

THE EDUCATION SYSTEM IN ROMANIA BETWEEN TRADITION AND ACTUALITY

Mihaela-Carmen Muntean

mihaela_c_muntean@yahoo.com

Ludmila Daniela Manea

manea_danielaludmila@yahoo.com

Costel Nistor

cos_nis@yahoo.com

Rozalia Nistor

rozalia.nistor@selir.com

"Dunarea de Jos" University of Galati, Romania

Education can be seen as a process of transmission and assimilation of experience - economic, political, religious, philosophical, artistic, scientific, technical, from ancestors to descendants. Today, education is institutionalized in schools and universities. Regardless of the level of development of culture and civilization through education to ensure the continuity of human material and spiritual, each individualized society and the education system so as to be representative of a nation's history and traditions. The role of schools to convey both knowledge and culture, and to promote social mobility and provide the basis for creating wealth and welfare of all.

Keywords: education, education system, school, university,

1. Introduction

Since the establishment of the Romanian principalities, education was made in schools attached to the bishops, monasteries and churches. In those schools were taught religion, reading and writing in Slavonic. After translating church books into Romanian in the eighteenth century under Matei Basarab and Vasile Lupu, education was made in Romanian language, until the reign of Phanariots in the eighteenth century. Then it was introduced Greek language particularly in well organized schools attended by clergy and sons of noblemen. Some subjects were taught in these schools in Latin and French too. Romanian language was replaced almost completely by Greek.

During Phanariote period education increasingly declined until the early nineteenth century when George Lazar opened the first Romanian school at St. Sava in 1816. He was followed by his disciples like IE Radulescu Paladi and others.

Following the rules of organization of schools in 1832, they established schools in almost all district capitals of Wallachia, in addition to seminars in Curtea de Arges, Ramnicu Valcea and Buzau. In Moldova, Gheorghe Asachi founded at Iasi in 1814 the first Romanian school of engineering and reopened Three Hierarchs School who later turned in Normal School Vasile Lupu. Primary schools in towns and villages began to thrive. By 1865 education law declares primary school obligatory.

After 1989, the Romanian educational system has made progress despite difficult economic conditions and the changes that have occurred in society. After the 1998 educational reform was initiated as a result of gradual democratization and European and the World Bank funds infusion

2. The structure of the education system in Romania

The structure of the education system in Romania include: pre-primary, primary, secondary (lower and upper), compulsory education, schools of arts and trades, apprenticeship schools, post-secondary education and higher education.

Pre-school education

Education Law Nr.84/1995 provided means to progressively generalize school preparatory group, so that the rate of enrollment of children in kindergarten has increased annually. The year 2000 brought a

new vision of preschool education seen in the educational program "Organisation pre-primary education" and in 2002 initiated the "generalization of Romanian preschool preparatory high". In 2005-2006 was elaborated Strategy of the Ministry of Education in early childhood education, with the support of UNICEF.

In preschool education were included children aged 3 years and 6-7 years. Activities are conducted in kindergartens normal, extended or weekly. Pre-school education is divided into two levels: level I aimed socialization of children aged 3 to 5 years and the second aimed at preparing for school children aged 5 and 7 years.

According to the new law of education proposed by the Minister of Education Daniel Funeriu and approved by the government in April 12, 2010, from nursery the preparatory class he moved to primary education. To ensure the quality of education and optimization of resource management, schools and local authorities may decide to set up consortia contractual partnerships between schools

Compulsory general education

Compulsory general education is ten classes; age of onset of schooling is 7 years and 6 years at the request of parents. Theoretically, the age of compulsory education concluding is 16-17 years. From 2003-2004 academic year classes IXth and Xth are concluded with graduation certificate.

Primary education

Primary education comprises classes I-IV and educational works only form of day, usually the morning program. Conclusion of primary education age is 10-11 years.

Secondary education

Secondary education is divided into: lower secondary and upper secondary education. Lower secondary education is organized in two cycles: gymnasium, classes V-VIII and junior high school or arts and crafts, and classes IX-X. Complete the sentences with the support of single topic in classes VII and VIII. End of secondary school age is 14-15 years.

