



ROMANIA
MINISTRY OF EDUCATION AND RESEARCH
MINISTRY'S OFFICE

Education and Vocational Training

Strategy 2006 – 2013

Reasoning

The Ministry of Education and Research promotes the present strategy, as part of the public policies aiming european integration, for implementing a new vision upon education and vocational training. This project consists of two main parts: financial and administrative decentralisation (with effects upon the managing independence of the schools) and quality (flexible structure and curriculum, human resources training, external auditing).

Mission

From the perspective of sustainable development, decentralisation, globalisation, of the integration with the research as of competitiveness and enhanced mobility, for the quality in education, the Ministry of Education and Research promotes the principles of transparency, public responsibility and cultural and ethnic diversity.

Strategic targets

- *Ensuring quality and efficient use of resources*

- *Adjusting the national education system with european standards, efficient integration of learning outcomes and vocational training, aiming to equvalate studies and integration on European work market.*

Diagnosis

“The Report on national education system”, released at the end of 2005 by the Ministry of Education and Research, highlights some important aspects, which represent starting points for “The strategy regarding the education and training in 2006 –2013”, that would be subject to amending and improvement in 2010.

Having under consideration the system analysis (presented in “The Report on national education system – 2005”), the European educational framework, the human and material resources and the outcomes of the teaching and learning process between 2000 and 2005 , the Ministry of Education and Research has set strategic directions for 2006-2013 period.

- I. Ensuring equality of chances and enhancing the access to education and training*
- II. Assuring the quality of the teaching process and efficient integration of the national education system within European education and training system*
- III. Decentralisation and increasing autonomy in the educational system at school/ educational institutions level*
- IV. Stimulating permanent education*

V. *Early childhood reform*

VI. *Increasing the institutional capacity for elaborating and managing projects*

VII. *Supporting, in an integrated form, the education, research and innovation*

Aiming to encourage individual development, social inclusion and employment, the education process will focus on developing 8 domains of key competences, regarded as a single one, versatile and multifunctional bundle of knowledge, skills and attitudes which are crucial within a knowledge society.

- *Literacy proficiency in mother tongue, multilanguage*
- *Basic skills in mathematics, sciences and technology*
- *Use in social life of ITC skills*
- *Improvement and use of social skills*
- *Developing and implementing entrepreneurial skills*
- *Developing inter- and intracultural competencies*

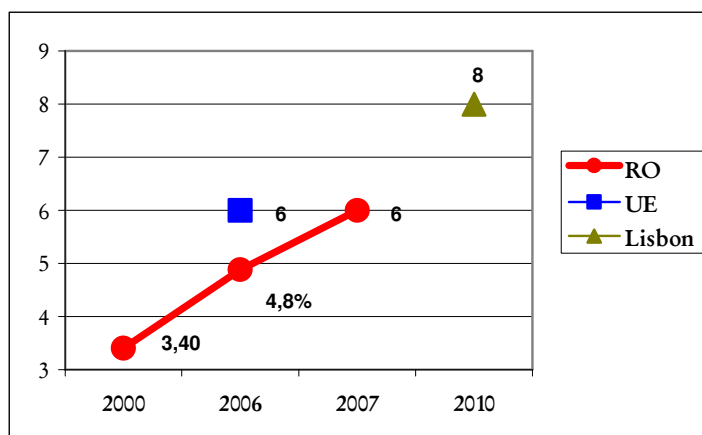
- *Developing the personality of the young European citizen*

I. PRE-UNIVERSITY EDUCATION

System analysis

A. Educational costs

- 2006 GDP: 88.356 billion EUR
- **Public spending on education: 4.88% of GDP**
(out of which 1.1 billion EUR for developing programs)*



Captions and strategic measures

* *Chronic underfinancing persists, the budget still consists of chapters and articles, instead of a programs and priorities based one.*

* *The indicators for use of resources and efficiency of investments are lacking.*

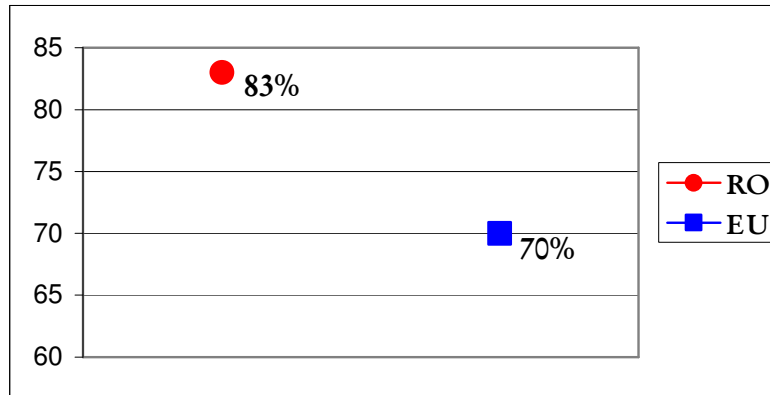
- Implementation of “The decentralisation strategy”
- Stimulation of the private investments in education and training
- Diversity of finance sources
- Drawing non-refundable foreign sources of finance
- Encouragement of the private education development
- Programmes of grants in the field of school development

Source: "The Status of Education", MEdC, 2005

* Education Law no.84/1995, with following modifications and completions art.170, in line 1.1 that clearly states "annually a growth in budget allocation until a minimum of 6% GDP"

- Developing educational management
- **"Re-launching Rural Education" Project**
- **"Growth in institutional capacity for elaborating and managing programs" (10.2 mil. EUR)**

- **Human resources expenses vs. capital expenses**



Source: "The Status of Education", MEdC, 2005

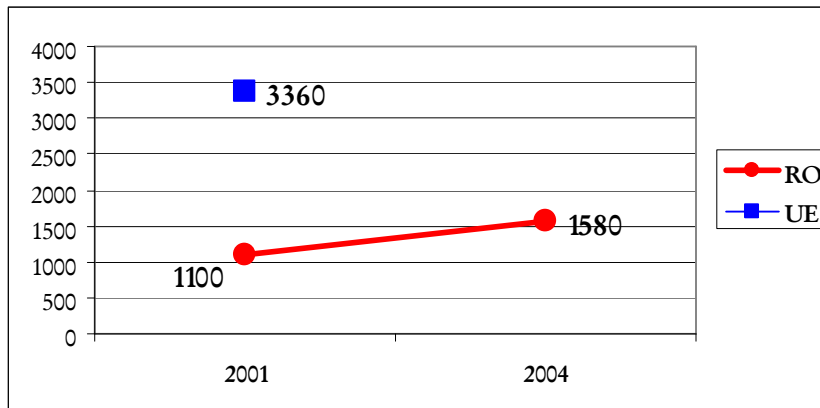
- **The average cost per pupil in compulsory education** (on purchasing power parities) **Minimal benchmark UE15 in 2001**

* *Total expenses consist of: staff expenses (83%), other current expenses (8%) and expenses with capital (9%).*

* *Expenses with capital include: building erection/maintenance, buying teaching equipments and devices. Their costs are financed by: local funds, external financing programs, state budget (9%)*

- Institutional reform and restructuring of the school network
- The decentralisation strategy for pre-university education
- Identifying complementary sources of financing: local budget, private sponsorship

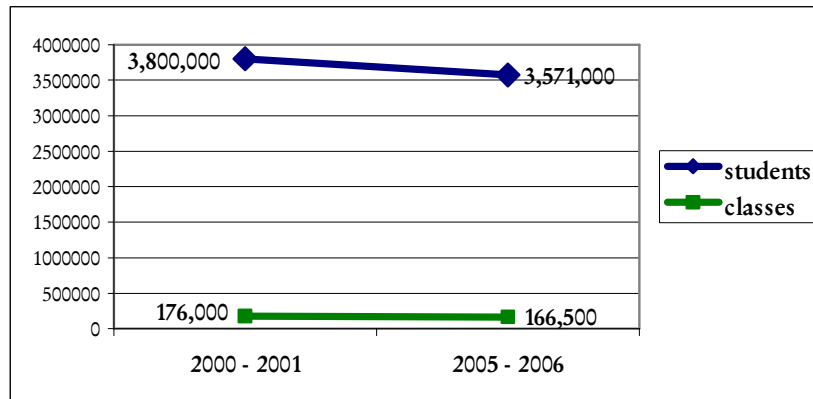
* *In absolute value, the average cost per pupil in compulsory education has grown , from 228 EUR (2001) to 324 EUR (2005),*



