is exercised by the Government.

As regards administration, Romania is divided into 41 counties plus the capital city, Bucharest. Romania has 265 cities and towns, 2,686 districts and 13,092 villages.

In 2001, main employment sectors were distributed as follows: 22.2% industry, 42.3% agriculture and forestry, 10.1% trade and tourism, 4% civil engineering. The unemployment rate was 8.8% in December 2001.

## 1.2 Basis of the education system: principles – legislation

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In Romania, education and training are based on the following main principles:

- education is a national priority;
- school must promote a democratic, open and humanistic education;
- the education system should offer equal opportunities for all citizens;
- education provided by state institutions is free of charge;
- members of ethnic minorities can learn in their mother tongue;
- the education network will be adapted to demographic evolution and vocational training needs;
- education is free of political ideologies;

- the Ministry of Education and Research is entitled to define and implement the education policy;
- higher education institutions have financial and administrative autonomy;
- alternative models of education are accepted and encouraged.

The legislative foundation of the education and training system is formed by:

- the Romanian Constitution adopted in 1991, which lays down the right to education for all citizens;
- the Education Act 84/1995, which stipulates that education is a national priority and should contribute to free and harmonious development of the individual and of his/her autonomous and creative personality;
- the Act 151/1999, which modifies and supplements the Education Act, extending the duration of compulsory education and reshaping university and post-university studies;
- particular acts: Act 88/1993 on Accreditation of Higher Education Institutions and Recognition of Diplomas, which formulates criteria for institutional accreditation and the recognition of diplomas, Act 128/1997 on Teaching Staff Regulations, which establishes the appointment, transfer, dismissal and placing of teaching staff, and also covers school psychology services;
- Government Decisions and Emergency Ordinances, which create necessary conditions for implementation of the education reform.

Legislation will be improved with the Higher Education Act, prepared by the Ministry of Education and Research to extend decentralisation and social partnerships. Before approval, education acts are discussed by specialised commissions of the Parliament and then by the Chamber of Deputies and the Senate.

The new legislative framework was necessary for an overall reform of the education system. The reform relates to two main components of the system: primary and secondary education, and higher education.

Primary and secondary education reform, has two major objectives:



- to modernise and improve the quality of primary and secondary education, by reforming the education system (curricula, syllabi, textbooks, assessment, and initial and in-service teacher training);
- to reform the system of financing education and financial management in education.

Higher education reform was initiated in 1990. Its main objectives are as follows:

- to change the relationships between the Government (Ministry of Education) and higher education institutions by enhancing the university autonomy;
- to modernise and improve the quality of education;
- to create mechanisms and procedures for academic assessment and accreditation of educational institutions;
- to introduce new financing mechanisms.

In June 2003, a new act (268/2003) was adopted by the Parliament that supplemented the Education Act 84/1995. It extended the compulsory education to 10 years, changed the age corresponding to the start of compulsory education to 6 years, proposed new forms of vocational education and initial training and facilitated the transition to higher education levels and lifelong learning.

### 1.3 Distribution of responsibilities

Traditionally, the education and training system administration has been centralised. The Ministry of Education and Research is the main responsible for the implementation of legislation concerned with the organisation of education and training system at central level (human and financial resources, curriculum development, final assessments, education and training facilities, etc). Other central governing bodies (the Ministry of Finance, the Ministry of Labour and Social Protection and other ministries) are involved in the implementation of legislation, which assures the necessary conditions for education and training. The Education Act 84/1995 regulates the administration of the education and training system at all levels (national, regional and local).

Started in '90s, the decentralisation has been a major concern of policy-makers in the field of education and the general trend is to continue this process in the future. Several projects, supported by Phare or World Bank, have contributed to the restructuring of education administration, curriculum development and financing.

### Central authorities

The Ministry of Education and Research ensures the general administration of education at the national level. The Ministry of Finance and the Ministry of Labour and Social Protection have important decision-making roles in establishing both the size of the national budget for education and the workload for teaching and non-teaching staff.

The Ministry of Education and Research is organised as follows:

- The Minister for Education is the top level of management. The Body of Advisers, the Litigation Office, the General Department for Budget and Finance and the General Department for Trade Union Relationships are directly below the Minister.
- There are three Secretaries of State and a Minister Delegated for Research under the Minister for Education. The activity of the ministry in its entirety is performed through the General Secretariat of the Ministry, co-ordinated by a Secretary General.
- The first Secretary of State manages pre-university education: General Department of Pre-university Education (which has three sub-departments: Pre-High School Education, High School Education, and Vocational and Post-High School Education), General Department for Evaluation, Prognosis and Development, General Department for Education in Minority Languages and General Department for Out-of-School Activity.
- The second Secretary of State is in charge of higher education and European integration, and co-ordinates the activity of: General Department for Higher Education Management, General Department for Continuing Education and In-service Teacher Training, General Department of Patrimony and Investments and General Department for European Integration and International Relations. The latter department comprises three sub-departments: Department of European Integration, Department of International Relations and Department for Romanians living abroad.
- The third Secretary of State manages the research activity and the relations with the Parliament. Under his authority there are: National Agency for Atomic Energy, General Department for Technologic Transfer and Innovation, General Department for Research Policies and Strategies, General Department for Institutional Development.

Within the Ministry of Education and Research, there are two departments, which can be considered as being the most important: The General Department for Pre-University Education

and The General Department for Higher Education Management.

**The General Department for Pre-University Education** manages pre-primary, primary, lower secondary, upper secondary, post-secondary and vocational education. It approves study programmes, analytical curricula, and the rules for the organisation and operation of inspectorates and, as provided for under the law, co-ordinates the appointment, transfer, dismissal and placing of the teaching, managerial guidance and inspection staff within the public education system and its component units. It is responsible for teacher training and upgrading their knowledge and competencies and for the identification and provision of appropriate education for gifted pupils. It decides on the structure of the school year, examination sessions, organisation of various contests, school holidays, and evaluates the pre-university system. It co-ordinates entrance and graduation examinations in education units, as well as school competitions.

**The General Department for Higher Education Management** co-ordinates higher education, and approves the rules for the organisation and operation of subordinate units in accordance with the law, develops a framework methodology for entrance examinations in higher education institutions, and supervises the activities of university libraries.

#### **Regional authorities**

The regional level of decision-making exists only for pre-university education. Higher education institutions are autonomous and are directly under to the Ministry of Education. They are evaluated periodically by the National Council for Academic Evaluation and Accreditation.

County School Inspectorates are the regional-level administrative decision-making bodies for pre-university education. They are in charge of all schools, units for extra-curricular activities and auxiliary units for primary, secondary and post-secondary levels.

The Government, on the basis of proposals coming from the Ministry of Education and Research, establishes the structure of the County School Inspectorate. It is co-ordinated by an inspector general and:

- a managing board, composed of: inspector general (president), deputy inspectors general, subject inspectors, director of the Teachers' Resource Centre, chief accountant and legal adviser of the inspectorate;
- an advisory council composed of heads of educational institutions, teachers and renowned professors, parents, and representatives of local authorities, of religious communities and of local companies.

The Inspector General, the Deputy Inspectors General and the Director of the Teachers' Resource Centre are appointed by the Minister for Education, on the basis of professional and managerial expertise criteria. The Inspector General appoints school inspectors. Competitions are held on the basis of the methodology developed by the Ministry of Education and Research.

School inspectorates have the following main functions:

- to monitor schools within their remit;
- to co-operate with local authorities in ensuring the financing and functioning of pre-university education network;
- to ensure compliance with the law in the organisation, management and development of education;
- to set up public education units – kindergartens, primary schools, lower secondary schools, vocational and apprenticeship schools – with the consent of the Ministry of Education and Research;
- to make recommendations to the Ministry of Education and Research on the school network under their jurisdiction;
- to ensure, jointly with local public administration bodies, school attendance for the duration of compulsory education;
- to ensure that school units are adequately staffed with teachers, in conformity with the provision of the Status of the Teaching Staff;
- to organise and guide the teaching staff's further training, research work and other complementary activities;
- to ensure, jointly with the local public administration bodies, the use, development and the protection of teaching facilities in schools;
- to co-ordinate entrance and graduation examinations in schools, as well as school contests;
- to monitor all pre-university education activities and services provided by economic agents, foundations, associations, religious denominations and other natural or legal persons in the area under their jurisdiction;
- to co-ordinate the activity of libraries in schools within their remit;
- to co-ordinate and monitor the activity of the Teachers' Resource Centres.

#### **Institutional levels**

Pre-university education institutions are directed by their heads. According to the law, the heads are assisted in their management duties by a

School Board and a Management Board.

The School Board has a decision-making role in the field of education and training. Its members are the teachers working in the school. The head chairs the School Board.

The Management Board has a decision-making role only with respect to school management. Its members are the head, some members of the School Board, the chief accountant, representatives of pupils (only for upper secondary schools), parents, local authorities and local companies.

