



INSTITUTE OF EDUCATIONAL SCIENCES

**National Report on the Implementation of the Strategic
Framework for European Cooperation in
Education and Training
ET 2020**

Bucharest, April 2011

CONTENT

INTRODUCTION.....	3
I. METHODOLOGICAL ASSUMPTIONS	4
II. PROGRESS ANALYSIS RECORDED BY ROMANIA	5
1. Education and training elements comprised in NRP.....	5
2. Early school and training leaving.....	7
3. Tertiary education – measures to increase attainment.....	10
4. Mobility.....	12
5. New skills and jobs.....	15
6. Education budget.....	18
7. Lifelong learning strategies	18
8. Other significant reforms in the priority areas	21
9. Proposals for the priority areas.....	23
ANNEXES.....	25

INTRODUCTION

According to MECTS memo number 2470/28.01.2011, Institutul de Științe ale Educației (The Institute of Education Sciences) was nominated as the institution responsible to create *The National Report on the Implementation of the Strategic Framework for European Cooperation in Education and Training ET 2020*.

Institutul de Științe ale Educației produced the methodology for drawing up the National Report on the Implementation of the *Strategic Framework for European Cooperation in Education and Training – ET 2020* and constituted a cross-disciplinary team comprising researchers from all the departments: Theory of Education, Counselling and management, Educational Policy, Curriculum.

The present version of the report is the outcome of the consultation processes that comprised different relevant responsible bodies in the field of education and training.

- Ministry of Education, Research, Youth and Sports, General Department for International and European Affairs;
- National Agency for Community Programs in Education and Professional Training;
- National Agency for Quality Assurance in Pre-University Education;
- National Agency for Quality Assurance in Tertiary Education;
- National Center for Development of Professional and Technical Education;
- National Center for Evaluation and Assessment;
- National Council for Qualifications and Adult Professional Training.

I. METHODOLOGICAL ASSUMPTIONS

The current study presents an analysis of the education and training progresses made by Romania between 2009 and 2010, in line with the objectives of Europe 2020 Strategy and the National Reform Programme.

In order to draw up the report, the following specific objectives have been established:

- Analyzing the main results for education and training measures, programmes and projects developed in Romania between 2009 and 2010;
- Identifying examples of concrete measures and good practices in implementing the priority areas in education and training;
- Collecting a set of proposals and references regarding the priority areas in education and training for the next reporting period.

The methods used to collect and analyze the information for drawing up the report were the following:

- **Documents analysis.** The main policy documents, recent legislation, reports, studies and analysis, outcomes for projects and programmes in education and training from 2009 to 2010 have been analysed.
- **Secondary data analysis.** Statistics analysis has been done for the indicators concerning education and training proposals within Europe 2020 Strategy: early school leaving, entry rate and higher education completion rate.
- **Online survey addressed to social stakeholders, experts and partners.** An online survey has been carried out with key actors, stakeholders and coordinators of programmes and projects relevant in education and training. The objective of the survey was to collect proposals for the priority areas in education and training for the next period. The survey was answered by 33 stakeholders, experts and researcher in the field of education and training in Romania.

II. ANALYSIS OF THE PROGRESS RECORDED BY ROMANIA

1. Education and training elements comprised in the National Reform Programme

Which are the main education and training elements in the National Reform Programme?

In 2011 Romania established the national targets for all the objectives of Europe 2020 Strategy and drew up a first version for the *National Reform Programme 2011-2013*. NRP gives education and training an important part within the priority objectives for reforms up to 2013 and connects the national targets with the general framework promoted through the new *National Education Law no. 1/2011*.

Three of the NRP fields aim explicitly to education and training:

- research, development and innovation –focuses to strengthen capacity and performances for research, development and innovation of the system, development of the European dimensions for the relevant policies and programmes;
- employment– aims to increase employment quota for population aged between 20 and 64, by strengthening the specialized skills of the labour force too;
- education– proposes the following targets: diminishing the early school leaving quota; increasing the incidence of population aged between 30 and 34 for tertiary education level.

A synthetic presentation of the national targets for education, mentioned within NRP follows beneath.

• **Diminishing the early school leaving quota**

For 2008, this indicator value was 15,9%, inferior with almost 7 p.p. to the level of 23%, registered in 2002. For the year 2009 we estimate an increase of this indicator with 0,7 p.p., as a result of the economic crisis on education training attendance. The targeted path aims reaching 14,8% in 2013, 13,8% in 2015 and 11,3% in 2020. The main **key-measures** for achieving the national target – supported by the national budget and supplemented through European funds – are:

- a. *To extend the implementation framework for early education reform*
 - To continue *Early Education Reform (PRET)* and *Inclusive Early Education Project (PETI)*
 - To facilitate transition from kindergarten to grade 1
 - To draw up the specific framework to organize, function and authorize the early education services. To develop parental education programmes and various types of services complementary to those of early education.
- b. *To offer the necessary support to prevent early school leaving*
 - To introduce, in secondary regulations, provisions regarding cutback of early school leaving quota
 - National programmes *High school money, School supplies, Euro 200, Milk and roll*
 - To ensure educational support services
 - To develop *School after school* programmes
- c. *To support return to school, for those who have left early the educational system through*

- National programmes *Second chance, Functional alphabetization, Education, qualifications and facilitating transition to a new job for pupils and youth at risk or in state of school abandon*
- d. *To increase relevance for pupils' training through orienting the education process towards forming skills*
 - Creating the reference curriculum framework according to the provisions of the new law
 - Revising the school curriculum and improving pupils' evaluation system
 - *Developing key skills, as a premises for social inclusion*
- e. *To open school towards community and business sector*
 - *Inclusive, extracurricular and extra-school educational offers to form a healthy lifestyle and active citizenship for children from disadvantaged communities, mainly rural from pre-university education*
 - *Innovative methods in training education staff to develop pupils' life skills*
 - *Mediation – way of solving conflicts appearing in school environment*
- f. *To focus on teacher training towards impact/change sectors that encourages school participation*
 - Training staff from early education system
 - *Training teachers from vocational education– services specialization, to extend the modern interactive learning method through exercise-company*
- g. *To develop vocational education*
 - To assure budget financing places in public post-high school education
 - *To connect vocational education offer to labour market requirements*
 - *To improve quality education and professional training through partnership networks*
 - *To train teachers to evaluate professional skills*
 - To develop the *National Qualifications Framework* in Romania for all education and professional training levels

- **Increasing the prevalence of population aged between 30 and 34 within tertiary education**

Following the increased number of higher education institutions, the indicator recorded a value of 16,78%, in 2008, with almost 8 p.p. more than in 2002. For the next period we estimate a small improvement of the indicator. The targeted path aims to achieve 20,25% in 2013, 22,17% in 2015 and 26,7% in 2020. The main MECTS **directions for actions** to achieve the target aim: to ensure quality and stimulating excellence in higher education; to finance tertiary education based on performance by concentrating resources and prioritizing investments; to open universities towards society and partnerships developed with economic and social sector; to increase university training programmes attainment for youth from disadvantaged groups and to develop lifelong learning through post-high school and university programmes.

Key measures to attain the national target are:

- a. **To develop a National Qualifications Framework adequate to the current economic development level and its assimilation at labour market level** through:
- Finalising the description in terms of skills for 300 study programmes through the development of *National Qualifications Framework in Higher Education (CNCIS)*
 - Making operational the *National Qualifications Register in Higher Education (RNCIS)*¹ and implementing an on-line platform to train evaluators in the field of qualifications, record and on-line evaluate new qualifications
 - Transposing qualifications in programmes of continuous professional training (FPC) to validate them, in line with the labour market requirements
 - Creating and making operational The National Qualifications Authority (ANC) to increase the implementing capacity of CNCIS
 - Drawing up periodical national studies about connecting higher education to labour market requirements
 - Making operational *The Sole Transcript Register*
 - Implementing teacher training programmes
- b. **To create an objective selection framework that allows attracting skilled youth towards qualifications that assures implementation of a predetermined pattern of economic development**
- Realizing a *Study of monitoring the labour market insertion of higher education graduates*
- c. **To create mechanisms of recognizing the achieved skills through formal and non-formal education for tertiary level pathways**
- To make *The Loan system for Romanian students* operational
 - To make the offer regarding tertiary education flexible
 - To absolve from paying 75% from the granted study loan for higher education graduates that will carry on their trade in rural areas 5 years minimum
 - To change the system of granting students' scholarships
- d. **To stimulate lifelong learning**
- Finalizing and adopting *The National Lifelong Learning Strategy*
- e. **To develop the methodological framework to apply/implement the provisions of the National Education Law – Lifelong Learning chapter**

The national targets formulated by PNR within the education and professional training plan were conceived as answers to blockages and constraints identified in the field: *the current economic crisis connected to a lack of firm strategy regarding prioritizing public expenditures, increase of the population percentage living in poverty areas.*

NRP considers the new *National Education Law no. 1/2011* offers the legal general and unitary framework to implement and achieve the proposed educational targets, previously presented. NRP also includes assumptions regarding the mechanisms to progressively monitor the national targets attainment.