Upper secondary education includes high schools organizing campus courses lasting four years (grades IX-XII) and evening courses or distance learning. High school is divided into three branches: theoretical pathway - profiles: real and humanistic, technological path - profiles: natural resources, environmental, and technical and vocational branch services - profiles: artistic, sporting and theologically. Secondary education concludes with a national baccalaureate exam.

According to Education Law, adopted on 12 April 2010, acetates year (2013) Ninth class moves to middle school.

Schools of arts and vocational

Depending on the profile and complexity of training, arts and vocational organizes day and evening courses lasting two to four years of secondary school graduates who have obtained the certificate of completion. The study concludes with a final examination after which they get a diploma certifying training as skilled in their chosen profession. Arts and crafts school graduates have the opportunity to attend high school in the form of evening courses.

Schools apprentices working in the schools of arts and crafts, and studies are mainly practical and they last for 1-3 years, depending on the complexity of craftsmanship. Secondary school graduates can apply with or without a certificate of graduation. The study concludes with a final examination after which they get a diploma certifying training as skilled in their chosen profession.

Post-secondary education

Post-secondary education is organized at the initiative of the Ministry of Education or at the request of traders. Studies last for 1-3 years, depending on the complexity of the profession. In post-secondary education admission is by competition.

The higher education

Higher education is organized in three cycles according to Law . 288 of 24 June 2004 on the organization of university studies, ie Bachelor's , Master's studies and doctoral studies . According to Article 4 , cycle includes undergraduate studies , corresponding to between a minimum 180 credits (license 3 years) and maximum 240 credits (Bachelor 4 years), according to the European Credit Transfer System Study (ECTS) . According to Article 8 second cycle comprises master studies corresponding to a number of credits transferable contents, usually between 90 and 120. At full time, the normal of the Master is 1 to 2 years. Cycle III includes doctoral studies which usually lasts 3 years.

Short-term higher education , held in existing colleges publication of Law no. 288 of 24 June 2004 , was reorganized in undergraduate studies in the fields or nearby existing and graduates with higher education degree short were given the opportunity to continue their education to obtain a degree in the cycle I.

3. Statistics on the educational system in Romania

Numerous changes that have occurred in education, found in a permanent transformation, new legislation in the field of education and the restructuring of the national education system has led to the reorganization of schools in Romania network. Thus, in the period 2008-2011 as a result of measures taken in the reform of the national education system, the number of schools decreased by 1017 (ie 12.4%).

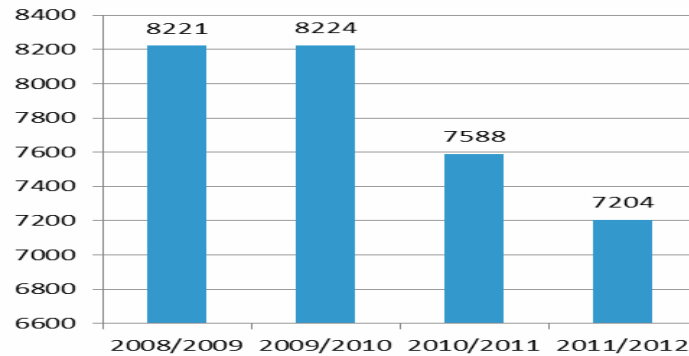


Fig 1 The number of schools in Romania (2008-2012)

Source: Statistical Yearbook

The new configuration of network education was correlated with the size of the school population and the conditions offered by the material basis in order to provide an educational process of school calitate. Populația shrunk to school / university year 2011/2012 to be 11, 6% less than in the school / academic year 2008/2009. It should be noted that higher education, although it is still extended, it is in a slightly regress due in particular to the private sector.