School heads for primary and lower secondary levels are appointed by the Inspector General, on the basis of professional and managerial competencies. Heads of upper secondary and post secondary schools are appointed by the Minister for Education.

School heads have the following responsibilities:

- to use the school funds following the legal provisions;
- to manage the school's physical facilities;
- to staff the school with personnel and to ensure in-service training;
- to implement national and regional educational policies, as well as the curriculum;
- to evaluate staff periodically;
- to hold the competitions and examinations required by law;
- to draw up reports requested by the school inspectorate;
- to ensure the school attendance following the approved enrolment quotas;
- to ensure order and discipline in schools;
- to co-operate with local public administration bodies in maintenance, repair and current expenditures;
- to preserve the pupils' safety and to ensure the protection of staff.

Not all schools have their own accountancy departments. For these schools, grouped in "clusters", the accountancy services are ensured by budgetary centres.

Higher education institutions have autonomy, following the general provisions of the Education Act. The University Charter, endorsed by the senate of each higher education institution is the document regulating the functioning of higher education institution.

Governing bodies are elected, by secret ballot, for four years, according to the provisions of the University Charter of each higher education institution. The superior decision making bodies

are represented by University Senates and Faculty Councils. The students participate in the Senate and Faculty Councils: 1/5 of the members are students. The rector is elected by the Senate and approved by the Minister for Education. The rector has executive and representative functions in the relationships with other institutions and organisations. Usually, a Dean manages each faculty.

University autonomy is basically exercised through:

- planning, organising, providing and improving education;
- organising research and documentation activities;
- deciding on areas of specialisation;
- designing curriculum according to national standards;
- organising entrance examination;
- selecting and promoting the teaching staff;
- setting criteria for the evaluation of teaching and scientific work;
- awarding teaching, scientific and honorary degrees;
- deciding on postgraduate study offers;
- deciding on the domains where diplomas and certificates issued may be used;
- agreeing on the co-operation programmes with other institutions;
- electing all governing bodies by secret ballot;
- deciding on how to use available funds;
- solving students' social problems;
- identifying extra sources of income;
- setting up foundations.

## 1.4 Quality assurance

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According to the Education Act 84/1995 (Chapter IV), an evaluation of the educational system is conducted by the Ministry of Education and Research, via specific institutions and bodies, on the basis of existing regulations.

For primary and secondary education, this activity is carried out by inspectors from the Ministry of Education and Research, and from the County School Inspectorates, which are parts of the competent Ministry. They take into account the following main criteria:

- educational performances attained by pupils;

- the assistance given to pupils that encourages their personal development;
- the quality of teaching and of teaching staff;
- the quality of school management;
- the quality of local curricula designed in the respective school and of extracurricular activities, and the way the national and local curriculum is implemented;
- school-parents relationships;
- school-local community relationships;
- the extent to which the school carries out its legal responsibilities;
- the attitude of pupils towards education provided by school.

School heads and inspectors general are obliged to write an annual report on the educational situation. This report is presented to local authorities (Prefecture and County Council) and to the Ministry of Education and Research,.

All higher education institutions, public or private, follow the accreditation procedures requested by the Law on Accreditation of Higher Education Institutions and Diploma Recognition. The National Council for Academic Assessment and Accreditation has been established for this purpose. Its members are approved by the Parliament. The Council comprises nine speciality commissions that evaluate all the existing faculties and colleges every five years, in accordance with criteria which include educational content, research activity, and teacher/student ratios.

The accreditation is a two-step process:

- The trust licensing, which gives the right to organise admission examinations.
- The accreditation, which gives the right to organise the degree examinations and issue diplomas recognised by the Ministry of Education and Research.

Evaluation criteria relate to the basic organisational and operational fields: the teaching staff, the content of education, physical facilities, research activity and financial performance. Compulsory standards have been established for each criterion.

The Minister for Education presents an annual report on the national education system at a meeting of Parliament. The report is then published.

At pre-university level, Information and Career Counselling Centres provide information on labour market, occupational profiles and available education routes.

Each higher education institution has a Department for Guidance and Placement on

Labour Market, which provides information on education routes, existing study programmes and helps graduates to find a job.

## 1.5 Financing

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Public education institutions are financed by the state budget approved by Parliament. The education budget must be at least 4% of GDP.

Until 1998, according to Act 10/1991 on public finance, the Ministry of Education established the budget allocated to each institution. The Ministry for National Education allocated the funds for the teaching staff salaries

The Ministry distributed the approved budgets to the subordinate units and to the County School Inspectorates. The latter distributed funding under the budget to their subordinate units – the education institutions.

Starting from 1999 the local public bodies provide the necessary funds for financing the pre-university educational units. For this purpose the local authorities use funds received from the Government, the local budget and their own resources. The reform programme for higher education has included substantial changes in the field of financial administration, to comply with the principle of the autonomy of universities. The Ministry of Education and Research finances higher education on the basis of the Government Ordinance 66/1998 that regulates global financing of higher education institutions. According to this act:

- The institutions are autonomous and they decide themselves on how to use the funds received.
- They have complete financial autonomy regarding the creation and administration of their own resources.
- Institutions have the right to demand fees from the students, etc.

Education delivered by public institutions is free of charge. Higher education institutions accept a limited number of students on a fee-paying basis. Fee-paying students are those who did not pass the entrance examination. Textbooks are free of charge in primary and lower secondary education.

## 1.6 Advisory and consultative bodies

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According to Education Act, the Ministry of Education and Research is assisted in the decision-making process by the following advisory bodies:

- The Evaluation and Accreditation Commission for Pre-university Education, which sets up the evaluation and accreditation criteria for pre-university education units;
- The National Council for the Attestation of Academic Degrees, Diplomas and Certificates, which makes appointments to directorships of doctoral programmes, based on proposals from the institutions offering the programme. (The right to direct doctoral programmes is conferred by an order of the Minister for Education and Research) The Council also makes proposals for doctoral programmes and validates Ph.D. diplomas.
- The National Council for University Research, which evaluates the universities' research programmes. (Research contracts are financed competitively out of the state budget on the basis of evaluations made by the Council);
- The Rectors National Council, which is an informal body consisting of the heads of all institutions of higher education and provides a forum for co-operation between universities;
- The National Council for the Financing of Higher Education, which proposes the criteria and mechanisms necessary for granting scholarships and other forms of financial support and which also has advisory status, especially with regard to external financing;
- The specialised library network of the Ministry of Education and Research,.
- National Commissions on specific subjects taught in pre-university education system (mathematics, Romanian language and literature, history, English, etc.), which make proposals for study plans and analytical curricula to the Ministry of Education and Research,.
- The National Council of Further Education, which co-ordinates adult education and has an advisory role vis-à-vis the Ministry of Education and Research.

The Ministry of Education and Research also consults national scientific associations of teaching staff and nationally-recognised students' organisations as well as the teaching staff unions.

The Institute for Educational Sciences is under the Ministry of Education and Research and provides decision-makers in the field of education with information necessary to manage the reform of the Romanian education system.

## 1.7 Private education

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Private education is considered as an alternative or a complement to public education, and accredited private education institutions are a part of the national education system.

Private education institutions have organisational and operational autonomy and they must respect national standards. Private education institutions are organised only on a non-profit-making basis and on non-discriminatory principles.

Private institutions for pre-primary, primary, lower secondary and vocational education may be established if they are issued with a licence by the County School Inspectorate on the basis of an evaluation procedure. Private upper secondary and post-secondary schools may be set up on the recommendation of the school inspectorate and with the consent of the Ministry of Education and Research.

Evaluation and accreditation criteria for private pre-university education relate to areas such as:

- the context in which the school carries out its activities;
- the school-local community relationships and the school's partnerships with other institutions;
- the school development plan;
- the management of human resources;
- the use of capital and operational resources;
- the quality of activities carried out by the teaching staff;
- pupils' results;
- the school ethos.

Evaluation standards refer to each criterion and specify the minimum acceptable level. These standards vary depending on the level of education and are set by the National Commission for Evaluation and Accreditation of Pre-University Education.

Accreditation is a two-step process:

- Trust licensing, which gives a unit provisional organisation and the right of operation.
- Accreditation, which gives the unit full rights

as stipulated in the Education Act.

Teaching positions in private pre-university education are filled according to the Statute of Teaching Staff provisions regarding teaching staff selection, recruitment, deployment and dismissal.

Private higher education institutions are established and operate according to the provisions of the Education Act and have the same level of autonomy as the public higher education institutions.

Private higher education institutions have the same evaluation and accreditation criteria, standards and procedures as public higher education institutions.

Education plans and curricula of private education institutions are approved by the Ministry of Education and Research.