Source: "Key data in education in Europe", EUROSTAT, 2005

B. Quality and efficiency of the school system

- Number of children/pupils vs. number of school classes



Source: MER, 2006

- Number of teaching staff

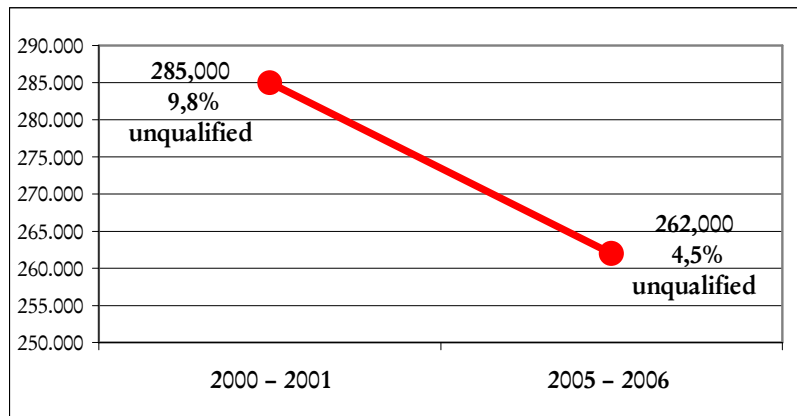
the equivalent of 2, respectively 2.5 average wages per economy.

** Differences of costs persist, due to types/levels of education, as well as urban vs. rural residence.*

- Developing institutional partnerships at local level
- Drawing external financing sources

** Differences between the number of pupils / pupils per class still persist due to the level of education and residence (urban/rural): 24-30 in urban pre education vs. 11-13 in rural junior high education.*

- Reorganising the school network and the distribution of pupils/ children per class
- "Improving school transportation" (4 mil. EUR)
- "Integrated school management in a decentralised environment" (0.5 mil. EUR)
- "Early childhood reform", with focus on disadvantaged groups an children with CES (12.5 mil EUR)



Source: MER, 2006

- Early drop out percentage - RO
- Early drop out percentage - EU average
- Early drop out percentage - Lisbon target
- Early school leaving, defined per school year

* There is deficit in qualified staff especially in rural environment: 3.1 % vs. 1.3% in urban environment.

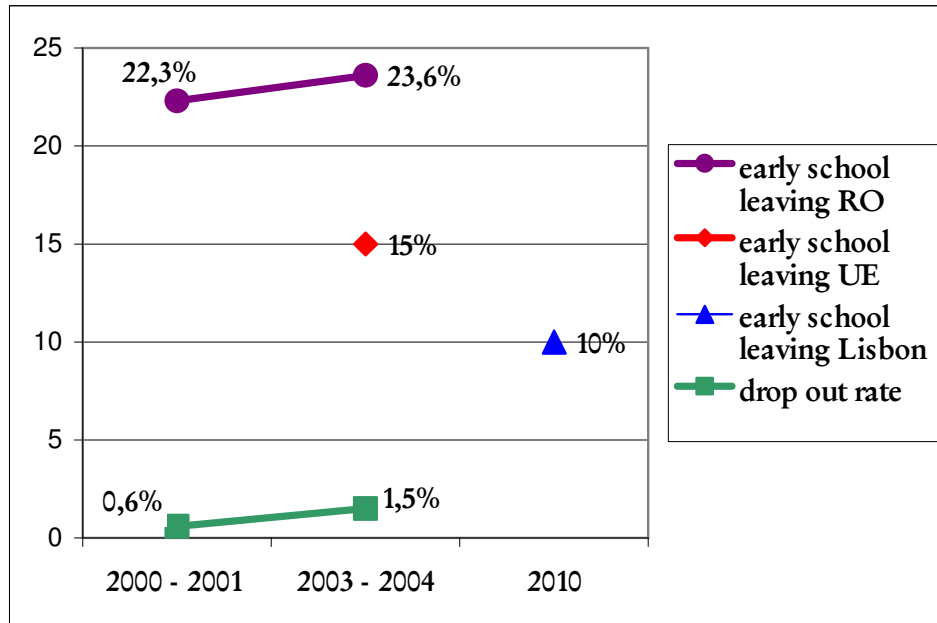
* Staff considered non-qualified consists of teachers: university graduates in other fields, besides educational (1.1%), in the process of qualifying (1.5 %), middle school graduates (1,5%).

* In urban environment the deficit of qualified teachers is larger in the field of specialisations requiring special skills: music and choreography teaching.

- Pedagogical training on fields and not on specialities
- MBA
- Training non-qualified teachers from the rural environment through “Rural Education Rehabilitation” Program, Mentors (4.6mil EUR)

* Significant discrepancies in income between people still persist , which determine an early drop out of studies by the ones originating in families with small incomes or from disadvantaged social environments (Roma children, the countryside).

* The social programs (“EURO 200”, “Money for High-



Source: "The Status of Education", MER, 2005

- **Results in international tests**

- TIMSS: 1999: 25th place, 31 countries, 2003: 26th place, 46 countries
- PIRLS: 2001: 22nd place, 38 countries, 2006: running
- PISA: 2000: 34th place, 43 countries, 2003: RO absent, 2006: running

- **Low level of competences in understanding reading**

- **Romania (41%)** - **EU Average (17%)** - **Lisbon target (15%)**

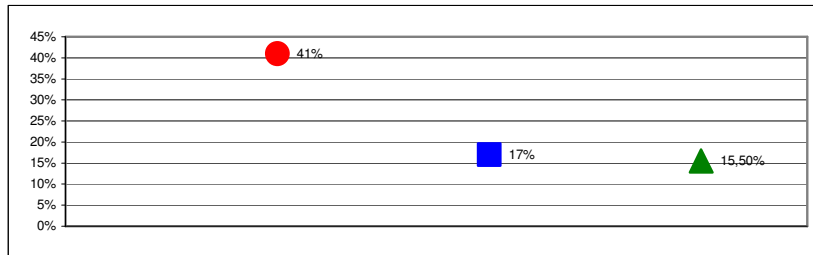
School", "The Roll and Milk", "School supplies") did not prove to be as efficient as expected.

- "Access to education for disadvantaged groups focusing on Roma people"
- "Building school campuses" (275 mil. EUR)
- "Hygiene and education for health in the rural environment equal conditions" (260 mil. EUR)
- Study regarding the timeliness of extending compulsory education to 12 grades (0.1 mil EUR)
- "Counselling and orientation for future career" (0.11 mil. EUR)
- Programs "Second chance" type
- "Rational-emotional and behaviour intelligence education"
- "Non-violent behaviour education"
- Providing medical and psychological assistance in inter-scholar centres

** Romania is situated, in each case, in the last third of the sample.*

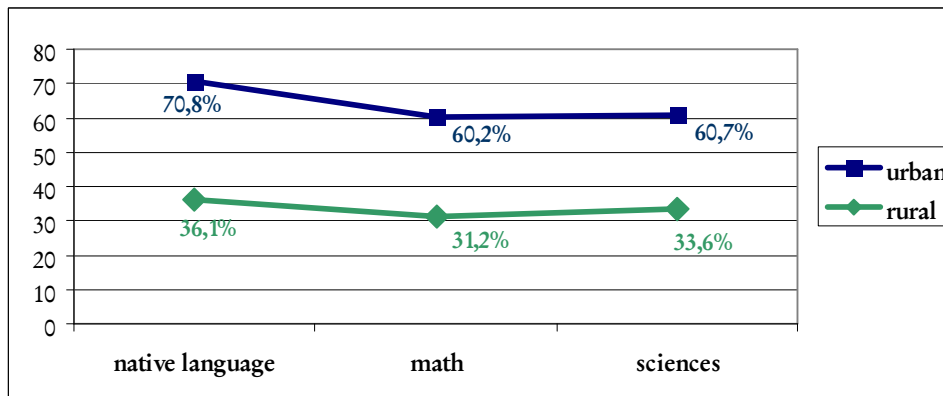
** The weak results are due, mainly, to lack of motivation and lack of skills for intellectual participation in the evaluation process.*