Education:		2008/2009	2009/2010	2010/2011	2011/2012
1.	pre-school	653	666	674	674
	- private	12	12	12	17
2.	primary and secondary	1752	1720	1691	1629
	- private	4	4	5	5
3.	lyceum	785	838	867	889
	- private	26	30	30	26
4.	profesional	189	115	54	12
	- private	2	2	1	2
5.	post high school and foremen	55	63	70	80
	- private	23	28	32	38
6.	higher	891	775	673	540
	- private	411	322	240	140
TOTAL		4325	4177	4029	3824

Fig 2: School population by level of education (thousands)

Source: Statistical Yearbook

The school / university year 2011/2012, for all levels of education degree in educational enrollment of the school population recorded values different sexes (73.8% for boys, respectively 75.9% for girls).

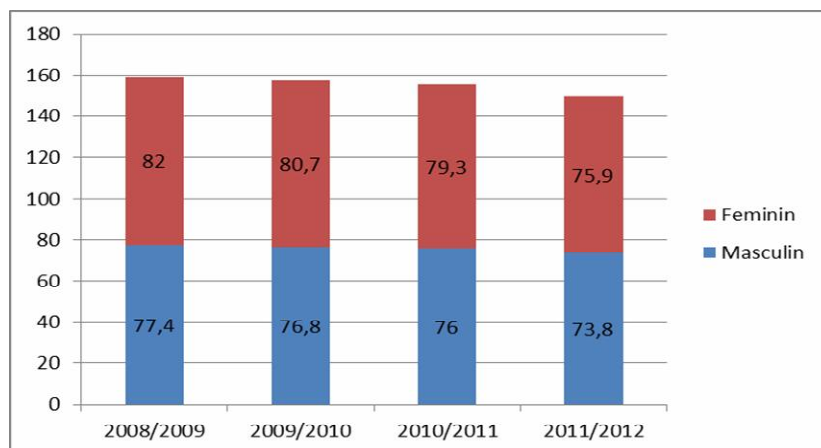


Fig 3: The degree of inclusion in education of school-age population by gender (%)

Source: Statistical Yearbook

From fig 4 is seen in school/ university year 2011/2012, a decrease in the number of students per one teacher, with 32% less than in the school/ academic year 2008/2009.