## 1.8 Statistics

### Private pre-primary education 2002/03

Kindergartens	122
Children	7,046
Teachers	467

Source: National Institute for Statistics 2003

### Private primary and lower secondary education 2002/03

Schools	20
Pupils	1,694
Teachers	192

Source: National Institute for Statistics 2003

### Private upper secondary education 2002/03

High Schools	41
Pupils	5,440
Teachers	267

Source: National Institute for Statistics 2003

### Private vocational education 2002/03

Vocational and apprenticeship schools	3
Pupils	888
Teachers	50

Source: National Institute for Statistics 2003

### Private post secondary education 2002/03

Post high schools	47
Pupils	26,339
Teachers	685

Source: National Institute for Statistics 2003

### Private higher education 2002/03

Institutions	70
Students	139,038
Teachers	3,590

Source: National Institute for Statistics 2003

## 2. PRE-PRIMARY EDUCATION

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Pre-primary education is part of the education system and it is based on the Education Act No. 84/1995, the Regulations on Pre-primary education and the Syllabus for educational activities in kindergartens.

The main objectives of pre-primary education are the socialisation and the mental, emotional, cognitive and intellectual development of children. To achieve these objectives, activities are selected with the purpose of helping children to:

- learn and use the language correctly in various communication situations (including foreign languages – English, French or German – in some institutions);
- acquire the ability to work with figures and geometry;
- acquire knowledge regarding the natural and social environment;
- develop abilities in sports and the arts;
- develop creativity;
- encouraging autonomy, etc.

Pre-primary education covers the 3- to 7-year-old age group. This type of education is provided in special institutions – kindergartens – mostly public. Romanian pre-primary education includes institutions where teaching is carried out in the Romanian language and institutions where teaching is in the languages of the national minorities. Kindergarten attendance is optional, except for the last year, which is compulsory; for the school year 2002/03, the attendance rate was 69.2% for pre-primary education as a whole.

In order to ensure continuity between pre-primary and primary education and to reduce the socio-cultural handicap for children from disadvantaged families, the Education Act stipulates the gradual establishment of a compulsory pre-primary class. This will include 5- to 6- (7-) year-olds.

There are no entrance requirements for pre-primary education. The classes in kindergartens are coeducational and organised according to age group. They comprise an average of 15 pupils (a minimum of 10 and a maximum of 20). In localities with a reduced number of pupils (generally in rural areas), classes can be formed without taking age groups into account. Kindergartens are in most cases under the remit of general schools (years 1 to 4 or years 1 to 8).

### 2.1 Organisation

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Public kindergartens are established by county school inspectorates. Local companies, other organisations and individuals can create and finance kindergartens, with the approval of the school inspectorates. The activities of private kindergartens are supervised by the inspectorates in order to ensure that the quality standards necessary in the delivery of education are met.

Pre-primary institutions are generally used for one set of pupils per day. Private and public kindergartens offer various types of programmes: normal programmes (approximately 4 or 5 hours in the morning), long programmes (8 to 9 hours) and weekly programmes (five days per week).

Children attend kindergartens five days per week. The structure of the school year is practically the same as that in primary education: two semesters, a summer holiday, winter and spring holidays (Christmas and Easter) and one-week holiday at the beginning of November.

Classes are organised according to age group as follows: the lower class (3- to 4-year-olds), the middle class (4- to 5-year-olds), the upper class (5- to 6-year-olds).

The public kindergartens with normal programmes are completely free of charge. For the long and weekly programmes, 50% of the cost (meals and accommodation) is funded by the state. The fees in private kindergartens are established by each institution according to the legal regulations.

### 2.2 Programme of activities

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The pre-primary education curriculum covers activities, focusing on the harmonious development of the child's personality, divided into the following categories: communication and language, mathematics, aesthetic education, environmental education, psychomotor education, civics.

The daily activities (4 hours/day) are determined

by the teaching staff and are composed of common compulsory activities performed by the whole group, non-compulsory activities such as games, outdoor activities, and compensatory and complementary activities. The common activities have different durations according to the age group: 10-15 minutes for the lower class, 15-20 minutes for the middle class, 20-30 minutes for the upper class and 30-35 minutes for the compulsory pre-primary class.

No textbooks are used. The teaching methods used take into account the child's rhythm and individual characteristics. The whole learning process is based on playing games.

### 2.3 Assessment

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At the present time, no assessment (of pupils) is undertaken in pre-primary education, although their mental and physical development is monitored. Pupils are not required to repeat a class, but are automatically moved up. Children with mental or sensory disabilities are referred by psycho-medical commissions to special forms of education.

A specialist has to identify speech deficiencies and to assist families in choosing the remedial programme carried out in kindergartens or in specialised centres. The psycho-motor and language skills development is also monitored through specific evaluation tests conceived by the Laboratory of School Hygiene. Those tests are not compulsory and could be applied by teachers.

### 2.4 Teachers (*Educatoare*)

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Every teacher is in charge of one class for at least one school year. In kindergartens where children are taught foreign languages, specialist staff are appointed. Teachers in kindergartens are educators (*educatoare*) who have completed five years of study in pedagogical high schools after completing general compulsory education. Kindergartens also have *institutori*, teachers trained in teacher-training university colleges in a two-year course, for those who have completed a pedagogical high school, or in a three-year course, for those who have completed another type of high school.

Teachers are appointed under contract on a permanent basis, to full-time posts, or in some cases to part-time posts. The right of teachers to in-service training is guaranteed by the Ministry of Education and Research. During a period of

five years teachers must follow in-service training courses (100 hours). The training is provided in one or several sessions in teacher-training high-schools or university colleges and consists of methodology, scientific and specific activities.

### 2.5 Statistics

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Pre-primary education 2002/03

Number of children	Number of teachers	Number of institutions
629,703	34,307	9,547

Source: National Institute for Statistics, 2003



### 3. COMPULSORY EDUCATION

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According to Article 6 of the Education Act, all Romanian citizens must receive education for a period of eight years after pre-primary education. (The last year of pre-primary education is also compulsory). The Regulations on Pre-university Education contain guidelines on the organisation of primary and secondary education.

This eight-year period includes primary education (years 1-4) and lower secondary education at a *gimnaziu* (years 5-8). Compulsory education covers the 7- to 15-year-old age group. According to the law, the obligation to attend school terminates when pupils are 16 years old or when they have completed lower secondary school, whichever occurs first.

According to Law 151/30.07.1999, compulsory education should last 9 years instead of 8. The first generation concluding 9 years should begin lower secondary education (the 5th grade) in 1998/99. Since many obstacles stayed in front of the implementation of this desideratum, the extension of compulsory education has been reanalysed and a new legislation has been produced. As a result of the new modification (June 2003) of the Education Act, compulsory education has been extended to 10 years and the starting age has been reduced to 6 years. This regulation will be applied in the school year 2003/04, and pupils who, at the end of that school year, will complete the 8<sup>th</sup> grade will continue compulsory education with other two years.

#### 3.A Primary education

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In accordance with the Education Act 84/1995, primary education provides general education for the first four years of school. Children can obtain primary education both in Romanian or in the language of one of the national minorities.

Primary education focuses on the mental and physical development of children. More specifically, primary schools help the children to:

- learn the Romanian language (listening, speaking, reading, writing) as a means of communication;
- learn to count and practise the four basic arithmetical operations, and oral and written calculation;
- acquire knowledge, respect and interest for the environment;
- acquire basic scientific knowledge;
- acquire basic skills;
- develop an awareness of moral and civic values;
- develop a love for their country and a respect for the historical past of the Romanian people;
- develop their own personality harmoniously;
- acquire sporting abilities and receive health education;
- develop civilised behaviour and moral qualities: honesty, truthfulness, respect for parents, people and work.

The learning process is carried out in coeducational classes, which on average have 20 pupils, with a minimum of 10 and a maximum of 25. In regions with a reduced number of pupils, classes may have fewer pupils. As a result, teachers work with more than one class simultaneously, if the Ministry of Education and Research gives its approval.

Primary education covers the 7- to 11- year-old age group. Children are invited to attend school in their seventh year. At the request of their parents or legal guardians, children can attend school in their sixth year, if they have reached an appropriate stage of physical and mental development.

According to the last modification of the Education Act, starting from 2003/04, children will enter in primary education at the age of 6 years.

There are no entrance requirements for primary education. Primary school attendance is compulsory. In the school year 2002/03, the attendance rate was 99% for primary education as a whole. Primary education is completely free of charge.

### 3.A.1 Organisation of the school

Primary education is provided in three types of school, offering the same structure of education, but covering different levels:

- schools with years 1 to 4;
- schools with years 1 to 8 (institutions covering primary and lower secondary education);
- schools with years 1 to 12 (or 13) (institutions covering primary and full secondary education).

Usually, primary schools operate only in the morning with one set of pupils per day. Pupils attend five days per week. The school year 2002/03 in primary education was composed of two semesters of study (35 weeks – 175 days), a summer holiday, winter and spring holidays (Christmas and Easter), and one-week holiday at the beginning of November..

Classes are organised according to age group; the same classroom is generally used for all subjects. Subject teachers are free to recommend a certain textbook to their pupils.