** Significant differences in scholar results between pupils in*



Source: Council of Europe – “Education & Training”, 2004

- **Differences between school results, level „very good”**



Source: Mertaugh & Hanushek, 2005 – “Education and Training Chapter in Labour Market and Social Policy in Central and Eastern Europe”, 2005

- **Preparation for the knowledge society: access to information**

- 36,4% school units with Internet connections, broad band (2005) vs. 26,7% (2000),
- 18% teaching staff being prepared in using ICT in teaching,
- 2% classes using ICT in teaching,
- ITC is a subject of common curricular area in the last 2 grades of compulsory

urban vs. rural environment still persist.

** In current evaluation process, items that involve using all the thinking processes are not enough used, emphasizing knowledge transfer, analysis, synthesis, etc.*

- Reorganising the curriculum on a object based criterion, in an integrating vision
- Restructuring the national evaluation and assessment system for pupils in European trend , with focus on developing cross-curricular competences
- Simulation of the national tests
- “Access to information in rural disadvantaged areas”
- ”Up-to-dating rural vocational and technical education in rural environment” (266.5 mil. EUR)
- “Providing ITC equipment and internet connections for schools in the rural environment” (95 mil. EUR)
- Developing education for children with SEN
- Periodical assessment of school progress

** The traditional system of teaching-learning still persists,*

education.

- **Attractiveness of the teaching profession and efficiency of the initial teacher training system**

- **Present deficiencies in the initial teacher training system**

- one subject focused specialisation with the period of study over the European average,

- different requirements for the employment of teachers at different teaching levels,

- lack of correlation between the initial and the continuous teacher training,

- lack of correlation between the profile of initial teacher training and the real need of teachers in the pre-university education

- **Fluctuation of qualified teaching staff:** 25.7%

- **Lack of qualified teaching staff** for: technical subjects, teaching in the languages of national minorities, ICT, foreign languages (English, German, Spanish).

- **Surplus of qualified teaching staff** for:

- pre-primary and primary education,

- disciplines from the curricular areas: “Sciences”, “People and society”,

Mathematics, Chemistry, History, Geography, Biology

- **High average of teachers’ age:** 39 years (women), 43 years (men)

- **Percentage of unqualified teachers:** 3.1% - rural areas; 1.3% - urban areas

- **Percentage of retired teaching staff** in cumulating activities system: 6%

especially in rural environment.

- **”E-learning National Program” (95 mil. EUR)**
- **“Knowledge based economy”** (initiator: MCTI – Equipment & Internet connection for 200 schools, training for teachers and network administrators)
- Establishing in schools Information and Documentation Centres for the Community
- Specific training programs for teachers

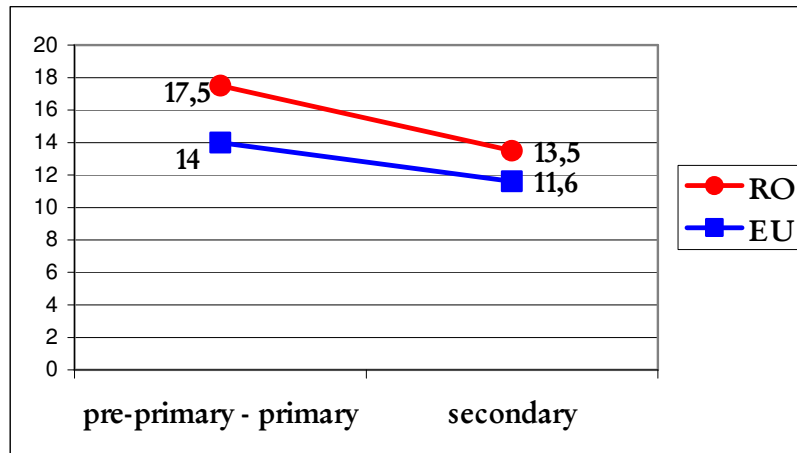
** There are discrepancies between the need for qualified staff in pre-university education and the educational offer of the university teaching system.*

** The unattractive financial reward , the absence of state financing for permanent education and individual development, the absence of social care specific for the teaching system, make the didactical profession less attractive for young people.*

- Reorganising the licence domains and reducing studies divided in cycles (Law 288/2004, with effect from 2005/2006) Bachelor (3/4 years), Master (1 /2 years), Doctor (3 /5 years)
- Flexible vocational training and vocational routes
- Implementing The European Transfer and

- **Human resources within the education system**

- **Teaching norm:** - for primary education: 720 h/y (20h/w) vs. 803 h/ y in OECD
 - for secondary education: 648 h/y vs. 717 h/ y in OECD
- **Duration of the school year:** 178 days (36 w) vs. 196 days (38 w) as EU average
- **Pupil per teacher rate(2004): RO average - 15 vs. EU average - 13**



Source: MER, 2006

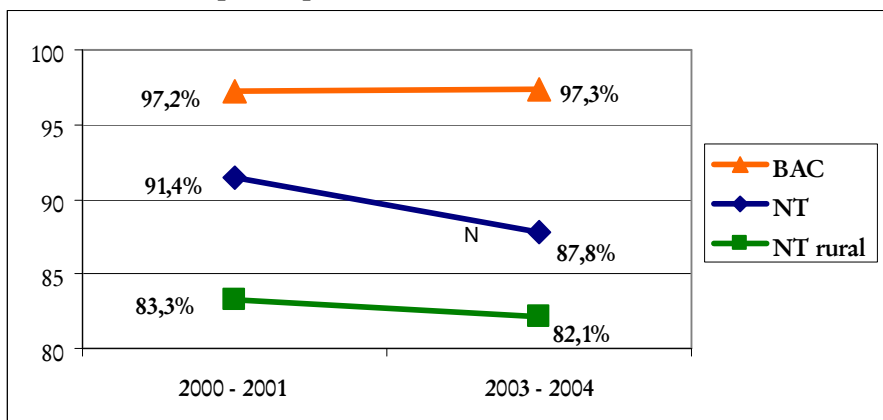
Accumulation System for Studying Credits

* *The working quota (40 h/w) consists of: direct teaching process, homework/ papers evaluation, preparing for the classes, future career and life counselling (for pupils and parents), lifelong learning, activities for the welfare of school.*

* *There is still an overloaded syllabus (10 – 14 objects per education level), for a timetable of 30 – 32 h/w.*

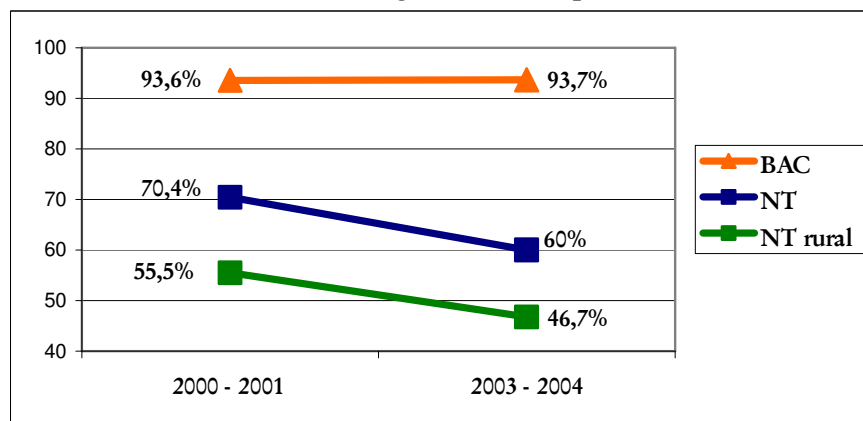
- Bringing the teaching quota to a flexible status inside the working quota
- Reorganising the syllabus on levels and profiles
- Improvement of the school network
- Different financial reward, directly proportional with the quality of work
- “Integrated management of schools in a decentralised environment” (0.5 mil EUR)
- Amending Law 84/1995, with following modifications and completions (2005) and Law 128/1997