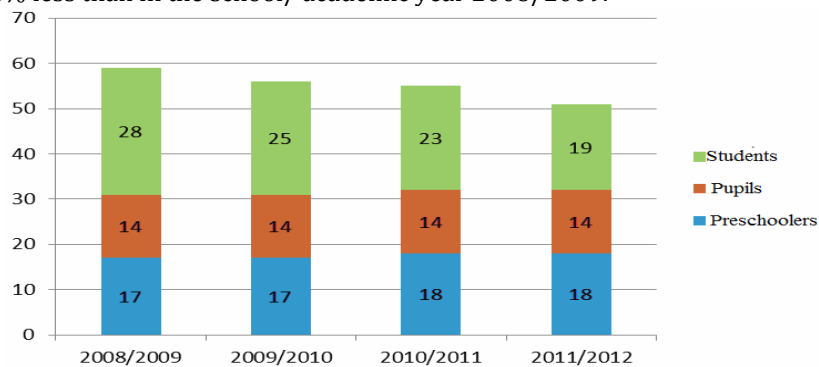


Fig 4: Number of children, pupils and students per one teacher

Source: Statistical Yearbook

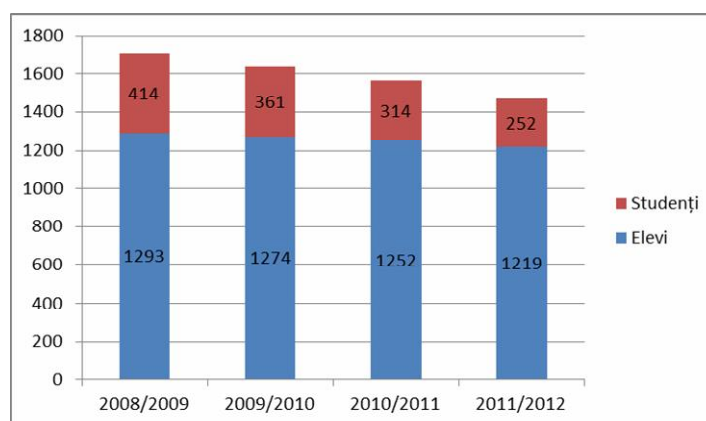
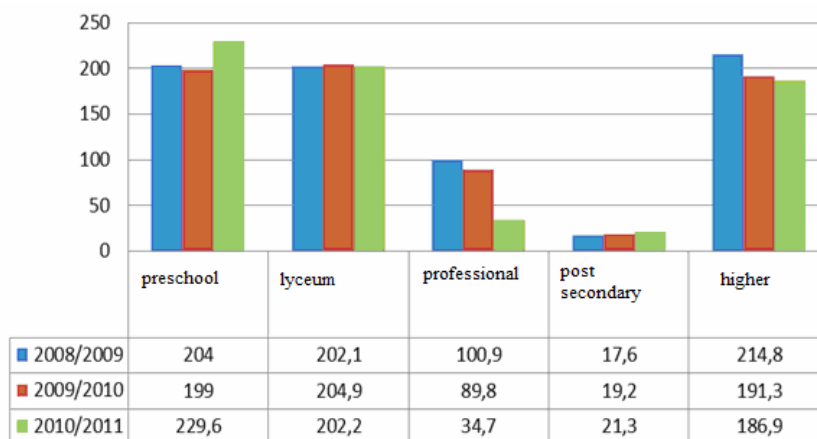


Fig 5: Number of pupils and students corresponding to 10,000 inhabitants

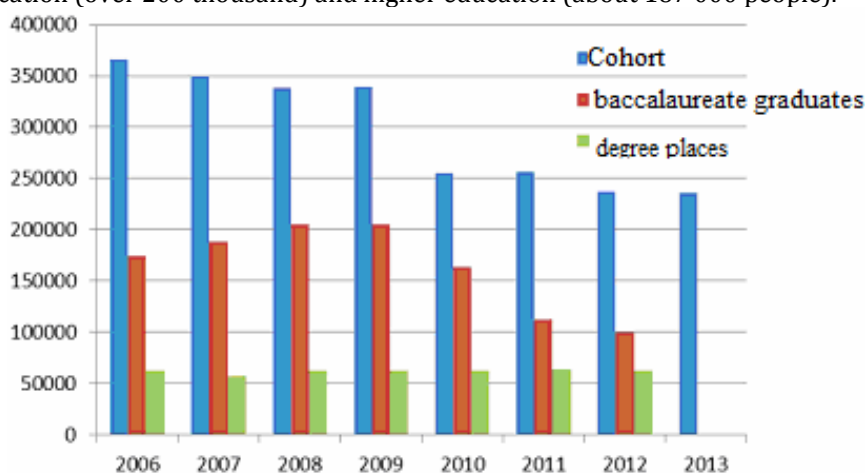
Source: Statistical Yearbook

From the chart there is a decrease in the number of students, reaching school / university year 2011/2012 to be 13.8% lower than in school / university year 2008/2009

**Fig 6** Number of graduates by level of education (thousand)

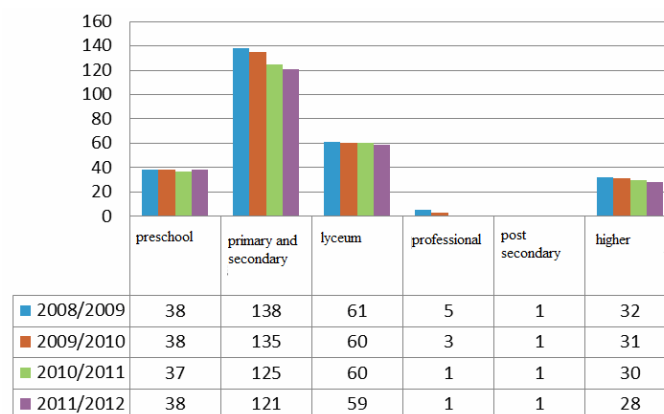
Source: Statistical Yearbook

Correlated with the decrease of the school population, the number of graduates decreased, except at post-secondary and secondary education and trades, where the school year 2010/2011 was an increase of 15.4% and 10.9% from the academic year 2009/ 2010. At the end of the school / academic 2010/2011, the highest number recorded in secondary education graduates (almost 230 000 people), followed by secondary education (over 200 thousand) and higher education (about 187 000 people).