### 3.A.2 Curriculum

The main objective of the primary education curriculum is to provide an all-round education. The following aspects are given special attention:

- scientific knowledge about the world and human beings, the environment and environmental protection;
- knowledge of the national language and, beginning in the 3rd year, of foreign languages;
- knowledge of mathematics;
- knowledge of history and civics;
- artistic education (painting and music); development of a sense of the aesthetic;
- sports and physical education;
- health education;
- knowledge of human and children's rights and the development of democratic behaviour.

Starting from the school year 1998/99, the single education plan for primary schools has been replaced with a curriculum framework,

which allows schools to design their own timetable schemes; the core curriculum represents 80% and 20% of the curriculum is designed by the school. The curriculum framework covers seven curricular areas: language and communication, mathematics and natural sciences, people and society, arts, physical education, technologies, counselling and guidance. The number of hours allocated to each of these fields varies with their importance.

Teaching methods are not imposed by official regulations, but there are some recommendations concerning alternative textbooks, homework, use of ICT for didactic purposes. In regions with a reduced number of pupils especially in rural areas, the primary school teacher has to provide simultaneous teaching to two or more classes. The teacher may also provide differentiated teaching to small groups of highly gifted pupils.

Curricular Area/Subject-matter	In 2002/03			
	I	II	III	IV
I Language and communication	7-8	7-8	7-9	7-9
II Mathematics and natural sciences	3-4	3-4	4-6	4-6
III People and society	1	1	2-3	3-5
IV Arts	2-3	2-3	2-3	2-3
V Physical education	2-3	2-3	2-3	2-3
VI Technologies	1-2	1-2	1-2	1-2
VII Counselling and Guidance	0-1	0-1	0-1	0-1
Total	-	-	-	-
Core Curriculum	16	16	18	19
Minimum number of hours/week	18	18	20	21
Maximum number of hours/week	20	20	22	23

### 3.A.3 Assessment/Certification

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Starting from the school year 1998/99, a new evaluation system has been implemented in primary education, using the following scale of performance: very good, good, sufficient and insufficient.

Pupils are assessed continuously by the class teacher. Primary schools organise compulsory summative assessments at the end of each semester. There are also assessments at regular intervals in the form of school tests, especially in basic subjects.

There is neither final examination, nor certification at the end of primary school.

### 3.A.4 Progression/Guidance/Transition arrangements

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Pupils move up automatically to the next class. A teacher can compel a pupil to repeat a class if the marks obtained are not satisfactory.

The County Centres for Psycho-Pedagogical Assistance have competencies in educational guidance and in assisting teachers and parents to ensure the proper development of children.

### 3.A.5 Teachers (*Învățători*)

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Generally, the learning process is managed by a single teacher for each class (*învățător* or *institutor*); some subjects (religion, foreign languages, physical education and music) are taught by specialist teachers (*profesori*).

Primary school teachers are *învățători* trained in pedagogical high schools and *institutori* trained in university colleges (short-term higher education). Training in university colleges lasts for two years (for students from a pedagogical high school) or three years (for those from other types of high schools).

Specialist teachers (*profesori*) possess a diploma of long- or short-term higher education, corresponding to the subject taught.

Primary school teachers are appointed by the County School Inspectorate and work, full-time or part-time, under contract on a permanent basis. During a period of five years the teaching

staff must follow in-service training courses (100 hours), delivered by pedagogical high schools, Teachers' Resource Centres, university colleges or teacher training departments in universities.

### 3.A.6 Statistics

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Primary education 2002/03

Number of institutions	5,609
Number of pupils	981,975
Number of teachers	54,573

Source: National Institute for Statistics, 2002

### 3.B Compulsory secondary education (*Gimnaziu*)

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Lower secondary education provides general education and covers the last four years of compulsory education. According to the new modification of the Education Act, lower secondary education will be extended with two years of general or vocational education, starting from 2003/04.

The general objectives of lower secondary education are:

- to transmit knowledge and instil respect for the cultural and historical heritage;
- to develop basic skills and working methods ;
- to develop communication skills in a foreign language;
- to promote personal development;
- to motivate pupils to continue learning;
- to stimulate pupils' creativity and initiative;
- to prepare pupils for adult life.

Lower secondary education generally covers the 11- to 15- year-old age group. The learning process is carried out in coeducational classes, which have an average of 25 pupils (a minimum of 10 and a maximum of 30). Classes are organised according to age-group.

Pupils who have completed primary education are automatically moved up to compulsory secondary education. There are no other entrance requirements and school attendance is compulsory. In the school year 2002/03, the attendance rate was 85%. The lower secondary studies are completely free of charge.

### 3B.1 Organisation of the school

Lower secondary education can be provided in two types of school (offering the same structure of education):

- schools with years 1 to 8;
- schools with years 1 to 12 (or 13).

Starting from the school year 2003/04, according to the extension of lower secondary education, the added two years could be provided by schools with years 1 to 10, by schools with years 5 to 10, by schools with years 1 to 12 (or 13), by schools with years 5 to 12, or by schools with years 9 to 12 (or 13), offering general or vocational education.

Generally, compulsory secondary schools operate in two shifts: classes in the morning and classes in the afternoon. Exceptionally, compulsory secondary schools can offer evening classes or extra-mural classes for pupils who are two years or more older than other pupils in the respective classes.

The school year 2002/03 was composed of two semesters of study (35 weeks – 175 days), a summer holiday and winter and spring holidays (Christmas and Easter). There is an average of 5-6 hours per day.

Curricular Area/Subject matter	2002/03			
	V	VI	VII	VIII
I. Language and communication	9-10	8-9	8-9	9-10
II. Mathematics and natural sciences	5-6	8	10	9-10
III. People and society	3-5	3-5	4-5	6-7
IV. Arts	2-3	2-3	2-3	1-2
V. Physical Education	2-3	2-3	2-3	1-2
VI. Technologies	1-2	1-2	1-2	1-2
VII. Counselling and guidance	1	1	1	1
Core Curriculum	23	25	28	28
Minimum number of hours/week	24	26	29	29
Maximum number of hours/week	26	28	30	30

### 3.B.2 Curriculum

The old education plan for compulsory secondary schools covered six fields of study: humanities and social education, basic science education, artistic education, technological education, physical education, open discussion.

Starting from the school year 1998/99, in compulsory secondary education, a new curriculum-framework has been implemented, comprising the core curriculum (75%) and the curriculum determined by the school (25%). The curriculum framework covers seven curricular areas: language and communication, mathematics and natural sciences, people and society, arts, physical education, technologies, counselling and guidance. The number of hours allocated to each of these fields varies with their importance.

Teaching methods are not imposed by official regulations; teachers may choose appropriate teaching methods and recommend one of the existing alternative textbooks, depending on the specific conditions.

### 3.B.3 Assessment/Certification

Starting from the school year 1998/99, a new assessment system has been implemented in compulsory secondary education. Pupils are continuously assessed by the teacher. In addition to continuous assessment, a compulsory summative assessment is undertaken at the end of each semester. Written tests, especially in basic subjects, are held in each assessment session. The results of various assessments carried out during the semester are taken into account in the final mark awarded at the end of each semester.

Lower secondary education ends with a national examination (*examen de capacitate*), organised on the basis of the methodology developed by the Ministry of Education and Research. The examination includes the following subjects:

- Romanian language and literature – written;
- Mathematics – written;
- Romanian history or Romanian geography – written;

- Pupils belonging to national minorities and studying in their mother language, must sit a supplementary examination in the respective language – written.

Pupils have to pass this examination to receive a leaving certificate (*certificat de capacitate*). This certificate allows them to participate in upper secondary school, depending on the results obtained.

According to the modification of the Education Act, starting from 2003/04, there will be no national final examination at the end of lower secondary education and the corresponding certificate will not be delivered anymore. As a result, this certificate will not be required for entrance in upper secondary education.

### 3.B.4 Progression/Guidance/Transition arrangements

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Pupils pass to the next class if they obtain for each subject, at the end of the school year, a mark higher than, or at least equivalent, to 5 (on a scale from 1 to 10); if they fail, they have to repeat the school year. The decision concerning whether each pupil moves up to the next class is made by each subject teacher.

The County Centres for Psycho-Pedagogical Assistance and the Information and Counselling Centres on Career perform services concerning psycho-pedagogical assistance and provide information on careers and labour market.

### 3.B.5 Teachers (*Profesori*)

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Lower secondary school teachers (*profesori*) have a diploma corresponding specialised short-term or long-term higher education, depending on the subject taught.

Every subject in lower secondary education is taught by specialist teachers. Technological education is taught by engineers. Practical training is supervised by instructors. In rural areas, agriculture is taught by biology teachers. Counselling and guidance sessions are taken by one of the class teachers who is also responsible for co-ordinating the educational activities of the class and maintaining relations with parents.

Teachers' status and their in-service training are the same for the whole pre-university education (see 3.A.4).