- **Level of participation in national exams**



Source: "The Status of Education", MER, 2005

- **Graduation rate, with graduation diploma**



Source: "The Status of Education", MER, 2005

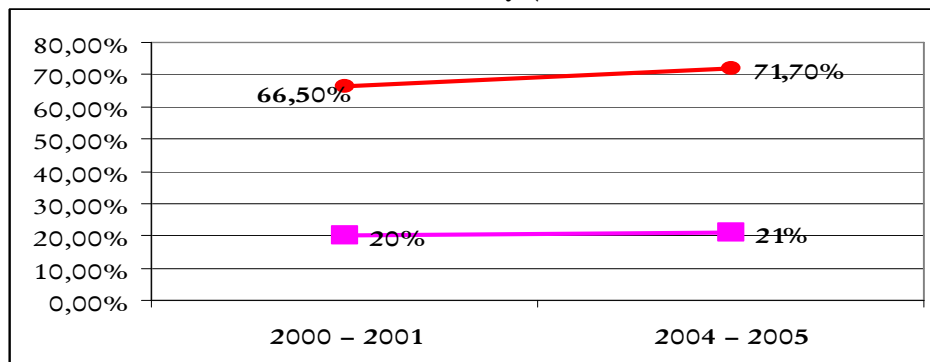
* The intention to leave the system after finishing compulsory education determines the lack of motivation for attending the national examinations, especially in the rural environment.

* Motivation to continue studies in the tertiary system is higher for pupils engaged in a secondary superior education form.

- Reorganising the curriculum on a subjects based criterion
- "Revue of the national evaluation and assessment system for pre-university education pupils, in an European trend" (0.11 mil. EUR)
- Children aged 6 have to be included in kindergarten, in the preparatory group
- Promoting low frequency education and programs "Second Chance " type
- Running social programs for supporting pupils

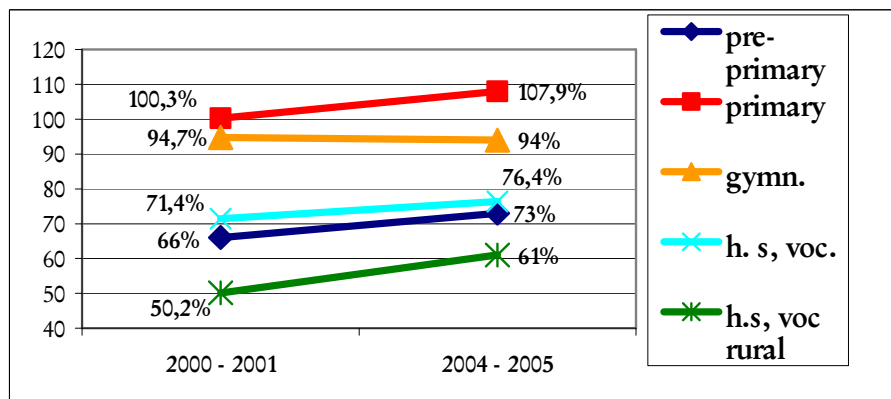
C. Access to education and vocational training

- Gross enrolment school entry (from which 20% Roma students)



Source: “ The Status of Education” , MER, 2005

- Gross enrolment on education levels



Source: “ The Status of Education” , MER, 2005

- “Quality Assurance for Education” (0.25 mil. EUR)
- “Future Career Education“(0.12 mil. EUR)
- “Books and teaching materials“(11 mil. EUR)

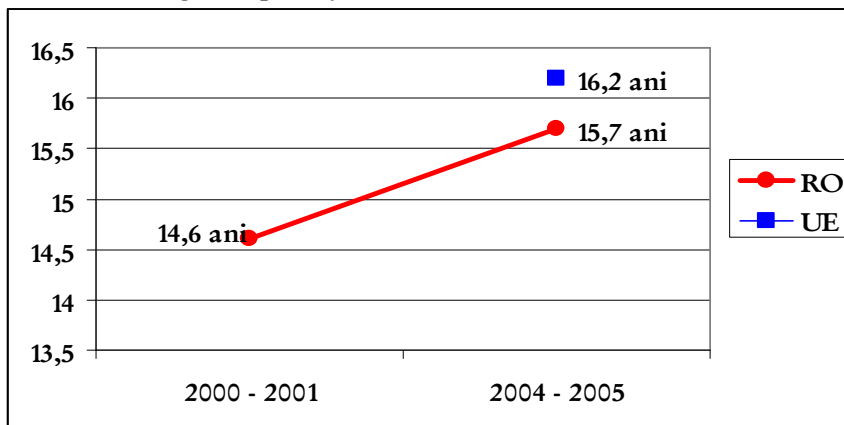
** In rural/ disadvantaged environment, compulsory education graduates do not continue their studies, mostly due to poor living standard and poor educational offer in the proximity of the residence.*

** In rural environment, transportation infrastructure is short, basic facilities are lacking (current water, toilets), the endowment of the schools is worn-out, hiring permanent and qualified staff is insufficient.*

** 80 % of the non-integrated in an education form young people are Roma children, from which 38 % are functionally illiterate.*

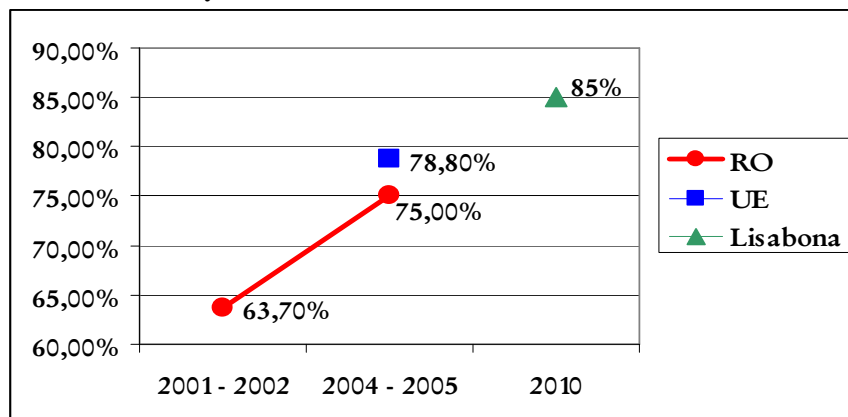
- ”Building scholar campuses“(275 mil. EUR)
- “Up-to-dating pupils ’ transportation through buying school buses “ (4.7 mil. EUR)
- ” Ensuring equality of chances for hygiene and health education in the rural environment” (260 mil. EUR)

- Average frequency in education forms



Source: " The Status of Education" , MER, 2005

- Percentage of 20-24 years population who attained upper secondary education



- " Technological high schools " for a wide range of specialities (200 mil. EUR)
- "Early childhood reform" (126 mil. EUR)
- " Early education reform for disadvantaged groups, with focus on Roma children " (12.5 mil EUR)
- " Providing ITC equipment and Internet connection e - Learning (95 mil. EUR)
- Grants program for school development