2. Early school leaving

What measures has Romania taken to reduce early school leaving?

¹ A national database that includes description of all the qualifications offered by the higher education institutions in Romania.

2.1. Measures to analyse the current situation and monitor developments in early school leaving (data collection, surveys and research etc.)

In order to analyze the current youth quota for early school leaving, the following sources have been used:

- data reported by the National Statistics Institute regarding the youth quota (aged between 18 and 24) with secondary school as maximum education level and who did not attend (in the month previous to the questionnaire) any form of continuous education or training out of the total population aged between 18 and 24;
- studies² and enquiries³ done in 2010 regarding youth education and training.

2.2. Priority areas the actions are focusing on (target groups, educational sectors etc.)

Regarding the target groups, the focus is on the following groups at high risk of early school leaving:

- young persons from rural environment and/or social-economic disadvantaged areas;
- young persons of Roma origin;
- young persons with special education needs.

Regarding the education sectors, the attention is especially focused on the following:

- (completing) lower secondary education or at least 8 grades;
- vocational education;
- compulsory education developed in school units from the rural areas;

2.3. Measures adopted to prevent early school leaving. Mention the measures taken at system level, at school level and in support of individual learners

In order to prevent early school leaving, MECTS has adopted a series of measures facilitating equal education and training entry, contributing to the quality increase of the educational process, stimulating lifelong learning and encouraging partnerships between school and family, school and community, school and business sector.

According to the National Reform Programme 2011-2013⁴, the measures adopted at **system level** to reduce the early school leaving quota aim:

- to support **early education** reforms. The actions within the Early Education Reform and that of Inclusive Early Education are programmes developed in this line.
- to ensure participation to quality education for **students from social-economic disadvantaged areas**. Generally, it means development of support programmes for populations from these communities, in order to fight poverty and social exclusion. Examples of relevant in-development programmes: *Money for High school, School Supplies, Euro 200, Milk and Roll*.
- to develop **vocational and technical education and post-high school education** through financial support and tuition subsidy in public post-high school education, developing

² Balica, M. El al., *Early school leaving and the youth perspectives on the labour market*, Institutul de Științe ale Educației, 2010.

³ Achimescu, V., Balica, M. et al., *Enquiry on continuous training participation of employees at risk on the labour market*, ODIP, 2010, realized through ESF Project *PRESENT regarding continuous training participation of employees at risk on the labour market*; for this project young persons aged between 18 and 24 represented an explicit target group.

⁴ National Reform Programme 2011-2013, Romania n Government, 2010

partnerships with economic agents and social partners. Examples of projects financed by EU funds: *Connecting vocational and technical education offer to the labour market requirements, Training the vocational and technical education teachers– services area, to extend the modern interactive method of learning through company-exercise, Active school- industry partnerships to improve initial professional training-* FPI Steps

- to revise and draw up quality standards for pre-university education, occupational, vocational and training standards. It will be done within projects with European financing: *Restructuring the continuous training system for staff from pre-university education by generalizing the portable vocational credits system; Professionals in pre-university educational management; Reviewed Vocational and Technical Education Curriculum; Development of national management system and quality insurance in pre-university education, Improving quality education and professional training through partnership network, Teachers training in professional skills evaluation.*

At school guidance network level, preventing and fighting school leaving and absenteeism are not part of a macro-level strategy and do not constitute the subject of explicit priority areas. Nevertheless, there are initiatives and good practices (studies, projects and specific interventions) requested by the needs identified at school/class/particular cases level. Such an example is the partnership initiative between responsible institutions from Bucharest (Bucharest Centre for Resources and Educational Assistance, Bucharest School Inspectorate etc.) that realized *A Study of the relationship between the standard of living and absenteeism as premises of school abandon* (January-February 2011).

2.4. **Measures to compensate early school leaving. Mention the current measures taken**

The measures to compensate early school leaving request connection between actions taken at institutional level/at school level, and those fighting the disadvantaged social-economic conditions. The adopted measures aim:

- opportunities to system re-entry for persons that left education early, done through: 1) developing „Second chance” programmes that offer persons that passed the official schooling age the possibility to catch up the cognitive acquisitions and vocational training; 2) realizing „ Lifelong Learning Community Centres” foreseen to be funded through the National Education Law.
- existence, within the school, of a psychologist or school counsellor who is to analyze difficult cases , propose and develop intervention programmes.
- assisting students from disadvantaged communities and developing social programmes in schools: hot meals, supplies acquisition, allowance/ scholarship.
- developing lifelong training programmes for teachers with focus on inclusive education, multiculturalism, ensuring quality education.
- recognizing the achieved skills in non-formal and informal contexts, in order to integrate the persons that early left the education system, on the labour market.
- developing a national campaign of informing and sensitizing the employees at risk on the labour market, regarding the benefits of continuous training at the workplace and in the community. Thus, the project „PRESENT! Stimulating the participation to continuous training of employees at risk on the labour market - information, awareness and access to lifelong quality education”, is under development and is financed by the European Social Fund.

- in what concerns the creation of employment opportunities for youth on the labour market, there is a series of projects with European financing that aim to facilitate their access on the labour market.

In **Annex 1** we present a series of projects financed from the European Social Fund that aim to prevent and correct the early school leaving phenomena.

At individual level, good practices of addressing absenteeism and school abandon refer to guidance sessions with the child and parent, meeting at student's place for exceptional cases, group or class discussions, public-private contracts for employments done at studies completion, meetings on various issues with guests from outside the school environment, guidance for class masters/teachers to be flexible when addressing pupils at risk of abandon (permanent support and encouragement, tolerating extravagant behaviours, discovering and valuing skills achieved in other contexts than the formal ones, "negotiating" school attendance) etc.

3. Tertiary Education– measures for increasing participation

What measures has Romania taken to increase tertiary education attainment?

The main action directions Romania has assumed for increasing tertiary education participation aim: to ensure quality and stimulate excellence in higher education; to finance the higher education system according to performance by concentrating resources and establishing investments priorities; to open universities towards society and develop partnerships with the economic and social sectors; to increase the quota of youth from disadvantaged groups participating in university training programmes; to develop lifelong learning through post-high school and university programmes.

3.1. Measures to increase entry rates to higher education, including widening access to under-represented groups

In the last ten years, higher education in Romania registered the most spectacular growth of school population (especially in private education sector). The high level of requests for tertiary education was directly connected to the capacity of labour market to absorb persons with higher qualifications. As for the demographic reduction in the last two years and the economic context, **the gross quota of higher education attainment** slightly diminished, reaching a value of 45% in 2009/2010. The indicator difference per residence area diminished, but remained at very high values: 56,3% of persons aged between 19 and 23 from urban area attend higher education, compared to 27,2% in the rural one.

Capitalizing a set of previous intervention measures, ***The National Education Law no. 1/2011*** also establishes measures to support the increase of higher education participation quota. Thus, a set of interventions are specified aiming to facilitate higher education entry:

- the opportunity for students coming from social-economic disadvantaged environments to benefit of places financed from the state budget within the higher education institutions;
- classification of Romanian higher education institutions and more consistent financial support for universities that prove better performances, according to the assumed institutional missions. Thus provision of more consistent financial resources to higher

education institutions that prove better quality education is desired, doubled by a larger opening towards social groups with limited access to higher education services.