### 3.B.6 Statistics

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Compulsory Secondary Education 2002/03

Number of institutions	6,702
Number of pupils	1,189,172
Number of teachers	92,825

Source: National Institute for Statistics, 2003

## 4. POST-COMPULSORY GENERAL AND VOCATIONAL SECONDARY EDUCATION

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The national legislative framework governing post-compulsory secondary education is set out according to the Education Act No. 84/1995, modified by the Law No. 151/1999 and the Law 268/2003, the Regulations on High School Education and the Regulations on Vocational Education. Teaching activity in post-compulsory secondary education is based on education plans designed for high schools and vocational schools.

Post-compulsory secondary education covers general and sectoral high schools and also vocational schools.

### 4.A General and specialised high school (*Liceu*)

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The general objectives of high schools are as follows:

- to develop an autonomous and creative personality;
- to acquire basic elements of general education;
- to allow pupils to continue their studies in higher education;
- to develop civic behaviour according to a democratic society;
- to develop skills for the integration of graduates in socio-economic activities.

High school courses lead to higher education. Sectoral high schools also provide an additional certificate leading to employment. High schools are mostly public. Teaching is carried out in the Romanian language, but there are also high schools where the teaching is carried out in the languages of the ethnic minorities.

Most high schools function as independent institutions. Some function together with lower secondary and primary schools, and some are integrated in combined groups of schools (technical high schools) together with vocational schools.

There are three types of high schools: general, vocational and technological. All types give access to higher education and most of them

also offer a qualification and therefore the opportunity to obtain a job after graduation.

High school education covers the 15- to 19- (20-) year-old age group and the attendance is compulsory for day classes. In the school year 2002/03, the high school attendance rate was 56.3%. Classes are coeducational and are organised according to age group. Classes have on average 25 pupils, a minimum of 15 and a maximum of 30.

In order to be admitted to these schools, pupils have to complete general compulsory education, including the leaving examination. They must possess the leaving certificate – *certificat de capacitate*, obtained after successful passing of the final examination.

According to the modification of the Education Act (June 2003), starting from 2003/04, the leaving certificate will not be required anymore for entrance in upper secondary education and no final leaving examination will be organised at the end of compulsory education.

Pupils have access to high schools (day classes) immediately after lower secondary school or two years thereafter. If they are more than 17 years of age, they may not attend day classes.

Public post-compulsory secondary education is free of charge, but pupils have to pay for textbooks, except those coming from economically disadvantaged families.

#### 4.A.1 Organisation of the school (General/Sectoral high schools)

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High school education is organised as follows: day classes over a four-year period (year 9 to 12) and evening classes or extra-mural classes over a five-year period (years 9 to 13). The latter are designed for those who are involved in other activities in addition to the school programme. All high schools work two shifts: classes in the morning and classes in the afternoon. For those offering evening classes, there are three shifts.

According to the modification of the Education Act (June 2003), starting from 2003/04, high schools will be divided in two cycles: lower cycle and upper cycle. The lower cycle (years 9 to 10)

will be integrated in compulsory education and will be associated to lower secondary education. The upper cycle (years 11 to 12 (13)) will remain associated to upper secondary education and will be organised in schools with years 1 to 12 (13), in schools with years 5 to 12 (13) or in schools with years 9 to 12 (13)

The school programme consists of an average of 6 hours per day and 30 hours per week, with some differences, according to the type of high school and the year of study. Pupils attend classes five days per week. The school year 2002/03 was composed of two semesters of study (35 weeks – 175 days), a summer holiday and winter and spring holidays (Christmas and Easter).

The teaching process is organised by subject and teachers are free to recommend one from several alternative textbooks.

#### 4.A.2 Curriculum

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High-school education is based on a national curriculum, which comprises 7 curricular areas:

- languages and communication;
- mathematics and natural sciences;
- people and society;
- arts;
- sports;
- technologies;
- counselling and guidance.

This national curriculum comprises two parts:

- common curriculum, covering the minimum established study hours per week and
- optional curriculum, which is established by each high-school and corresponds to school's profile.

The importance given to each curricular area varies according to the profile of the high school, most important variations being related to humanities/social and scientific subjects. In certain high schools, such as those for art, sports, technology or economics for example, optional subjects usually take up 30% of the total number of hours.

In high schools for the humanities (philology schools, language schools, history-social sciences schools), the humanities and social subjects are emphasised, representing approximately 50 to 60% of the teaching time, scientific education having a share of 25 to 30%.

In science high schools (mathematics-physics, physics-chemistry, chemistry-biology), scientific education is given most attention, representing approximately 50% of the teaching time,

whereas education in the humanities has a share of about 30%.

In pedagogical high schools, humanities and science education have a similar share each about 30% of the time; about 30% is dedicated to specific training (methods, educational psychology, art).

In high schools for technology, agriculture, forestry, economics, etc., the humanities, science and specific training are of equal importance. In the last two years of study, attention focuses on specific training.

For the last two types of high schools, the educational curriculum includes number of hours of specific practical activities in businesses, schools and other institutions. These activities are given greater importance in the last two years of study.

Teaching methods are not imposed by official regulations; teachers may choose appropriate teaching methods and recommend one of the existing alternative textbooks, depending on the particular conditions.

#### 4.A.3 Assessment/Certification

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Pupils are subject to continuous assessment in all subjects. The assessment is mostly oral and individual, based on numerical marks from 1 to 10. For some subjects, pupils are given written assessments during the semester. Written tests, especially in basic subjects, are held in each assessment session. The results of various assessments carried out during the semester are taken into account for the final mark obtained at the end of each semester.

The high school ends with a final national examination (*examen de bacalaureat*), under the aegis of a commission established by County School Inspectorates. Tests included in this final examination are composed of common tests and differentiated tests, depending on school's profile, specialisation or pupil's choice. Common tests cover the following subject:

- Romanian language and literature – written and oral;
- one of the modern languages studied – oral;
- the mother language and literature – written and oral, for pupils belonging to a national minority and studying in their mother language; or the modern language and literature – written and oral, for pupils doing their studies in the respective language.

Differentiated tests differ on branch, profile, specialisation and pupil's choice and are organised for the following subjects:

#### Humanist profile

- history or geography – written;
- a subject chosen by pupil, included in the curricular area corresponding to specialisation – written;
- a subject chosen by pupil, included in other curricular areas than those already selected – written or practical test

#### Scientific profile

- mathematics – written;
- a subject chosen by pupil, included in the curricular area corresponding to specialisation – written
- a subject chosen by pupil, included in other curricular areas than those already selected – written or practical test

#### Technological profile

- mathematics – written;
- a subject chosen by pupil, included in the curricular area "Technologies", depending on the specialisation chosen by pupil – written;
- a subject chosen by pupil, included in other curricular areas than those already selected – written or practical test

#### Vocational profile

- history, geography, other humanities/ social subject, or mathematics or sciences, depending on school profile – written
- a subject chosen by pupil, included in the curricular areas specific to school profile or specialisation – written or practical test;
- a subject chosen by pupil, included in other curricular areas than those already selected – written or practical test

After obtaining their leaving certificate (*diploma de bacalaureat*), pupils can apply for the entrance examination to gain admission to higher education. If pupils studying in sectoral high schools pass an additional examination (involving practical and written tests) on a specific subject they obtain a certificate (*atestat profesional*) granting access to a job.

### 4.A.4 Progression/Guidance/Transition arrangements

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Pupils pass to the next class if they obtain for each subject, at the end of the school year, a

mark higher than, or at least equivalent, to 5 (on a scale from 1 to 10). Responsibility for the assessments lies with the teachers. They decide (depending upon the knowledge acquired) if a pupil should be required to repeat a class or not.

Pupils are allowed to move to a vocational school. The Management Board of the vocational school decides if an additional examination is necessary.

The County Centres for Psycho-Pedagogical Assistance and Information and Counselling Centres on Careers perform services concerning psycho-pedagogical assistance and provide information on careers and labour market.

### 4.A.5 Teachers (*Profesori*)

---

In high schools, all subjects are taught by specialist teachers, who hold a diploma and have completed a long course of higher education, depending on the subjects they are teaching. Technological education is provided by engineers, trained in technical universities.

Teachers teach the same subject in several classrooms. Every class has a class teacher who co-ordinates the education activities of the class and maintains relations with parents.

Teachers' status and their in-service training are the same for the whole of pre-university education (see 3A.4).

### 4.A.6 Statistics

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General and specialised high schools 2002/03

Type of high school	Number of pupils enrolled	Number of teachers	Number of institutions
Total	740,404	60,988	1,388
General High Schools	360,137	20,920	534
Technological High Schools	326,316	33,601	665
Vocational High Schools	53,951	6,467	189

Source: National Institute for Statistics, 2003



## 4.B Vocational secondary schools (*Școală profesională*)

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The main objectives of training in vocational school are as follows:

- to respond to the demands coming from the labour-market;
- to promote personal development;
- to transmit knowledge on environmental protection;
- to develop entrepreneurial skills.