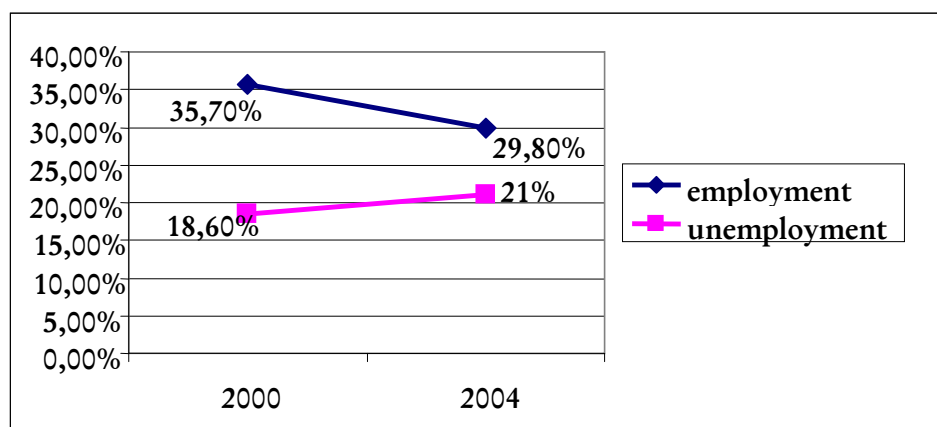
* The age of school beginning is 6, for preparing kindergarten group

- " Improving the capacity of elaborating and managing projects " (1.5 mil EUR)
- "Building scholar campuses" (275 mil. EUR)
- "Purchasing ITC equipment for education and

Source: "The Status of Education", MER, 2005

D. Opening education and training to the society

▣ **Employment** and **unemployment rate** at 15 to 24 years old population



Source: "The Status of Education", MER, 2005

- Elements of „**Entrepreneurship Education**” course in the compulsory curriculum of the compulsory education and „**Entrepreneurship Education**” course in TVET system after the completion of compulsory education
- **Foreign languages studied per student: 2 vs. 1,5 in EU**
- Teaching staff ratio which are **teaching foreign languages** and followed

research establishments“ (576 mil. EUR)

- “ Up-to-dating vocational and technical education-TVET in rural environment “ (266.5 mil EUR)
- “Future career education “ (0.12 mil. EUR)
- The completion year for studies
- Social programs: “Money for high school “, “EURO 200”

** The phenomenon of not enough collaboration of social institutions involved in planning the schools’ offer still persists.*

** Predictions regarding economical development on a long term are isolated or partial.*

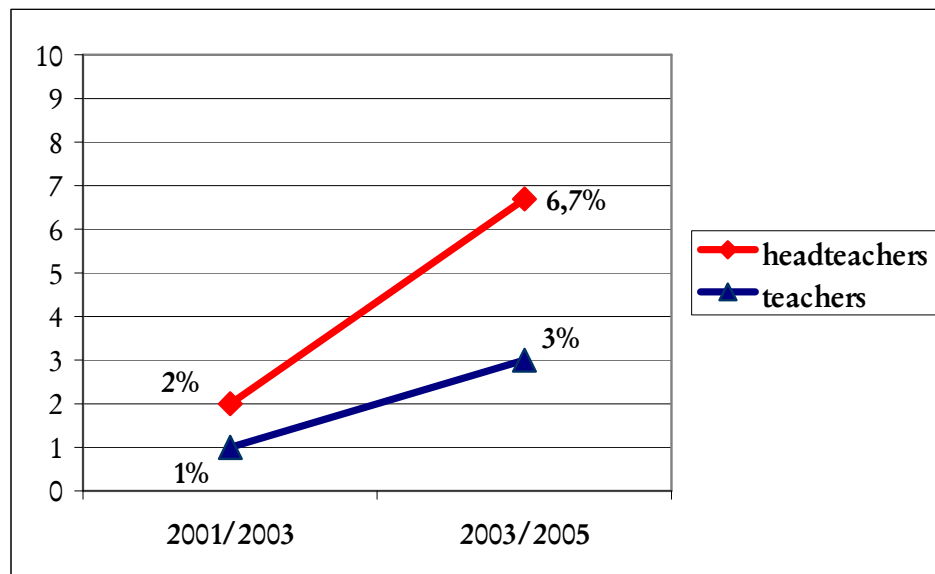
**Functional mechanisms of tracking social insertion and route of graduates, at all school levels are missing.*

- Elaborating the new TVET curriculum, DC and LDC take from 15/20 % up to 35/ 40 % of the number of classes
- Implementing QA mechanisms
- The National EIM: "Phare - Social and Economical

language courses abroad/EU institutions: 1,5%

- Rate of attendance in managers/teachers in authorised training programs 10%

▣ Permanent education- inside the system, participants



Sources

- Fragoulis, Deij, Badescu: "Achieving the Lisbon goals the contribution of vocational education and training in Romania", ETF, 2004
- NCTT, MER, 2006

- ▣ Participation at CT, per cohort, every 5 years: 16%
- Training accredited providers: 85, in 204 locations

Cohesion", the Technical Vocational Educational Training (CNDIPT), teacher's training(TTNC)

- Strategic set of priorities in IVET : SAP, LAP, RAP
- Creating systems and mechanisms for acknowledging/validating acquired competences in a non-formal/ informal way
- Running mobility programs for pupils and teachers, in European programs
- Running training courses, linguistics and pedagogy through authorised structures of the EU countries
- Wide management training offer inside the system

* Examinations for obtaining teacher's degrees represents a quasi-compulsory form of training for all teachers.

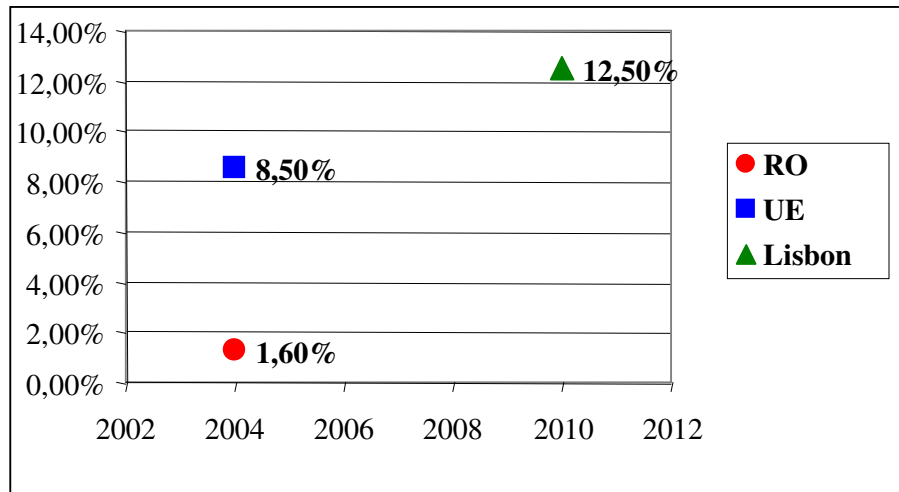
* Even implemented in 2001, "The Strategy for Development of Initial and Continuous Vocational Training for Teachers and Managers in the Educational System" is functioning since 2003.

- Accredited continuous training programmes: 144
- Target groups: - inspectors/directors
 - teaching staff
 - kindergartens teachers/mentors
 - foreman instructors
- Certificates issued (2003- 2005) : 25.500
(9,7% from total teaching staff)

- **Permanent education – Participation rate in Long Life Learning**

- Acknowledging training stages followed in mobility programs in cooperation with authorised structures in the UE countries
- Signing bilateral agreements for acknowledging the diplomas issued after graduating training courses
- Promoting a wide range offer in continuous vocational training inside the system
- Running training courses through territorial Teachers’s House Associations
- Implementation, in 2005 of the **“Strategy on Long and Medium Term Regarding Continuous Vocational Training 2005-2010”**
- Growth in public investments and private in CVT
- Stimulating the interest of employers for developing staff

** A certain resistance of the educational system still persists, especially regarding the assurance of mobility of the results in learning in different contexts of studying and their*