The MECTS measures with direct impact upon enlargement of youth tertiary education general entry aim various intervention fields, supported by European funds through projects, and developed starting with 2009.

- establishing a set of facilities at study loan refund for graduates who agree, by contract, to run their relevant professional activity, for at least 5 years, in rural or disadvantaged areas.
- increasing tertiary education entry, by ensuring equal opportunities, as The Students Loan Agency become operational; increasing by 20% the schooling figures for post-high school and bachelor studies, up to 2013.

Other projects developed at university level focused on ensuring quality higher education with implicit impact on entry to this level of education. The envisaged measures are the following:

- to build a long-term vision of Romanian higher education, assumed by the system key actors, economy and the whole society, to underlie higher education policies and represent a benchmark for universities strategic placement (i.e. *Quality and Leadership for Romanian Higher Education* project);
- to restructure and consolidate the national system of doctoral studies, from the perspective of developing performance research internationally recognized (i.e. the projects *PhD in Schools of Excellence* and *Doctoral Studies in Romania – Organizing Doctoral Schools*);
- to make efficient the activities of higher education institutions management and to develop practical aspects of the quality ensuring process (i.e. the projects *Enhancing the university management* and *Quality ensuring in Romanian higher education in the European context. Developing academic quality management at system and institutional levels*).

3.2. Measures to improve completion rates of students in higher education

After a period of continuous growth, **the completion rates of students in higher education** (with or without graduation diploma) registered a decrease, reaching 65,4% during 2008/2009 university year. The diminishing value of this indicator is explained, on one side, by the reduction of the education request for this level, and on the other side, by the dropping number of graduates from private higher education.

Under these circumstances, **MECTS measures** with impact upon the growth of tertiary education graduation quota aimed the following intervention fields, part of them being supported from European funds, starting with 2009:

- Description of 350 study programmes in terms of competences and their correlation to the labour market qualifications, through:
 - Supporting the development and implementation of the National Qualifications Framework of Higher Education(CNCIS), by elaborating and correlating the national and sectoral qualifications framework, to consolidate the ties between the European Qualifications Framework (EQF) and European Higher Education Area (EHEA); CNCIS is realized by implementing the following LLP projects: *Integrated and cooperative knowledge- based system to improve economic universities management, within the new National Qualifications Framework from Higher Education*; *LLP-Building Bridges between EQF and EHEA*; *LLP-EQF-adapted educational elements in a predictable framework of change*; *LLP-Common grounds for referencing NQFs and SQFs to the EQF*.
- Adapting higher education to the labour market requirements through:

- drafting a *National study to monitor the insertion of higher education graduates on the labour market* (drawing up instruments to monitor the social and professional pathway for higher education graduates and their implementation at national and institutional level);
- making operational *The Sole Transcript Record* for Romanian universities, as a method of monitoring the participation to this level of education and strong control of the diplomas;
- reorganizing the academic pathway within Bachelor studies, through compulsory internship accomplishment; reorganizing the programmes of master studies, which is to be finalized through level 7 of EQF.
- measures of total restructuring the initial teachers training through master programmes, through significant changes that lead to new institutionalized forms: research master, oriented mainly to form scientific research competences; educational master, organized exclusively for full-time education level; management and educational evaluation master; special didactics master (applied to the learning subjects).
- implementing training programmes for teachers and students in priority academic areas, to achieve competences required on the labour market.
- Offering financial facilities to companies for recruiting young graduates under 35 they will train in the company activity sector through tertiary education courses;

4. Mobility

What measures were adopted at national level to promote learning mobility?

The most recent measures to encourage learning mobility can be found in the new *National Education Law no. 1/2011* that provides „freedom to national and international learning mobility for students, teachers and researchers” as a principle of higher education organizing and functioning (art. 118, lit. j). Other provisions concerning learning mobility refer to:

- employment within the institutions organizing doctoral studies of foreign professionals who are authorized to conduct doctoral studies;
- participation of our country to European networks of lifelong guidance to ensure transparency of services and learning mobility within the European space (art. 354);
- practical training for future teachers (within the didactic master) that “can be developed as a internship abroad within a European Union programme, a component dedicated to initial teachers training, while the period is certified through Europass Mobility document” (art. 239, align. 5);
- using in the programmes of initial and continuous vocational training, as well as evaluation systems for academic results in non-formal and informal contexts, the credits for vocational education and training, in order to ensure employment mobility (art. 347).

Sectoral Operational Programme Human Resources Development 2007-2013, document approved through joint Order of The Minister for Labour, Family and Social Protection and The Minister of Public Finances no. 547/1984/ July 2010, established the priority areas and types of actions financed through The European Social Fond. It also aims to promote learning and labour mobility through:

- supporting programmes for teachers’ labour mobility or professional reorientation towards non-educational activities;
- supporting doctoral and postdoctoral researchers’ mobilities, financial support for internal and transnational mobilities, intra- and inter-sectoral;

- strengthening the public labour services capacity to supply employment services, through the development of an innovative communication system with other relevant institutions like EURES.

Romania participates to the education, training and youth European programmes that have a significant component of learning mobility for pupils, students, youth, adults, teachers and other education staff categories. Europass National Centre was founded through HG no. 67/2007, as part of The National Agency for Community Education and Training Programmes (ANPCDEFP), agency that manages „Lifelong Learning” and „ Youth in Action” European programmes in Romania. ECTS function became general through OMEC no. 3617/2005 (Romania universities had been using ECTS since 1998, only for mobility layout with foreign partners however).

Subordinated to MECTS, The Agency for Study Loans and Scholarships is an institution whose mission is to ensure scholarships entry for various beneficiary categories, as well as management for student loan system. These scholarships include summer courses, full or partial university studies, research or speciality, scholarships for certain study subjects or beneficiary categories (i.e. arts, European Union related fields, public sector managers training).

4.1. **Measures to promote outgoing/incoming learning mobility of pupils and students at different education levels and sectors (schools, VET, higher education, adults)**

Most of the opportunities for pupils and students learning mobility are created through European programmes. The education and training learners and professionals showed, in general, interest and opening towards mobilities⁵ (according to the evaluation reports of „Lifelong learning”⁶ programme, „Youth in Action”⁷ and the reports regarding the implementation of Bologna Process⁸).

As regards the „Lifelong learning” programme participation, a constant growth of the beneficiaries’ number was registered⁹. Thus, the number of mobility beneficiaries within the projects in 2010 was 14515, with 13,72% bigger than in 2009¹⁰ (detailed per actions categories in Annex 2)

Through the European Social Fund, **university projects** were financed to support young doctoral and post-doctoral researchers, as well as projects of human resources development comprising mobilities too. These projects aim to support internal and international learning mobility and active participation for doctoral and post-doctoral researchers to European scientific life through internships and attendance of relevant scientific events. For doctoral scholarships, outgoing mobilities are forecast. Such an example is the project *Correct Information– the key to recognition of studies*, aiming to improve the current university recognition methodology for the studies

⁵ Velea, S., Calota, M. (coord.), 2009, Velea, S. (coord.), 2008.

⁶ Birzea, C., Potolea, D., Neacșu, I., Istrate, O., Ionescu, M., Velea, S., *Teacher Training in Romania. A Country Report*, 2006, p. 474

⁷ Mitulescu, S et co, „Youth in Action” Programme Evaluation, ISE, ANST, 2010

⁸ Bercu, N., Velea, S.,(2006). *Change and continuity for the Romanian higher education. Representations of the main system stakeholders*, in "Quo Vadis, Academia? Benchmarks for higher education sound reform", coord. Singer, M., Sarivan, L., Ed. Sigma, Bucharest

⁹ According to the reports analysis that regard the implementation of „Lifelong learning” programme from 2007 to 2010.

¹⁰ Data taken from the Report on implementing the „Lifelong learning” programme in 2010, made available for this study by ANPCDEFP.

achieved abroad and to draw up a new unitary, transparent and simplified methodology to recognize studies attained abroad ¹¹, in line with the European regulations. The project added value is represented by the establishment of Resources Centres Network within universities, to facilitate recognition of studies.