Vocational school courses lead to employment. The duration of study in vocational schools is 2 to 4 years, depending on the sector. Vocational training structure is established by the Ministry of Education and Research.

Vocational schools are independent or integrated within combined groups of schools. In addition to a vocational training school, a combined group of schools can include an apprenticeship school, a sectoral high school, a sectoral post-secondary school, etc.

Vocational schools offer courses leading to qualification and re-qualification courses on a contractual basis, at the request of companies and public or private institutions. Vocational training network is organised by the Ministry of Education and Research, after consulting the institutions concerned, and covers about 21 sectors (machine construction, electronics, electrotechnics, mining etc.) with about 300 specialisations.

Vocational school courses cover the 15- to 17- (19-) year-old age group. Attendance is compulsory for day classes. Classes are coeducational and organised according to age group. They have on average 25 pupils, a minimum of 15 and a maximum of 30.

The entrance examinations for vocational schools are established by the institutions concerned. Every pupil who has completed lower secondary school studies and obtained a leaving certificate (*certificat de capacitate*) can apply for this examination.

Vocational courses are free of charge but pupils have to pay for textbooks, except those coming from economically disadvantaged families.

## 4.B.1 Organisation of the school (Vocational secondary schools)

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Vocational schools offer day and evening classes. All vocational schools work two shifts: classes in the morning and classes in the afternoon. For those offering evening classes, there are three shifts.

The school year 2002/03 was composed of two semesters of study (35 weeks – 175 days), a summer holiday and winter and spring holidays (Christmas and Easter). There are five days of study per week. The number of study and practical training hours per week is about 30.

Classes are organised according to age group. Based on the new curricula, within a modular system, new alternative textbooks have been developed, and they have been approved by the Ministry of Education and Research. Teachers have the right to select the textbook most appropriate to the training needs.

## 4.B.2 Curriculum

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Educational plans and curricula for vocational education are established on the basis of vocational standards formulated by the Commission for Co-ordination of Vocational and Technical Education Reform Programme. The education process is structured and defined by the PHARE Programme VET RO9405.

The educational programme for vocational schools comprises the following modules:

- First year – general training: General education (41%), Specialization training (22%), Practical training (37%). Altogether: 34 weeks – 1084 hours/ year
- Second year – basic training: General education 25%, specific training 37.5%, practical training and local technological applications 37.5%. Altogether: 34 weeks (1082 hours/ year)
- Third year – specialising training: Professional development 57%, specialization in the trade practical activities for the final project 43%. Altogether: 33-35 weeks (1122-1190 hours/year).

Besides their compulsory subjects, pupils can attend a maximum of two optional training activities, which include mathematics, physics, biology, a foreign language, computer basics and sports activities. Optional training is provided for groups of 18 to 36 pupils. For

complex qualifications there is a fourth year dedicated to practical training.

In the first years of study, focusing on acquiring the basics of technology, practical training is carried out in school workshops, organised within the school, sometimes with the support of a company with a direct interest.

In the last years of study, devoted to specialisation and qualification, practical training covers a greater number of hours (over 40%) and is provided through placements in companies during which pupils work together with skilled staff.

Teaching methods are not imposed by official regulations; teachers may choose appropriate teaching methods and recommend one of the existing alternative textbooks, depending on the specific conditions.

#### 4.B.3 Assessment

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Pupils are subject to continuous assessment during the year by the teacher, in the form of oral or written examinations, depending upon the subject, and sometimes by examination organised at central level (national and vocational competitions). Assessment is based on numerical marks from 1 to 10. Written tests, especially in basic subjects, are held in each assessment session. The results of various assessments carried out during the semester are taken into account for the final mark obtained at the end of each semester.

Vocational studies conclude with a final examination (*examen de absolvire*) and a certificate of qualification (*diplomă de absolvire*) which allows pupils to seek a job. Pupils qualifying from vocational schools and holding a leaving certificate can apply for the entrance examination to high schools. The Management Board of the high school decides on the subjects for an additional examination.

#### 4.B.4 Progression/guidance/transition arrangements

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Pupils pass to the next class if they obtain for each subject, at the end of the school year, a mark higher than, or at least equivalent to, 5. Subject teachers decide if a pupil should be required to repeat a class or not.

The County Centres for Psycho-Pedagogical Assistance and the Information and Counselling

Centres on Careers perform services concerning psycho-pedagogical assistance and provide information on careers and the labour market.

#### 4.B.5 Teachers

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In vocational schools, all subjects are taught by specialist teachers. Teachers teach the same subject in several classrooms. Every class has a class teacher who co-ordinates the educational activities of the class and maintains the relations with parents.

Teachers must have a qualification similar to that of teachers in secondary schools. Those who have studied at university or polytechnic can teach only if they have attended the optional classes in psychology and education.

Instructors organise and co-ordinate practical activities. They must hold at least a leaving certificate of post-high school education. The condition for their acceptance as teachers is to have attended a teacher-training course and to possess knowledge, skills and on-the-job experience.

Teachers' status and their in-service training are the same for the rest of pre-university education (see 3A.4).

#### 4.B.6 Statistics

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Vocational secondary education 2002/03

Number of institutions	802
Number of pupils	205,898
Number of teachers	3311
Number of instructors	2752

(Teachers and instructors include the teaching staff in apprenticeship schools)

Source: National Institute for Statistics, 2003

#### 4.C Post-secondary education

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Post-secondary education is a form of vocational training for those who complete high school.

### 4.C.1 Organisation

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The legal framework governing post-high school education is defined by the Education Act No. 84/1995, the Regulations on post-high school education and the education plans for post-high school level. This type of education is organised by the Ministry of Education and Research and the Ministry of Labour and Social Protection, sometimes at the request of local companies.

The profiles, qualifications and curricula of post-high school education are established by the Ministry of Education and Research and the Ministry of Labour and Social Protection. Post-high school education offers qualification and re-qualification courses on a contractual basis, for six occupational areas: industry, agriculture, commerce and administration, services, medicine, post and telecommunications.

The training programmes of post-secondary education have the following objectives:

- to train students for areas where there is high labour-market demand;
- to promote personal development;
- to develop entrepreneurial skills.

The duration of study is 1 to 3 years, depending on the profile of school. Every pupil who finishes a high school, with or without a leaving certificate (*diplomă de bacalaureat*) can apply for the entrance examination. (A leaving certificate is however required for medical post-high school courses). The courses lead to employment

Post-high school education is provided by independent institutions or institutions integrated into combined group of schools, belonging to public or private sectors.

Schools also finance them, under contracts concluded with the Ministry of Education and Research. An exception is made for medical post-secondary schools, which are financed by the Ministry of Education and Research (Education Act, Section 51(3)).

State obligations with respect to post-high school education are established every year, by government decision.

### 4.C.2 Curriculum

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Curricula and syllabi for post-high school education are proposed by subject commissions and approved by the Ministry of Education and

Research. The curriculum includes a general and a specialised training.

Training is designed according to the general and specific objectives of each subject. The practical training in the first years of study is about 40% and is carried out in school workshops, organised within the school, sometimes with the support of a company with a direct interest. In the last year of study, practical training constitutes 50-60% and is provided in companies in which students work together with skilled staff.

### 4.C.3 Assessment/Certification

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Students are subject to continuous assessment in all subjects, and for some subjects they have to undergo written assessments both during and at the end of the semester (final assessment). The teachers assume full responsibility for their assessments.

The practical period in companies and institutions has often proved to be a sort of probationary period for persons seeking employment. After completion of studies, many of them are hired by the respective company or institution.

Post-high school education concludes with a final examination (*examen de absolvire*) and a leaving certificate (*certificat de absolvire*). Students who pass the school-leaving examination are issued with a certificate of qualification in a particular skill. Should students fail the examination, they may take it no more than twice within three years after finishing.

### 4.C.4 Progression/Guidance/Transition arrangements

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Please see 4.B.4.

### 4.C.5 Teachers/Trainers

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Every subject is taught by a specialist teacher. They hold a diploma of a short- or long-term form of higher education, depending on the subject they are teaching.

Instructors organise and co-ordinate practical activities. They must hold at least a leaving

certificate of post-high school education. The condition for their acceptance as teachers is to have attended a teacher-training course and to possess knowledge, skills and on-the-job experience

Teachers' status and their in-service training are the same for the whole pre-university education (see 3A.4).

#### 4.C.6 Statistics

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##### Post-secondary education 2002/03

	Total	Public	Private
Number of schools	78	31	47
Number of students	61,855	34,000	27,855
Number of teachers	:1,496	794	702

Source: National Institute for Statistics, 2003

## 5. INITIAL VOCATIONAL EDUCATION AND TRAINING IN ALTERNANCE

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### 5. Apprenticeship school (*Școală de ucenici*)

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Apprenticeship schools offer vocational education and training provided through sandwich type-courses.