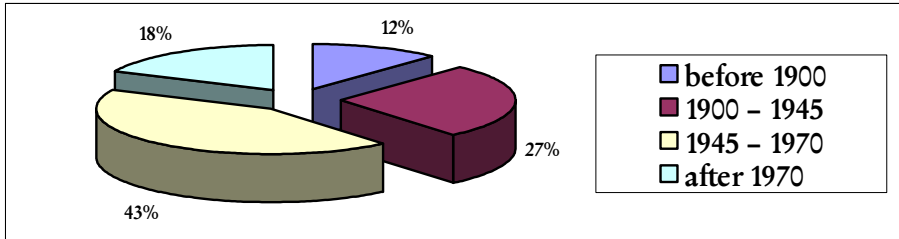
Source: Council of Europe- " Education & Training", 2004

E. Infrastructure/ school equipment

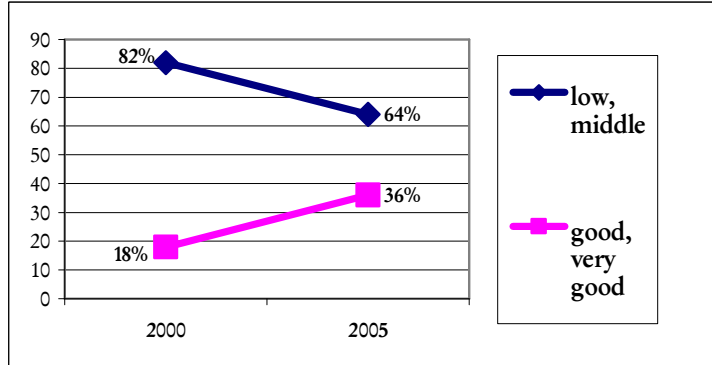
▣ Buildings

acknowledgement in the formal system of education.

- Implementing "The LLL Strategy Memorandum ", established at European level in 2002
- Developing a LLL system based on competences, inside the "National Qualifications Frame" , deadline: 2006
- Involving RO in volunteer piloting program for testing EQF (the point of view of the MER has been expressed to the UE)
- Introducing "The Individual LLL Portfolio", at the end of an educational cycle
- Adjusting EQF with TVET and higher education
- Introducing in the Education Law , for the TVET system , the Certificate Supplement – Euro pass
- Participation in the 2 consortiums elaborating the studies regarding the credit transfer in VET(ECVET)
- CNDIPT - reference point for QA in VET
- Creation of competences assessment centers
- Effects of decentralization : including in the budget funds for the knowledge based society
- Unlimited access for the teachers and community members to the facilities provided by the schools ITC equipped



- **Equipment**



- **School dorms**

- 2000: 1150 (70% for education) vs. 2005: 848 (50% for education)

- **School libraries**

2000:64,4% of schools vs. 2005: 65,2% of schools

* The system has met lately an acute lack of school space , especially in the urban environment, for all levels of education.

* 82% of the school buildings were built before 1970, which makes their condition not corresponding to present training standards.

- “School campuses” (275 mil. EUR)
- “Re-launching Rural Education – School Rehabilitation Component” (76 mil. EUR)
- “Books and Didactic Material Providing National Program “ (11 mil. EUR)
- “ Providing ITC equipment and Internet connections for the schools in rural environment”(95 mil. EUR)
- “Modernizing technical and vocational education program” (266.5 mil. EUR)
- ”Providing sports materials & equipment in schools “
- Rehabilitation of 1750 schools (external funds), of 250 schools TVET (PHARE funds), providing 325 TVET schools with PC and teaching materials (PHARE funds)
- Creating in schools Information and Documentation Centers for the community
- Finishing works in different execution stages

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II. HIGHER EDUCATION

Argument

Bucharest, April 2006

The higher education system in our country is highly marked at present by rapid transformations necessary for joining the European Higher Education Area (EHEA) through the implementation of a set of requirements known as the Bologna Process.

Having as starting point the Strategy for the Development of Higher Education in Romania, developed by the Ministry of Education and Research, the objectives of this process are as follows.

1. Quality assurance

In order to assure quality in higher education, the Emergency Ordinance no. 75/12.07.2005 on quality assurance in education has been designed. The Ordinance has been promulgated by the Romanian Parliament as Law no. 374/2006.

The Order of the Education and Research Minister no. 3928/21.04.2005 on quality assurance of educational services in higher education institutions has been issued in order to make the implementation of a quality assurance system in every higher education institution more dynamic.

The Order of the Education and Research Minister no. 4492/06.07.2005 on the promotion of professional ethics in universities has been issued in order to provide for a better working climate in universities.

From the funds for higher education institutions 20% are allocated on quality criteria bases:

Group	Sub-group
I. Teaching staff - (6% of the total Basic Financing – BF –)	I.A. Quality of teaching staff (3,5% of the total BF)
	I.B. Development potential of the teaching staff (2,5% of the total BF)
II. Impact of research on the teaching process (3,5% of the total BF)	II.A. Level of achievements in research (3% of the total BF)
	II.B. Ways of making use of the research capacity (0,5% of the total BF)
III. Material resources (3% of the total BF)	III.A. Quality of the material resources (2% of the total BF)
	III.B. Quality of documentary tools (1% of the total BF)
IV. Academic management (7,5% of the total BF)	IV.A. Quality of the academic, administrative and financial management (5,5% of the total BF)
	IV.B. Quality of social and administrative services for students (2% of the total BF)

2. The adoption of a higher education system based on clearly defined cycles

The implementation of the “**Bologna Process**” in Romania consisted in the adoption of a 3-cycle structure of higher education: **1st cycle – bachelor’s degree, 2nd cycle – master’s degree and 3rd cycle – doctorate.**

A comprehensive legislative framework has been designed.

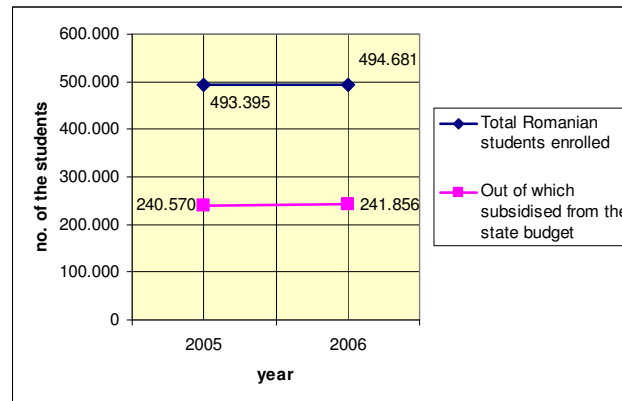
The general legislative framework for the new structure of academic cycles is provided for in the Law no. 288/24.06.2004 on the organisation of academic studies, changed and completed by the Emergency Ordinance no. 78/12.07.2005, which has been approved by the Law no. 346/29.11.2005.

For the **1st cycle – bachelor’s degree**, the Government Decision no. 88/10.02.2005 on the organisation of bachelor’s degree programmes has been adopted. This act provides for a number of 14 *Fundamentals Fields of Science, Arts and Culture*, further detailed in 71 *Bachelor’s Degree Programmes*. In addition, 11 medical specialisations are stipulated (5 are subject to the sectorial regulations of the European Union and 8 are subject to general regulations). The act also provides for the number of transferable credits allotted to each bachelor’s degree field or specialisation.

This act triggered a reform of the institutional structure and the provision of specialisations in all higher education institutions. These changes have been regulated in the Government Decision no. 916/11.08.2005 on the structures of accredited or temporary authorised higher education institutions and of specialisations within the bachelor’s degree programmes.

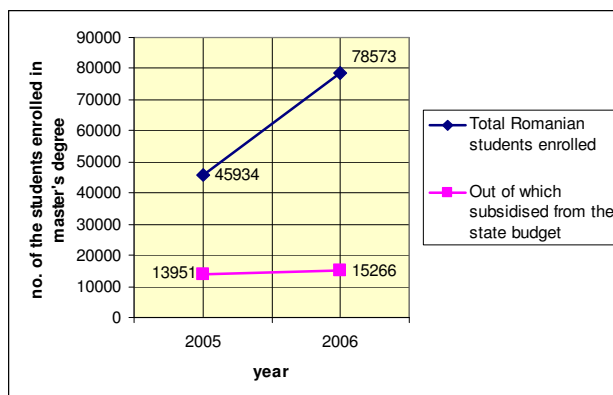
In order to support the application of the new provisions, two orders of minister have been drawn up – the Order of the Education and Research Minister no. 3235/10.02.2005 on the organisation of bachelor’s degree programmes and the Order of the Education and Research Minister no. 3545/10.03.2005 on the general criteria for the organisation and the course of the admission to bachelor’s degree programmes in the academic year 2005-2006.