**Fig 7** Number of places financed from the budget allocated for undergraduate programs, the number of high school graduates who passed the baccalaureate exam and the number of young people in the cohort 2006-2012

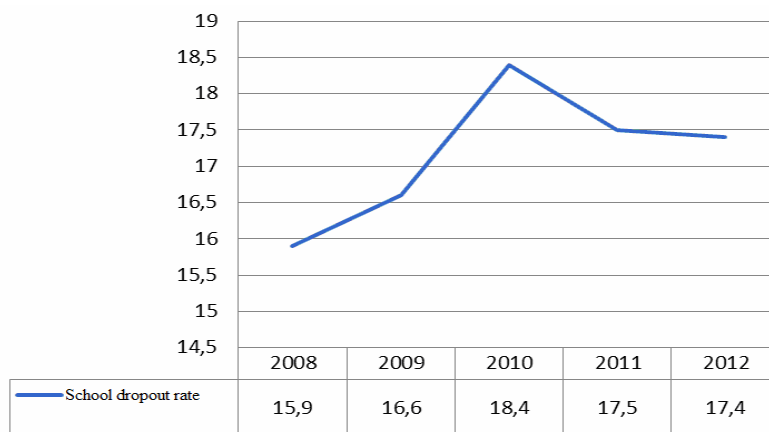
Source:CNFIS

From the chart 7, we notice fewer young people who reached the age of university studies, especially, a significant decline in the number of high school graduates who passed the baccalaureate exam, maintaining approximately constant amid the budgeted enrollment. On the other hand, are noted the difficulties experienced by some programs of study that meet social needs, but have relatively high costs and low income due to smaller number of students.

**Fig 8: Teaching staff (thousand)**

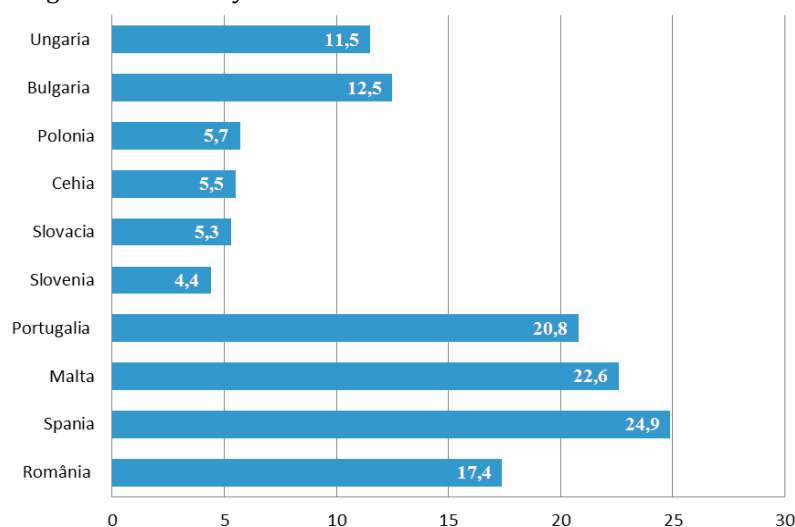
Source: Statistical Yearbook

Teachers in all levels of education did not show significant variations in the last four years, except for primary and secondary education, where the number of teachers has decreased by 12.3% from school year 2008/2009

**Fig 9: Rates of early education dropout rate among young people in Romania (%)**

Source: Statistical Yearbook

Early education dropout among young people in Romania was in 2012, of 17.4%, a decrease from 2011, when it was 17.5%, and from 2010 (18.4%), but well above the average of 12.8% of European Union, according to figures released by Eurostat.

**Fig 10: Dropout rate in Romania and other EU countries (2012)**

Source: Eurostat

Countries with the highest dropout rates are according to the fig 10, 2012, Spain (24.9%), Malta (22.6%) and Portugal (20.8%) and the best in this regard are Slovenia (4.4%), Slovakia (5.3%), Czech Republic (5.5%) and Poland (5.7%), while the dropout rate in Bulgaria is 12.5%, and in Hungary, 11.5%.