4.2. Measures to promote outgoing/incoming learning mobility of teachers (and other education professionals) in different education levels and sectors (schools, VET, higher education, adults)

Romania participation to the „Lifelong learning” programme represents the main measure to encourage teachers mobility. Furthermore, between 2009 and 2011, the funds for this programme have been supplemented to increase beneficiaries’ number through FSE-POSDRU project “Complementary support layout for European mobility for pre-university education teacher benefitting of “Lifelong learning” programme”. An account upon the teachers’ participation to learning mobilities actions is presented in Annex 2.

4.3. Steps to identify and reduce the obstacles to learning mobilities

The European programmes and projects financed from structural funds, with mobility component, have been periodically evaluated. Obstacles in mobility developments have been presented in evaluation and internal reports regarding the programmes/ projects implementation (some of them previously mentioned). The most recent studies- one about LLP impact at national level (between 2007 and 2009) and one about Youth in Action programme- were drawn by The Institute of Education Sciences in 2010.

The main identified difficulties refer to:

- financial difficulties and constraints—for mobility grants too, additional financial resources are necessary for the mobility beneficiaries, thus participation for the social disadvantaged categories being limited;
- funds insufficiency: in many cases, although there are many eligible applications with good evaluation grades, they are not financed as the funds are in short supply;
- mobility requests are higher than offer – more support layouts are necessary, the European Union programmes and the projects financed through ESF-POSDRU being insufficient;
- winning a grant requires to undertake difficult, time consuming steps and procedures, sometimes very bureaucratic;
- mainly for projects financed through European Structural Funds, the procedures are very bureaucratic, while payment delays of doctoral grants are frequent and on long term;
- access to information – frequently, information about learning mobility opportunities are not known or are promoted late; thus, the time left for preparing the file is very short;
- increase of the competition index, sometimes excessive; for example, for Youth in Action Programme¹², the competition index¹³ raised from 1,74 (282 projects handed in/137 approved) in 2007, to 3,01 (908/258) in 2009 (for the youth initiatives, national projects category, 72 projects out of 424 handed in were financed, while for the transnational projects only one project was financed out of 19 filed, due to insufficient funds).

¹¹ According to OMEN no. 3043/2000 regarding studies recognition, the studies attained abroad are recognized by universities.

¹² Mitulescu, S et alii, Evaluation of „Youth in Action” Programme, ISE, ANST, 2010

¹³ The report between the projects handed in and approved

Measures initiated to reduce difficulties:

- promoting programmes that support mobility, disseminating the success examples, facilitating access to information – informing sessions, contact seminars, newsletters with information and announcements transmitted to the subscribers by e-mail, posting information (calls for proposals, applicant guides, success examples and other useful information) on the websites of the programmes and institutions implementing them.
- Loans and Scholarships Agency functioning.
- school inspectors network responsible of European projects (for each county school inspectorate, there is an inspector in charge of promoting European programmes).
- the existence of information multipliers for each county (resource-teachers for the process of disseminating European programmes information). There have also been created: a network for Europass promoters, coordinated by ANPCDEFP, which organizes and develops informing / promoting activities at local level; a network of „Youth in Action” trainers, as well as a network of resource-persons for the same programme.
- creating Europass National Centre, within ANPCDEFP, responsible for Europass National Strategy, that ensures information and supports filling-in and emitting Europass and Youthpass documents, to coordinate Europass mobility document release together with the remittent institutions.
- Drawing up specialized terminology glossaries for vocational and technical education pupils that participate to mobilities through internships in other European countries.

5. New skills and jobs

What measures has Romania taken to improve the assessment of future skills requirements matching?

5.1. Recent measures to improve *skills forecasting*

Romania does not have a single institution involved systematically in forecasting professional skills and jobs requested on the labour market, on mid- or long term. The responsibilities are divided among institutions subordinated to various ministers, some of them drawing studies and analyses from school perspective, others from labour market viewpoint. Therefore skills and jobs forecasting initiatives are not a coordinated effort, focused and integrated within the wider process to facilitate transition from school to labour market.

Nevertheless, in the last years an increase of the initiatives that facilitate transition from school to labour market can be noticed, both in theory (drafting forecasts for labour market evolution) and in practice (i.e. improving cooperation between institutions and disciplines, raising the number of specific campaigns addressed to pupils and disadvantaged categories). Some **improvement measures** for skills forecast within the responsible institutions:

- The County Employment Agencies, respectively the Regional Centres for Adults Vocational Training – their projects developed with European Funds have as objectives: to increase public employment service ability to anticipate labour market evolutions, on short and mid-term, at local, regional and national level;
- The National Institute for Scientific Labour and Social Protection Research– it develops research activities for labour market forecast and evaluates qualification requests at national, sectoral and branch level, through relevant projects: *Employment Evolution of Romanian labour market in 2010; Enquiry upon the required labour force in 2007-2008;*

Connecting educational offer of VET to labour market requirements 2010-2011; Forecasts of employment evolution in Romanian new economy, 2008-2011.

- The National Centre for Vocational and Technical Education Development (CNDIPT) – participates in drawing studies of labour market forecasts, to increase education contribution to a fast and efficient transition and to a competitive economy (the project *Connecting educational offer of VET to labour market requirements* in which The National Institute for Scientific Research in Work and Social Protection is partner);
- Research and higher education institutes, school inspectorates, County Resource and Educational Assistance Centres – draw up relevant studies about monitoring the professional graduates’ insertion and labour market analysis, projects aiming to monitor professional insertion of vocational education graduates the project *Youth participation to non-formal education. Opportunities and obstacles*; the project *Connecting ITC educational offer to labour market requirements in Romania: Horizon 2015*
- Since 2004, the regional consortiums, consultative management structures within Regional Development Councils, have been in charge to annually draw up, update and monitor the Regional Action Plans for Education (PRAI), strategic planning documents for vocational education (IPT) in 2013 perspective that aim to increase IPR offer relevance according to labour market requirements and the development needs forecast at regional level.
- Since 2004, Local Development Committees of social partnership in professional training (CLD), management consultative structures in support of school inspectorate have been in charge to annually draw up, update and monitor the Local Action Plans for Education (PLAI), strategic planning documents for vocational education (IPT) in 2013 perspective that aim to increase IPT offer relevance according to labour market requirements and the development needs forecast at county level.
- The training suppliers have their own methodologies to skills and jobs forecast required on labour market, through monitoring graduates absorption quota, per jobs type, through market studies and official statistics, but mainly through protocols system with economic agents for students’ internships.

5.2. **Measures to take the results on board in education and training planning processes, information and guidance**

a. Education and training system

Excepting a series of local studies, in Romania no representative enquiries have been developed nationally, that would allow a realistic evaluation for the external education system efficiency. Along with scarce involvement and social partners training, lack of data and recent studies on graduates and long-term labour market needs represent the most important factors affecting quality strategic planning and ability to match VET system offer to the labour market requirements. The relevant studies concluded¹⁴ Romanian schools: a) are not enough oriented to identify and understand labour market signals; b) do not sufficiently encourage and do not recognize (do not grant) extracurricular activities of information, awareness, career orientation; c) do not sufficiently start partnerships with local authorities, companies and training suppliers to increase youth skills for socio-professional orientation and to facilitate transition from school to work.

¹⁴ *National Report regarding the implementation of Education and training 2010 work programme in Romania*, Bucharest, Institutul de Ştiinţe ale Educaţiei, 2007.

In order to improve the present situation, a series of **mending measures** are being implemented, through national programmes and European structural funds.