Here is a comparative situation with regard to the number of students enrolled in **bachelor's degree programmes and academic college programmes**:



For the 2nd cycle - **master's degree**, a draft for a government decision on the organisation and the course of master's degree programmes has been drawn up. This draft has been approved by a very recent government meeting.

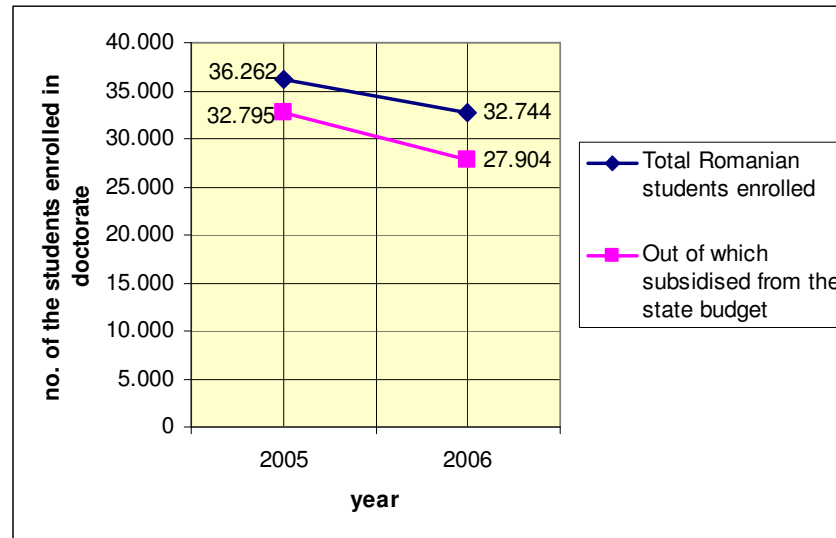
Here is a comparative situation with regard to the number of **students enrolled in master's degree programmes**:



For the 3rd cycle – **doctorate**, the Government Decision no. 567/15.06.2005 on the organisation and the course of doctorate studies has been adopted and has been subsequently changed by the Government Decision no. 1169/29.09.2005.

In order to support the application of the new act, an order has been issued - the Order of the Education and Research Minister no. 4491/06.07.2005 on the organisation and the course of doctorate studies from the academic year 2005/2006.

Here is a comparative situation as regards the number of students enrolled in doctorate programmes:

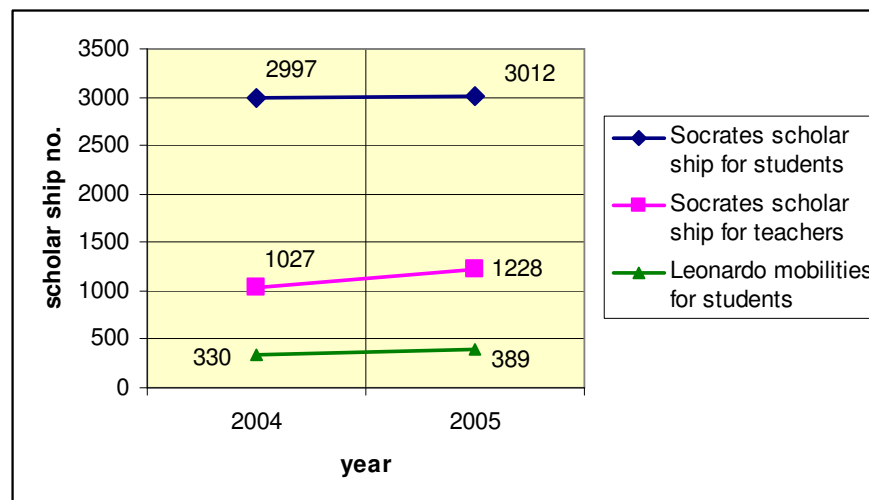


3. Continuing to promote student and teacher mobility

The mobility of students, academic and administrative staff forms the basis for the development of the EHEA.

The Romanian higher education institutions have been participating in the programmes SOCRATES and LEONARDO da VINCI, through the National Agency for European Programmes in the Field of Education and Vocational Training, a body under the coordination of the Ministry of Education and Research.

The comparative situation of SOCRATES and LEONARDO da VINCI mobilities programmes for students and academic staff is the following:



4. Completing the implementation of the transferable credit system

The application of the European Credit Transfer System (ECTS) by all universities is compulsory (art. 15 par. (1) of the Law no. 288/2004). For this purpose, the Order of the Education and Research Minister no. 3617/16.03.2005 has been issued with regard to the generalised application of the European Credit Transfer System.

The transferable study credits (TCS) are numerical values allocated to course units and other didactic activities. The TCS serve to assess the average workload of a student, with all its aspects, in order to learn a discipline.

The credit transfer system allows for greater student mobility within the national and European network, and also forms the basis for the recognition of diplomas and academic certificates.

5. Diploma recognition

The Berlin Conference set an objective requiring that every graduate should receive the Diploma Supplement, automatically and without charge, from 2005. This document should be issued in a spread European language. To support the application of this measure, the Order of the Education and Research Minister no. 3714/29.03.2005 has been issued referring to the introduction of the Diploma Supplement as part of the certification of completion of an academic cycle.

6. Promoting the European dimension in higher education

The initiatives of higher education institutions from many European countries contributed to a mobilisation of academic resources and cultural traditions towards the development of integrated study programmes and joint degrees for bachelor, master or doctorate programmes.

The inclusion of substantial periods of study abroad in the joint degree programmes and an adequate provision for linguistic diversity and language learning are deemed necessary so as to allow students to develop their full potential for competitiveness in the labour market, and the European identity and citizenship.

In order to apply the ideas above, the Law no. 287/24.06.2004 on the university consortia has been promulgated.

With a view to **creating the conditions necessary for the development of the knowledge society**, the quotients which serve as basis for the calculation of the basic financing allocated to public universities through an institutional contract have been re-defined. The comparative situation of the financing quotients is the following:

No.	Field	Cost quotients in 2005	Cost quotients in 2006	
I	Technical	1,650	1,750	□
	- out of which, for industrial physics and chemistry	1,900	-	-
II	Architecture	2,000	2,500	□
III	Agronomic	1,690	1,750	□
IV	Sciences	1,650	1,650	-
	- out of which, for physics and chemistry	1,900	-	
V	Mathematics and Applied Mathematics	1,280	1,650	□
VI	Humanities	1,000	1,000	-
VII	Psychology	1,280	1,000	□
VIII	Medicine	1,900	2,000	□
IX	Economy	1,000	1,000	-
X	Theatre	5,374	5,370	-
XI	Film	9,000	7,500	□
XII	Musical Performance	5,374	5,370	-
XIII	Music	3,000	3,000	-
XIV	Arts	3,000	3,000	-
XV	Sport	1,860	1,860	-

XVI	Pedagogical Seminar	1,000	1,000	-
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In order to ensure the minimum framework for the implementation of the 3 academic cycles, the **equivalence quotients** suffered some changes:

No	Type of education	Equivalence quotients 2005	Equivalence quotients 2006	
1	Full-time programme (long form)	1,00	1,00	-
2	Colleges	1,00	1,00	-
3	Advanced studies + master programme	3,00	1,50	□
4	Advanced studies + master programme integrally in a wide spread language (English, French, German)	6,00	2,25	□
5	Specialist studies integrally in a wide spread language (English, French, German)	2,00	1,00	□
6	Specialist studies in Hungarian	1,50	2,00	□
7	Specialist studies in less spread languages (rare languages, other than English, French, Hungarian and German)	2,00	1,50	□
8	Studies outside the town of the university	1,25	1,00	□
9	Courses at the academic extensions (abroad)	2,50	2,50	-
10	Part-time programmes	0,35	0,25	□
11	Evening classes	0,80	0,80	-
12	Outreach programmes	0,15	0,15	-