#### 5.1 Organisation

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The legal framework governing apprenticeship schools is represented by the Education Act and the Regulations on Vocational and Apprenticeship Education. The Ministry of Education and Research and relevant institutions set up the network for initial vocational education in the following areas: mining and petroleum, electric power and electrical engineering, metallurgy and mechanical engineering, chemical engineering, civil engineering, transport and telecommunication, food industry, agriculture and forestry, trade, etc.

The apprenticeship schools aim to respond to labour market requirements, to promote personal progress and to develop entrepreneurial skills. Training mostly involves practical activities.

The study period in apprenticeship schools is 1 to 2 years depending on qualifications.

#### 5.2 Vocational/Initial training establishments

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Generally, apprenticeship schools are attached to a vocational school or to combined group of schools, offering full-time and part-time training.

### 5.3 Access requirements

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The entrance examination is based on aptitude tests. The applicants are graduates of compulsory secondary school, even if they do not hold a leaving certificate (*certificat de capacitate*). Successful completion of the training gives access to the labour market.

#### 5.4 Financing

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This type of training is based on a contract between the company and school. The contract covers the duration of the theoretical and practical training, the final examination and, if it is the case, the grant awarded to the pupils during the training. For some qualifications, training is financed by the interested companies, but the Ministry of Education and Research and the local authorities finance the majority of apprenticeship schools.

#### 5.5 Curriculum

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The Ministry of Education and Research encourages the organisation of sandwich courses, based on apprenticeship contracts.

Studies last two years:

- the first year of study – 34 weeks (28 weeks – mixed courses of theory and practice and 6 weeks – continuous practical training);
- the second year of study – 36 weeks (26 weeks – mixed courses of theory and practice and 8 weeks – continuous practical training).

The Administration Council of the school, which organises the training, establishes the duration, depending on the complexity of knowledge and skills required by occupational standards.

Curriculum is structured as follows:

- first year of study: common curriculum 18%, curriculum locally developed 73% and optional curriculum developed by school 9%
- second year of study: common curriculum 16%, curriculum locally developed 78% and optional curriculum developed by school 6%.

The last year is focused on specialisation and skills development. Pupils are given practical training in companies, where they carry on specific tasks.

## 5.6 Assessment/Certification

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Pupils are subject to continuous assessment during the year by the teacher, in the form of oral or written examinations, depending upon the subject.

Apprenticeship studies conclude with a final examination (*examen de absolvire*) and a certificate of qualification (*diploma de absolvire*) which allows the pupil to seek a job.

Pupils qualifying from apprenticeship schools and holding a leaving certificate can apply for the entrance examination to high schools.

## 5.7 Guidance

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The County Centres for Psycho-Pedagogical Assistance and the Information and Counselling Centres on Careers perform services concerning psycho-pedagogical assistance and provide information on careers and the labour market.

## 5.8 Teachers/Trainers

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At apprenticeship schools, the teaching staff must have a qualification similar to that of teaching staff at vocational secondary schools (see 4B.4).

The teachers' status and their in-service training are the same for the whole pre-university education (see 3A.4).

## 5.9 Statistics

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Number of pupils	52,778
Number of teachers	3,311
Number of instructors	2,752

(Teachers and instructors include the teaching staff in vocational schools)

Source: National Institute for Statistics, 2003

## 6. TERTIARY EDUCATION

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Romania has both public and private tertiary education institutions. Tertiary education is provided in education and research institutions – universities, institutes, academies, conservatories and university colleges (which are distinct from actual universities).

Tertiary education is organised as: short-term courses (2- to 3-years), provided in university colleges and long-term courses (4 to 6 years) provided in higher education institutions – universities, academies, conservatories.

Higher education institutions are composed of several faculties, university colleges, divisions, departments and small pilot units specialised in research and micro-production. The faculty represents the basic functional unit of the higher education institution and is composed of one or more specialist sections. The university college is a functional unit under a higher education institution or a faculty.

Postgraduate education offers specialisation or an extension of the education provided in higher education institutions.

Tertiary education includes: tertiary education programmes with occupation orientation (ISCED 5B) and tertiary education programmes with academic orientation (ISCED 5A + ISCED 6).

### 6.A Tertiary education with occupation orientation (ISCED 5B)

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Tertiary education programmes with occupation orientation (ISCED 5B) provide short-term courses (2- to 3-years), geared for entry into labour market. University colleges are typical institutions for this educational level.

#### 6.A.1 Admission requirements

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Pupils who qualify from high schools and have a leaving certificate (*diploma de bacalaureat*) can apply for the entrance examination in higher education institutions, offering short-term courses. The institutions themselves organise the entrance examination, based on general criteria established by the Ministry of Education and Research.

The admission criteria, the form, methods and subjects of the entrance examination, the organisational and procedural rules of evaluation, and the Board of the entrance examination are also decided by the institutions themselves. The university senate may decide if the average mark obtained by the candidates at the final examination of high school (*examen de bacalaureat*) could be a criterion for admission.

The number of students to be admitted is limited and is determined each year through a government decision taking into account the university senates proposals.

Places in public university colleges are financed from the state budget. Besides the officially approved number of students to be accepted, the university senates (with the approval of the Ministry of Education and Research) may authorise an additional number of fee-paying students. Candidates who obtained an average mark below the “admission limit” can apply to be accepted within this additional quota, and are accepted in order of marks, best first.

#### 6.A.2 Fees/Financial support for students

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Public tertiary education is free. Fees are payable for entrance examinations and for repeating the final examination. Fees can be charged for activities outside the education plan, if they are requested by students and approved by the faculty council. The amounts to be paid and exemption from fees are determined by the university senate (Education Act, Art. 581).

Some students enrolled in public institutions have not obtained a place free of charge because of their results in the entrance examination, but may attend courses by paying a tuition fee. Students enrolled in private institutions must pay for their studies.

The financial support for students consists of meritorious grants and grants offered to those coming from low-income families.

Students have to pay for books and other educational materials.

### 6.A.3 Academic year

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The academic year begins on 1 October and ends in most cases on 30 June. The year is divided into two semesters. Students have a summer holiday, a Christmas holiday and another holiday at the end of the first semester. The number of hours per week is about 26.

### 6.A.4 Courses

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Short-term courses last 2 to 3 years and include five main fields of study:

- 1) sciences,
- 2) engineering,
- 3) medicine,
- 4) social sciences,
- 5) economic sciences.

Teaching activities are organised by disciplines and modules. Teaching methods include lectures, seminars, laboratory classes and practice periods. In the first few years of study, instruction is oriented towards providing general knowledge in a particular field. The subjects offered in later years are progressively more specialised.

### 6.A.5 Assessment/Qualifications

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In both long-term and short-term tertiary education, students are assessed through written and oral examinations. Examinations are held at the end of each semester (in February and May-June for state institutions); if students do not pass an examination, they can repeat it a month before the academic year begins. Only if they pass all their examinations are they accepted in the following year of study.

Short-term courses of tertiary education end with a final examination (*examen de absolvire*) in accordance with the criteria set out by the Ministry of Education and Research, using a methodology worked out by university senates.

Students who pass the graduation examination receive a *diploma de absolvire*, leading to employment in the respective area.

University-college diploma holders may continue their education either in their field of training or in related fields. They must sit an entrance examination for a university institution offering long-term courses up to the student places ceiling set by the senate of higher education institutions for the current academic year. (Eligibility criteria are set by the university institutions, which provide long-term courses).

### 6.A.6 Teachers

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In the tertiary education system, the teaching body is composed of: junior assistant lecturers, assistant lecturers, lecturers, readers, professors and consulting professors with an initial long-term university education. Teaching positions are awarded on the basis of a competition. Readerships and professorships are certified by the National Council for the Attestation of Academic Degrees, Diplomas and Certificates.

Most of teachers are permanent. They can work full-time or part-time. Teachers must attend one of the following forms of in-service training: national or international research programmes, specialisation or postgraduate courses.

## 6.B Tertiary education with academic orientation (ISCED 5A, 6)

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Tertiary education programmes with academic orientation (ISCED 5A + ISCED 6) provide long-term courses (4- to 6-years). Typical institutions for this educational level are universities, academies, institutes.

### 6.B.1 Admission requirements

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Admission requirements for long-term courses are similar to those for short-term courses (see 6.A.1).

Admission to postgraduate educational institutions is regulated, under Section. 71 – (1) of the Education Act, by an entrance examination for a Master's degree, doctorate or postgraduate academic studies, or on request, for specialist studies.



### 6.B.2 Fees/Financial support for students

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Please see 6.A.2.

### 6.B.3 Academic year

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Please see 6.A.3.