- measures for making education and training system flexible, through sub-programmes for *after school*, second chance, functional alphabetizing, initial education and training attainment, facilitated transition to work for youth at risk of school abandon (the programme *Education, qualification and transition facilitation to work for pupils and youth*);
- measures to revise the national curriculum with focus on labour market skills and requirements– by Law of national education and specific projects (the project *Methodologies, instruments and procedures revision to increase quality vocational education*; the project *Restructuring the national curriculum in high school education*; the project *Connecting VET offer to labour market requirements*);
- measures to connect IPT educational offer to labour market forecast needs (the project *Connecting educational vocational offer to labour market requirements*);
- measures for teachers continuous training to ensure an optimal connection between initial VET, labour market needs and those of knowledge society (the project *Innovative methods in teachers training to develop students' life abilities*; the project *Training the teachers to evaluate professional skills*; projects of teachers training to evaluate the linguistic competences at European level);
- measures to support school – labour market relationship and monitor graduates insertion on labour market (the project *Methodology for studies monitoring the insertion of Romanian higher education graduates on the labour market– Tracer study*; the project *Active school-company partnerships to improve initial vocational training – STEPS IN FPI*);
- measures to improve evaluation services and ensure quality education (the project *Digital instruments to improve quality evaluation in pre-university education*; the project *Performance education based on assumed decisions – Strategies to capitalize international evaluations for learning results*; the project *Improving quality education and professional training through partnership networks* that aims to adapt the mutual European Quality Assurance Reference Framework (EQARF) for professional training.

b. Guidance services

Within the previously described context, the *National Education Law no. 1/2011* and other related education policy documents redefine the role for guidance services through new responsibilities conferred to the County Centres for Educational Resources and Assistance (CJRAE): coordinating, monitoring and evaluating educational guidance services and school mediation in transition from school to labour market.

Therefore, a series of projects are developed at regional and local level supported by European funds (the programme *Vocational guidance and internships programmes for students from Bucharest-Ilfov and South-Muntenia areas*; the programme *Steps to the future. Development of school guidance services*; the programme *Development of information and vocational guidance services by founding Cabinets of Information and Career Guidance*). These projects developed by educational authorities (county school inspectorates, CJRAE etc.) aim the following interventions:

- to develop school and vocational guidance services for pupils in final high school grades, to support transition from school to work;
- to develop vocational information and guidance services, as component of employment active measures to facilitate labour market inclusion for persons in search of a job, young and long-term unemployed;

- to make youth internships efficient to ensure a better insertion of pre-university graduates on labour market;
- to establish career information and guidance offices at regional and local level, that will ensure integrated intervention, like vocational information and guidance, assistance in career planning and job search, organizing job, mediation services, personalized intervention;
- to organizing campaigns of information, awareness and socio-professional guidance, aimed to youth guidance along the school years towards jobs/skills required on labour market.

6. Education budgets

How has the economic and financial crisis affected the education and training budgets? (please refer to developments in particular education sectors, if appropriate)

The education budget was negatively affected between 2009 and 2011 by the economic and financial crises, but there is no detailed evaluation, on education levels, for the impact of this phenomenon. Economic growth stagnation and budget incomes decrease made difficult to follow the legal provision of assigning 6% from PIB to education sector, as well as to continue financing updating programmes (especially in infrastructure and educational equipments). Another sector with a noticeable negative effect is that of education staff salary incomes. Thus, salaries were reduced 25% in June 2010 for the entire public sector, measure necessary to reduce budget shortage registered that year. Starting with January 2011, this reduction has been diminished. Thus, due to continuous economic crisis effects, the measures to increase teachers' salaries, which should have been applied in 2009, could not be applied, being postponed for 2012. Also due to the economic and financial crisis, money rights for persons discharged from budget institutions have been diminished and a series of pay rise and bonus have been cancelled.

At pre-university level, for the next period, the national budget effort for the relevant MECS programmes is estimated to lead to a budget allocation increase, overcoming last years' difficulties: 12,795 bill. lei (2010), 12,849 bill. lei (2011), 13,235 bill. lei (2012) and 13,335 bill. lei (2013). An important role in this income growth is played by European funds; between 2011 and 2013 they are estimated to reach a total value of 285,51 bill. lei through various operational programmes: PO-DCA (FSE) through Priority Axe 1: Structure and management process improvements for public policies cycle - DMI 1.1 Decisional process improvement; DMI 1.3: Organization efficiency improvement for 359,16 bill. Lei; POS-DRU (FSE) through: Priority Axe 1: Education and vocational training to support economic growth and development for a knowledge-based society - DMI 1.1 Access to quality initial education and training- DMI 1.3 Development of education and training human resources and Priority Axe 2: Connecting lifelong learning to labour market - DMI 2.1 Transition from school to active life - DMI 2.2 Early school leaving prevention and correction. POS-CCE (FEDR) has brought a contribution of 24 bill. lei between 2009 and 2011 through: Priority Axe 3: Information and communication technology for private and public sectors - DMI 3.2 Electronic services development and efficiency.

At university level the budget allocations for MECTS sector projects and programmes are estimated to increase between 2011 and 2013¹⁵. The European funds have a major contribution¹⁶, as it can be noticed below, a situation similar to that for other sources finances than state budget.

Table 6.1. Higher education budget made up of budget allocations, other sources finances and European funds (estimation 2011-2013)

Financial year	Budget allocations (mill. lei)	Other sources finances than the state budget (mill. lei)	European non-refund funds (mill. lei)
2011	2035	2448	908
2012	2076	2557	944
2013	2128	2700	991

Source: MECTS

7. Lifelong learning strategy

What progress has Romania made in the development and implementation of a coherent and comprehensive lifelong learning strategy?

7.1. Does Romania have such a lifelong strategy?

Till present, Romania has not adopted yet a permanent education strategy. Nevertheless, during the last years, the Minister of Education, Research, Youth and Sports has initiated a series of meetings for cross-sectoral work groups, designated to draw up this strategy. At present there is a draft strategy that is to be finalized and afterwards sent for public debate.

In 2010, at The Minister of Education, Research and Youth initiative, a document was drafted by members of the cross-institution work group, designated through minister order to elaborate the lifelong learning strategy for Romania. The document presents the main strategic priorities agreed within the periodical meetings between January and February 2010.

Along with this document, a detailed diagnosis for lifelong learning in Romania is in work, by contributions from all the work group members. The diagnosis is in an advanced phase of drawing up, at present a series of information additions and updates being operated.

Furthermore, the work group has on the debate order the strategy action plan on short, mid- and long term, that includes main strategic objectives, action directions and associated responsibilities. All these documents represent a cross-institutional conjugated effort that will underlie immediate actions as well as mid- or long term actions for Romania in the field of lifelong learning.

Moreover, the new National Education Law launched on January 10th, 2011 capitalizes maximally the lifelong education principles, regulates the general and integrator framework and establishes permanent education responsibilities for Romania. The law creates the context for finalizing the

¹⁵ According to MECTS data regarding higher education, financial resources estimated as necessary for objectives attainment also foresee budget fund allocations from other sources for higher education for at least 1% from PIB. Also, supplementary resources raised from taxes are foreseen, by making student loan system operational.

¹⁶ To achieve reference values, structural funds are assigned for higher education, through POS – DRU by Priority Axe 1 Education and training to support economic growth and development of a knowledge-based society; DMI 1.2 Quality higher education; DMI 1.5 Doctoral and post-doctoral programmes supporting reaserch.

drawing up of the permanent education strategy for Romania and regulates new attributions and responsibilities for the institutions relevant for lifelong education.

The life-long learning principles were also included as priorities within other documents of education, continuous training and employment policy: *The national development plan 2007-2013* (PND), *The National Reform Programme* (PNR) and *The operational sectoral programme for human resources development* (POS DRU). Permanent education specific objectives can be explicitly found in strategic sectoral documents, like: *The national employment strategy 2004-2010* (MMSSF, 2004), *Short and medium term strategy for lifelong vocational training 2005-2010* (MMSSF, ANOFM, MEC, CNFPA with the support of Sectoral Committees, 2005), *Strategic directions of the Minister of Education and Research for 2006-2008* (2005), *Development strategy for the pre-university education for 2001-2010*, *Durable development strategy for Romania*¹⁷.

7.2. The main measures addressing the principles of shared responsibilities, effective financial mechanisms, flexible pathways and programmes in the field of quality initial and continuing training.