13	Full-time doctorate students	4,00	3,00 / 4,00 – different for each field	-
14	Part-time doctorate students	1,00	1,00	-
15	Programmes for residents	2,10	2,00	
16	Teaching degrees in primary, secondary and further non-tertiary education	0,40	0,40	-
17	Preparatory year	1,25	1,25	-
18	Pedagogical seminar	0,12	0,12	-

Furthermore, in order to create a corpus of teachers for the development of the knowledge society, stricter requirements have been introduced in the analysis and validation of competitions organised for the conferment of the academic titles of professor (The Order of the Education and Research Minister no. 5098/03.10.2005), reader (The Order of the Education and Research Minister no. 5099/03.10.2005), scientific researcher degree 1 (The Order of the Education and Research Minister no. 5100/03.10.2005), scientific researcher degree 2 (The Order of the Education and Research Minister no. 5101/03.10.2005).

7. Promoting the attractiveness of EHEA

The attractiveness and openness of European higher education should be boosted, confirming the availability to develop grant programmes for students from third countries. In 2004, the Erasmus Mundus programme for cooperation and mobility in the field of higher education was launched, and promotes the European Union as a centre of excellence in learning around the world through master programmes of high quality.

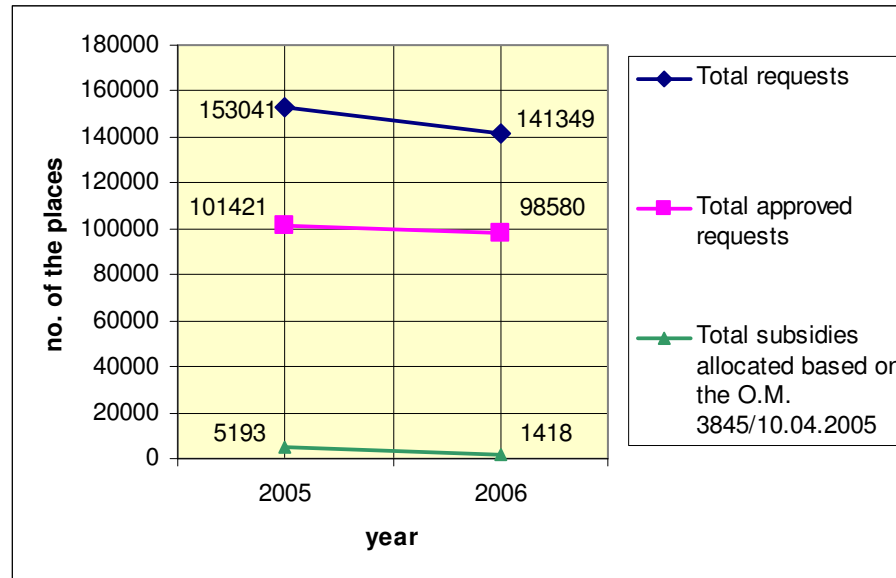
8. Social dimension

A concrete social measure is that of the number of places in public universities, without tuition fees, the number of places for master and doctorate programmes financed from the public budget, the number of scholarships, the places in hostels, as well as the provision of other services or utilities in university campuses.

Therefore, the Law on private scholarships no. 376/04.10.2004 and the Government Decision no. 769/14.07.2005 on the granting of scholarships to students residing in rural areas have been designed and promulgated. For the academic year 2005-2006, 415 requests have been registered, out of which 280 have already been approved (the approval procedures are not finished yet, because the scholarships will be awarded from the second semester), compared to a total number of 861 scholarships awarded in the 5 previous academic years.

The Order of the Education and Research Minister no. 3845/10.04.2005 regarding the individual subsidy for the accommodation of students who live in other buildings than the hostels of higher education institutions was issued.

With reference to *student accommodation*, the following comparative data are available:



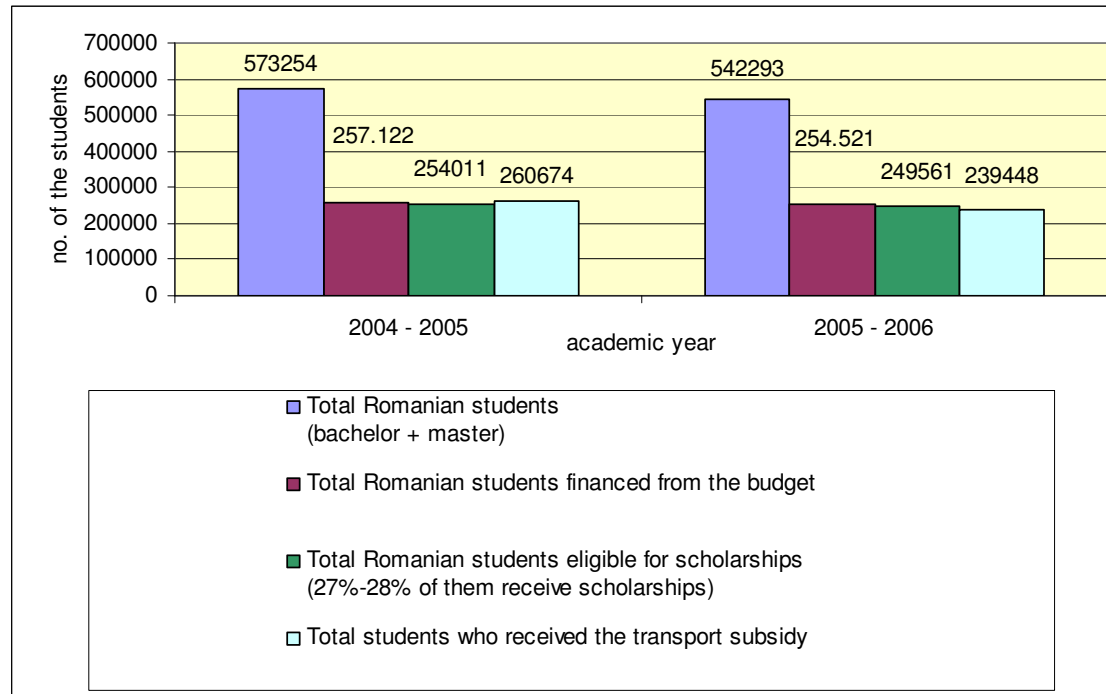
Comment:

1. In the academic year 2005-2006, 12 hostels are being rehabilitated and cannot accommodate students;
2. The number of subsidies approved based on the O.M. 3845/10.04.2005 decreased in the academic year 2005-2006 because from this year the conditions for granting subsidies changed, the student having to present a contract attesting that he/she has rented a room/apartment. This change was made in response to the problems encountered in the previous academic year.

The awarding of scholarships and the transport subsidies belong to the same category of *financial support for students*.

Comparatively, the situation is the following:

Bucharest, April 2006



Comment:

1. The differences between the two years are caused by the transition to the 3-cycle structure of higher education, the transport subsidies being allotted to each cycle separately.

9. Lifelong Learning (LLL)

Measures have been taken to encourage higher education institutions in order to extend the opportunities for continuous learning to higher education, too, including through the recognition of previous education.

10. EHEA and ERA (European Research Area) should be two pillars of the knowledge-based society

In Romania, the universities and the research institutes have not developed post-doctorate programmes yet, and this has a direct negative impact on the quality of research and the image of the Romanian scientific potential in Europe.

In order to support this initiative, the Order of the Education and Research Minister no. 3861/13.04.2005 on the establishment of post-doctorate research programmes has been designed (for the first time in our country, there is a legislative framework meant to encourage and use post-doctorate research through 2-year advanced research programmes).