### 6.B.4 Courses

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Long-term courses have a variable duration: 6 years for medicine and architecture, 5 years for engineering and 4 years for other areas. These courses are organised by ten fields of study:

- 1) sciences;
- 2) engineering;
- 3) medical sciences, pharmaceuticals, dentistry;
- 4) agriculture, veterinary medicine, forestry;
- 5) humanities;
- 6) social sciences;
- 7) law;
- 8) economics;
- 9) architecture, arts, sports;
- 10) political sciences, journalism, communication sciences.

Teaching activities are organised by disciplines and modules. Teaching methods include lectures, seminars, laboratory classes and practice periods. In the first few years of study, instruction is oriented towards providing general knowledge in a particular field. The subjects offered in later years are progressively more specialised. Some universities use various forms of distance learning.

### 6.B.5 Assessment/Qualifications

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Assessment procedures are similar to those corresponding to short-term courses. (please see 6.A.5). Long-term courses conclude with a bachelor's degree examination (*examen de licență*) which involves a degree paper or project, plus a general and speciality test. The criteria for the organisation of bachelor's degree examinations are established by the Ministry of Education and Research, and the methodology by the university senates.

Students who pass the degree examinations receive a bachelor's degree (*diploma de licență*) in the respective area; those who fail can repeat the examination only twice, and not later than five years after finishing. Graduates with a degree can attend a second university without taking an entrance examination, subject to the conditions stipulated by the University Charter.

As regards postgraduate studies, the following qualifications are offered: *diploma de studii aprofundate*, *diploma de master*, *diploma de studii academice postuniversitare*, *diploma postuniversitară de specializare*.

### 6.B.6 Teachers

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Please see 6.A.6.

## 6.7 Statistics

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Public tertiary education

Number of institutions	125
Number of students	457,259
Number of teachers	26,029

Source: National Institute for Statistics 2003

For data concerning private tertiary education please see 1.8.

## 7. CONTINUING EDUCATION AND TRAINING FOR ADULTS

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### 7.1 Policy and legislative framework

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The policy on continuing education and training for adults aims at 'facilitating the access to science and culture for all citizens, regardless of age, in order to enable them to adapt themselves to the major changes occurring in society'.

The general legislative framework for adult education is provided by:

- the Education Act 84/1995, amended by the Act 131/1995, which stipulates that adult education comes within the structure of the national education system;
- Law 2/1971 which concerns the vocational training of adults;
- Law 5/1985 on continuing vocational training for adults;
- Government Decision 288/1991 and Law 1/1991 on social assistance and vocational retraining of the unemployed;
- Government Ordinance 129/2000 on the organisation of vocational training for adults and the establishment of National Adult Training Board.

### 7.2 Management/Organisations involved

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The Ministry of Education and Research has an important role in providing adult and further education, being involved in setting priorities on curriculum design, in imposing quality standards, in developing tools for assessment and in accrediting adult education programmes. Subordinate institutions can offer, on a contractual basis, assistance to the organisers wishing to initiate adult education courses. The department responsible for continuing education within the Ministry of Education and Research is the Service for Continuing Education, under the General Department for Continuing Education, Training and Re-Training of Teaching Staff.

Other ministries, corporate bodies or companies may organise various forms of

training or retraining courses for employees. There are courses jointly organised by the Ministry of Education and Ministry of Labour and Social Protection to ensure the social protection and the creation of new job opportunities.

The Ministry of Youth and Sports holds non-formal education programmes on themes like the stimulation of community activities or the revitalisation of rural communities. The Ministry of Health organises programmes on AIDS prevention, drugs, contraceptive education and family planning, etc.

National Adult Training Board is a tripartite body, which has a consultative role for the development of legislative framework and accredits training providers.

Research institutes, professional associations, trade unions are involved as social actors in organising continuing education and training courses for adults. They provide specialised personnel, organisational structures or special facilities. Television, radio companies and the written press also support and promote this type of training.

### 7.3 Funding

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Main bodies responsible for funding of continuing education and training for adults are the Ministry of Education and Research and the Ministry of Labour and Social Protection.

The funding of courses focused on the development of human resources in a specific area is the responsibility of the ministry or central administration body concerned. The cost of such programmes is included in investment costs.

The involvement of private companies in funding of continuing education and training for adults is very low. Most funds come from the State budget, dedicated to re-training of unemployed persons. Local authorities contribute to the funding of continuing education and training courses for adults if institutions under their remit are involved. Generally, the cost of open and distance learning courses is met by participants.

## 7.4 Human resources

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Persons providing teaching and training activities within the system of continuing education and training for adults do not have a specific denomination in the catalogue of professions. Generally, they are teachers and trainers in secondary or vocational education, or teachers in tertiary education, depending on the type of course.

At national level, the Ministry of Education and Research and the Ministry of Labour and Social Protection, are concerned with the training of teachers and trainers, which specialises them in appropriate methods for adults. As a result, departments of teacher training in tertiary education and employment agencies organise particular courses specialising in andragogy.

There are no special arrangements for quality assurance in training of staff involved in continuing education and training for adults. However, there are specific requirements for various types of training programmes, which are directed to insure a good quality of training.

## 7.5 Organisation

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Generally, the organisation of continuing adult education and training for adults is similar to formal education. There are full-time or part-time courses, including evening classes, correspondence courses and distance learning. Courses addressed to ethnic minority groups are taught in the minority language.

### 7.5.1 Types of training institutions

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The main types of institutions involved in adult education are:

- popular universities, which provide various courses and training programmes for adults;
- higher education institutions offering a large diversity of courses which vary from in-service teacher training to specialised further education courses;
- Teachers' Resources Centres, providing in-service training for teaching staff; they support teacher training departments from

- universities in the organising of in-service training courses;
- institutions which provide correspondence and distance education;
- institutions under various ministries which organise in-service training for their employees;
- prisons which organise basic education courses for illiterate people.

### 7.5.2 Access requirements

---

Admission requirements for continuing education and training courses are specified by each programme. Sometimes, admission is conditional on age. In other cases, an initial level of education is a prerequisite (a leaving certificate from lower secondary school, upper secondary school or university). When there is a great demand for certain courses, entrance examinations may be organised.

The main target groups of continuing education and training are: people wishing to attend vocational training or re-training, people wishing to develop new competencies in demanding domains like economy, management or administration, unemployed people, people with social and economic difficulties, people functionally illiterate, people who have never attended, or have dropped out of, school.

### 7.5.3 Objectives of the programmes

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Generally, the main objectives of continuing education and training programmes for adults are:

- to ensure complementarity between the pre-service training and in-service training, between the formal, informal and non-formal education;
- to provide a second chance for people who have dropped out of courses of compulsory education;
- to facilitate the acquisition of new knowledge in a profession or vocational re-training;
- to provide new organisation and management methods.

### 7.5.4 Main principles of the organisation of time and venue

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Continuing education and training courses are organised in modules of evening classes spread in 2-3 days over the week, for employed people, or compact blocks of day classes, up to the 9 months, for unemployed people. Most of training courses are organised by employment agencies, and are intended to re-integrate people in difficulty into socio-economic activities.

Distance education courses are organised especially by higher education institutions and usually last up to 1-3 years more than the mainstream courses.

### 7.5.5 Curriculum

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The curriculum is designed by organising institutions. However, in order to be nationally recognised, the curriculum must be submitted to an evaluation process and accredited by a competent authority (Ministry of Education and Research, Ministry of Labour, National Adult Training Board).

Continuing education and training courses for adults are permanently revised and updated by the organising institution and aim increasingly at the development of new basic skills related to lifelong learning.

Teachers can choose the teaching methods that seem most appropriate. Therefore, many different methods are used: lectures, seminars, conversation, methods for individualised training, case studies, active and interactive methods, etc.

Curricula for continuing education and training for adults cover various programmes such as: literacy courses, training and re-training for unemployed people, computer literacy, foreign languages, as well as higher education areas: social sciences (history, politics, psychology, anthropology, ethnology, religion, economics, law), medicine and health, engineering, culture and civilisation, literature and arts.

### 7.5.6 Quality assurance

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There are no special arrangement for quality assurance in continuing education and training

for adults. The main way used to insuring the quality of training is the accreditation of courses, which have to comply with criteria established by competent authorities.

### 7.6 Guidance/Counselling services

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Employment agencies are responsible for guidance/counselling services delivered especially to disadvantaged target groups (mainly poorly qualified or unemployed). They provide information and counselling both for training and employment opportunities, ensuring in this way the necessary coherence between the training offer and the employment demand.

### 7.7 Assessment, accreditation and recognition

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Assessment methods are adapted to the type of course and most of training programmes conclude with a final examination. In order to be nationally recognised, courses must be submitted to an evaluation process and accredited by a competent authority. All national qualifications are recognised and certified by the Ministry of Education and Research, or by the Ministry for Labour and Social Protection, which deliver diplomas and certificates to participants.

### 7.8 Statistics

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The table below shows the number of persons participated in training and re-training courses.

Year	Number of Persons
1996	49,074
1997	61,479
1998	70,763
1999	79,295
2000	87,018
2001	93,786

Source: National Institute for Statistics 2002