The work group for drawing up *Lifelong learning strategy in Romania* agreed upon the following strategic priorities regarding permanent education:

1. Approach integration for lifelong learning in Romania
 - development of National Qualifications Framework- sole, coherent and compatible to the European one
 - mutual approach to ensure quality education and vocational training
2. Promoting lifelong learning attainment
3. Recognizing and validating non-formal and informal education
4. Orienting education and training towards transversal skills development at any age
5. Module division and access to flexible pathways of education and initial and continuing training
6. Development and diversification of the human resources profiles/status involved in lifelong systems
7. Lifelong learning community centres
8. Lifelong school and vocational guidance
9. Education systems at work place
10. Reconciling professional life with family life and civic involvement
11. Stimulating lifelong learning research

These priorities have been also assumed by the new education law, in a chapter especially designated to permanent education. At present specific methodologies to implement the law provisions are being drawn up, that state responsibilities, attributions and financing mechanisms for lifelong learning developing measures.

According to the education law, responsibilities for permanent education are divided between in-line ministers (MECTS, MMFPS, and MCPN) but new responsibilities are stated for governmental agencies, public institutions or nongovernmental organizations.

Also, according to the new law, vocational education and training pathways are diversified both through measures to reconfigure vocational learning system, and through measures aiming

¹⁷ <http://strategia.ncsd.ro/docs/sndd10.ro.pdf>

recognition of learning results achieved in various contexts (formal, informal and non-formal) or preparing lifelong learning portfolio.

Romania future efforts will focus on identifying efficient mechanisms to finance these measures and on capacity development to monitor the new measures provided by the law.

Between 2008 and 2009, The Minister of Education, Research and Innovation drew up strategic projects as result of a complex system needs analysis, realized by its all coordinated or subordinated institutions, both at pre-university education level, and at higher education level. A considerable number of projects had been elaborated for all calls for proposals launched by The Management Authority for Sectoral Operational Programme for the Development of Human Resources (AM POSDRU); from these, a project in implementing phase can be reminded, that aims quality education: *“Digital instruments to improve quality evaluation in pre-university education”* ; its general objective is to design, realize, test and launch a national informatics evaluation system that will make accessible digital-type resources and evaluative services for pupils, teachers and staff involved in school and vocational guidance activity.

An important conception change regards training of management education staff. The recent Law 1/2011 provides, at Art. 246 (1, 3), management, direction and control positions within education units and school inspectorate are to be occupied through specific competition, only by teachers that can prove attainment of an authorized (continuous) training programme in educational management, with minimum 60 transferable credits. This disposition represents a step forward to normal institutional employment, when school-management positions will be occupied by management-studies graduates; thus the system will receive schoolmasters/inspectors professionally trained before they apply for a position, and not after they have been appointed. The law uses proposals and management training programmes portfolio for some units of research-training-development among which The Institute of Education Sciences too, whose priorities contribute to the reform effort for ET 2012-2014 and for the next cycle of ET 2020, comprising adding-in and upgrading its set of continuous training programmes in various subdomains of educational management, as well as reiterating the programme proposal to introduce in the system the trainers corpus for the area trainers – occupied as such within decentralized structures, so it ensures true continuity for management training.

The Romanian Agency for Quality Insurance in Pre-university Education is operational, with its own staff and experts-collaborators in evaluation and accreditation. The quality standards are operational, based on a mutual quality concept, shared by all major stakeholders (pupils, teachers, parents, employers etc.) and built based on „European model of excellence”(www.edu.ro), *ARACIP strategy for 2011-2015*, January 4th, 2011, p.16).

8. Other significant reforms in the priority areas

What progress has Romania made in making education reforms in the priority areas not directly addressed in questions 2-7?

The progresses registered by Romania in the priority area of education and vocational training can be found and are supported by major orientations expressed by *The National Education Law no. 1/2011*. According to the afore-mentioned document, the action priority areas include the following:

- **Curriculum changes**

The new legislative framework explicitly supports focus on skills for Romanian education, intervention that has begun with punctual curriculum measures since 2003. According to the law, national curriculum for primary and secondary education is focused on 8 key-skills areas, while high school education aims to develop skills specific to training/qualification area. Focusing on skills, the evaluation system is also restructured. Thus an evaluation system is introduced that aims significant moments of the educational pathway: 2nd, 4th, 6th grades and 9th grade end national evaluation. Pathway evaluation is done through the portfolio, while evaluations for 4th, 6th and 9th also include cross-subjects tests. The baccalaureate exam also comprises cross-subjects tests.

In order to make it flexible and widen access to education, as well as to adapt the offer to the local needs, the national curriculum foresees a larger optional subjects area. These have a prevalence of 20% in the compulsory education plan-framework and of 30% in that for high school. Also, for each subject and learning area, the school curriculum covers 75% of teaching and evaluating classes, leaving at teacher's disposal 25% from the time allocated to the respective subject/learning area.

- **Supporting children and youth capable of high performances**

To promote quality and excellence, the legislative framework proposes concrete measures to support children and youths with high performances. This is done both in education units, and in excellence centres, through educational programmes that comply with learning and guidance performance particularities. These are programmes to deepen education, to group abilities, to enrich the curriculum with new areas, to mentor and transfer skills, to accelerate promotion according to each individual learning rhythm. These programmes are coordinated by the National Centre for Differentiated Teaching.

- **"School after school" programme**

To increase education attainment and widen education entry for disadvantaged groups, "School after school" programme is organized in partnership with local public authorities and parents associations or with nongovernmental organizations with competences in the area. This programme offers educational, recreational and leisure activities, to consolidate achieved skills or accelerate learning, as well as activities of remedial learning.

- **New decentralizing measures**

To ensure participation to quality education, the creation of School Consortium was proposed, that is based on contractual partnerships between education units to guarantee: staff mobility between schools members of the; mutual use of resources for the consortium schools; wider learning opportunities offered to pupils and mutual recognition of their learning and evaluation results.

Also, to support school opening towards community, measures of administrative and financial decentralization of the educational system foresee an ampler involvement for school actors (family, local authorities, economic agents) and decisions-making at school level (i.e. establishing the optional curriculum /in local development, selecting the educational staff).

- **Supporting new learning environments**

For increasing quality teaching and supporting lifelong learning, the creation of Virtual School Library and e-Learning School Platform was established; they include school programmes, lessons models for all school curriculum themes, methodology guides, evaluation tests models.

- **Reconfiguring the vocational education system**

To encourage vocational and technical education entry, the new legislative framework introduced measures to reconfigure its structure. Thus, the vocational education may be organized in vocational schools that can be independent units or affiliated to the technologic high schools. Vocational training standards are established based on occupational standards validated by sectoral committees. Vocational training programmes are finalized with a qualification certifying exam, organized by the National Qualifications Agency.

9. Proposals for the priority areas

Under the 4 broad strategic objectives, described below, the European Council also defined mid-term priority areas, for the period 2009-2011. Which mid-term priority areas would Romania wish to cooperate on during the next cycle? (please indicate order of priority –high, medium, low).

Hereinafter we present the results of a questionnaire addressed to education and professional training stakeholders regarding the order of mid-term strategic priorities Romania intends to cooperate during the next cycle. We indicate 33 stakeholders (researchers, experts, decision-makers from ministers and agencies) answered the questionnaire. In order to highlight the priority order, we present below the first 3 areas respondents considered of **major importance** in the questionnaire (see Annex 3).

9.1. Making lifelong learning and mobility a reality

- **Priority 1 (84, 4%)**- Finalizing the process of drawing up the national lifelong learning strategy;
- **Priority 2 (79,3%)**- Use of an approach based on education results for standards and qualifications, evaluation and validation procedures, credit transfer, education and quality assurance programmes;
- **Priority 3 (64,5%)**- Validating education in non-formal and informal contexts.

9.2. Improving quality and efficiency of education and training

- **Priority 1 (83,9%)**- Professional evolution for teachers and trainers;
- **Priority 2 (76,7)**- “New skills for new jobs”;
- **Priority 3 (74,2%)**- Basic skills in reading, mathematics and sciences.

9.3. Promoting equity, social cohesion and active citizenship

- **Priority 1 (87,1%)**- Reducing early school leaving;
- **Priority 2 (53,3%)**- Learners with special needs;
- **Priority 3 (46,7%)**- Preschool education.

9.4. **Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training**

- **Priority 1 (80,6)**- Partnerships development between education and professional training suppliers and companies, research institutes, cultural and creative industries stakeholders;
- **Priority 2 (76,6%)**- Transversal key-skills;
- **Priority 3 (41,9)**- Creating new institutions focused on innovation.

ANNEXES

Annex 1.

Projects that aim to prevent and correct early school leaving phenomenon, financed by the European Social Fund

- **Choose school!** – Project developed during 2010 and 2013 by World Vision Romania Foundation, in partnership with the Romanian Patriarchy (through theological- educational sector); the general objective of the “Choose school!” project is to prevent and fight early school leaving phenomenon and to prevent juvenile felony by developing alternative solutions like „Sunday school”;
- **School comes to your home!** – Project to be developed between October 2010 and October 2012 by „Tineri pentru viitor”(Youth for Future) Association in partnership with TMIS TORONTAL Association; the objectives are: to develop alternative educational solutions; to create a group of professionals to implement these solutions within regional guidance centres; to supply skills and competences; to guide youth in disadvantaged situations, persons exposed to early school leaving phenomenon; to prevent and fight school abandon;
- **Preventing early school leaving phenomenon in the rural area**– developed by village hall from Stroești in partnership with Asociația pentru Dezvoltare Comunitară Vâlcea (Valcea Association for Community Development); its specific objectives are: to facilitate primary and secondary education entry and attainment for preschool and school pupils in rural area, to increase parents’ involvement in school- developed activities and to improve community awareness towards risks generated by early school leaving phenomenon.
- **Education is the road to the answer to all the questions** – Project to be developed between September 1st, 2010 and August 31st, 2013 by ISJ Olt; the general objective of the project is to prevent and correct early school leaving and to maintaining within education system persons exposed to this risk through elaborating and implementing a set of activities to increase motivation for learning and prevent school failure.
- The project **ONCE Against Abandon**, Opening to New Country Experience (ID I/06/B/F/PP/ - 154035, Leonardo da Vinci Programme www.againstabandon.net) developed between 2007 and 2009 by Guidance and Lifelong Learning Department within ISE identified a series of good practices to prevent and fight school abandon and absenteeism at school guidance level in Romania: cooperation with the school mediator, involvement of pupils at risk of abandon in programmes like School after school to reduce the school performance gaps, individual counselling, developing communication relationships based on respect, non-labelling and empathy (the counsellor is the „alley” for the pupil), plans of monitoring the progress, use of cognitive counselling techniques to strengthen the desired behaviours and put out of the undesired ones etc.

Annex 2.

Transnational mobilities developed within “Lifelong Learning” programme, in 2010 Romania

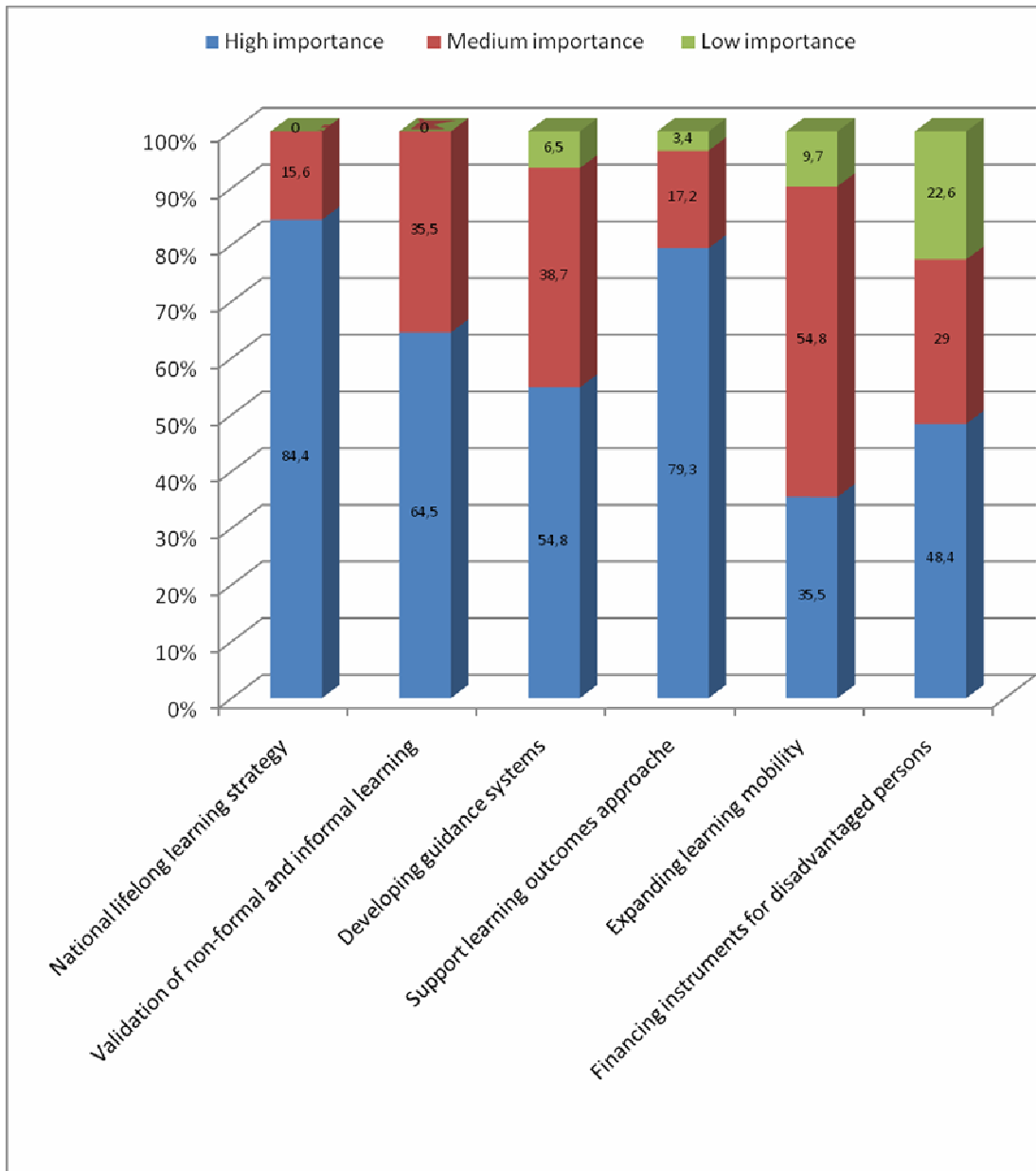
The number of Romanians benefitting of transnational mobilities within projects developed in 2010 was **14515**, with 13,72% bigger than in 2009¹⁸.

- **Comenius:** Within projects developed in partnership in 2010, 4514 pupils and teachers, members of project teams, benefitted of transnational mobility.
- Within “Individual mobilities for continuous training of education staff” action, in pre-university education, the number of beneficiaries raised with 46,54% compared to 2009 (1121 mobilities in 2010, compared to 765 in 2009). The mobilities increase was possible by implementing a strategic project financed through POSDRU structural funds that supplemented the budget assigned to this type of mobility for 2010.
- In 2010, within “Individual mobilities for initial training of education staff” action, 32 mobilities were developed for **Comenius Assistants**.
- **Erasmus:** During 2010, 3309 study student mobilities and 965 placement student mobilities have been developed; in 2010, for 81 student mobilities a supplementary financing was received through the Financial Mechanism of European Economic Space (SEE). **Also**, 1174 university staff mobilities have been developed, for teaching missions or training sessions; additionally, through the Financial Mechanism of European Economic Space (SEE), financing was received for 31 teacher mobilities to institutions in Norway, Iceland and Liechtenstein.
- **Grundtvig:** within partnership learning projects and “Initiatives for senior volunteers in Europe” action, through projects developed in 2010, 1288 adult mobilities have been financed. Also, 154 continuous training mobilities for adult education staff were developed. Within Grundtvig workshops, 180 mobilities were financed.
- **Leonardo da Vinci:** in 2010, within the developed mobility projects, 1513 persons benefitted of training sessions abroad.
- **Study visits** (transnational mobilities for experts and decision-makers from pre-university education, VET and social partners at local, regional and central level): in 2010, 153 persons benefitted of mobility grants.

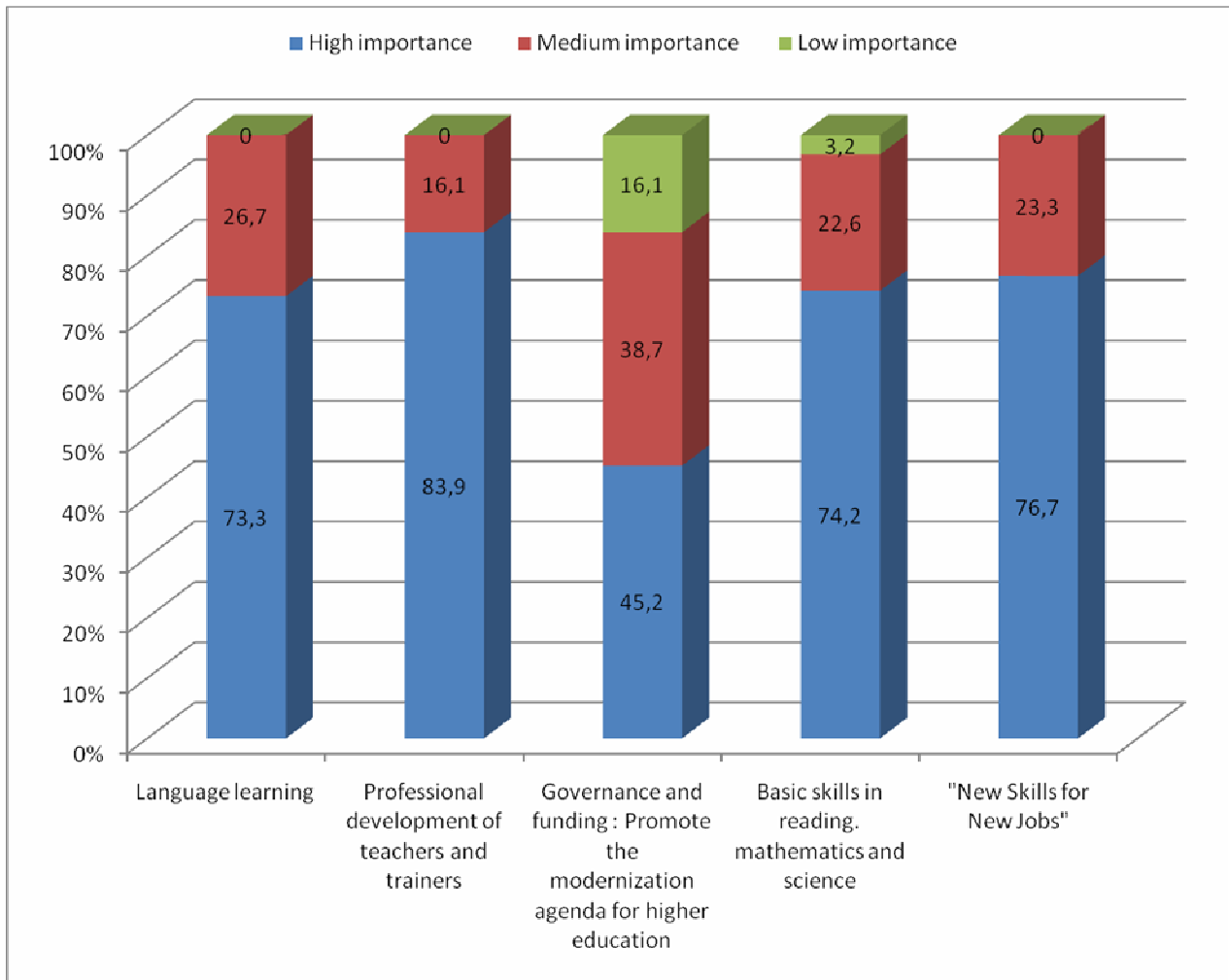
¹⁸ Data taken from the Report on implementing „Lifelong learning” programme in 2010, made available for this study by ANPCDEFP.

Annex 3. The survey outcomes

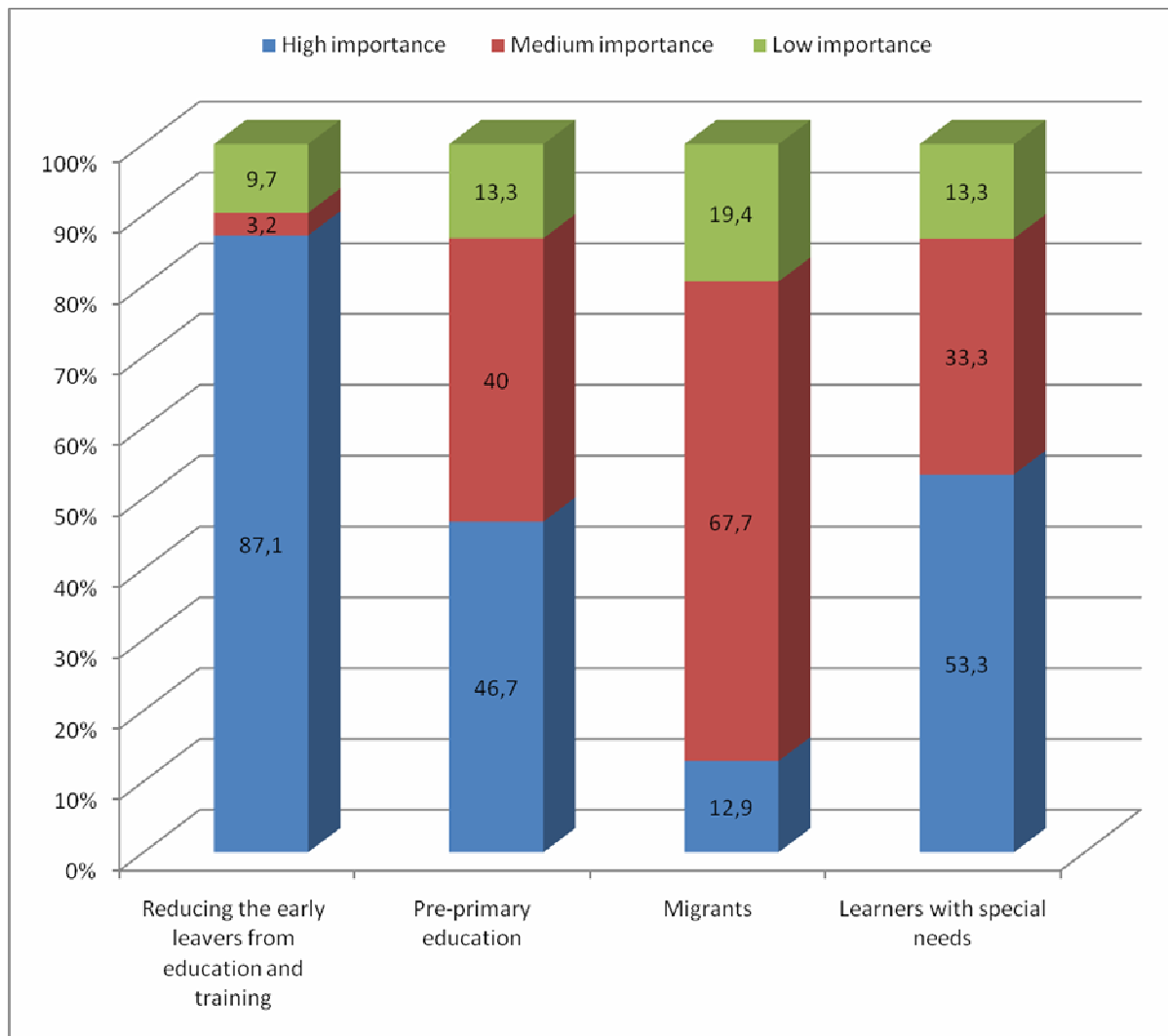
Strategic objective 1: Making lifelong learning and mobility a reality



Strategic objective 2: Improving the quality and efficiency of education and training



Strategic objective 3: Promoting equity, social cohesion and active citizenship



Strategic objective 4: Enhancing innovation and creativity. including entrepreneurship. at all levels of education and training