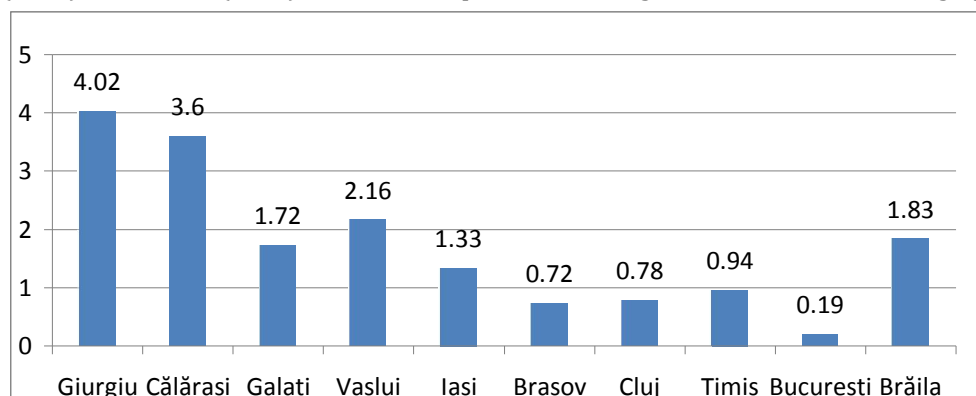


Fig 11: The illiteracy rate in Romania - counties - 2012 (%)

Source: Statistical Yearbook

The county with the most illiterates is Giurgiu, with a rate of 4.02%, according to data of the latest census released by the National Institute of Statistics. Neighbors in Calarasi have not better percentage of those who do not read as 3.60%.

In contrast, in Bucharest only 0.19% of the population is illiterate, followed by those in Brasov (0.72%) and Cluj (0.78%).

Nationally, Romania is the country with most illiteracy in Eastern Europe - 6% of Romanian illiterate, compared to 2% in Bulgaria and 1% in Hungary. European statistics also reveals that 40% of Romanian bad read or not read.

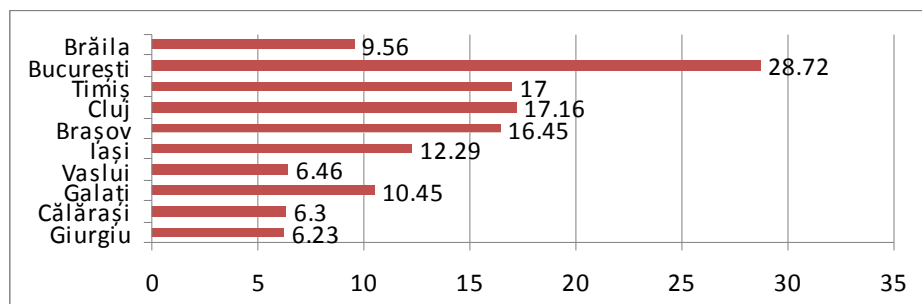


Fig 12: The most Romanian counties schooled, 2012 (%)

Source: Statistical Yearbook

Regarding higher education, Bucharest leads the way, 28.72% of residents are graduates of higher education. Follow Cluj (17.16%), Timis (17.00%) and Brasov (16.35%).

A low average compared to other regions in Europe - the Inner London in the United Kingdom having a share of 59.7%, while the Belgian province Brabant Wallon region with a rate of 55.7%.

Also outside EU Oslo og Akershus region (Norway) and Zurich (Switzerland) have a percentage of people with higher education 48.8% and 42.6% (Eurostat data).

4. The higher education system in Romania

In 2012, Romania had, according to data published by the National Institute of Statistics, 57 public universities (state) and 51 private universities accredited or authorized to function temporarily. Within these faculties functioning 614 (of which 410 are located in universities funded from the state budget), in which 539 852 students were enrolled (of whom 399 464 are registered with the faculties of state universities).

Regarding human resources available in the system, statistics show that there were 28 365 published teachers, representing approximately 55% of all employees in the system.

From the perspective of public-private sector, there is a significant difference between the number of teachers employed in public universities (24 372) and the number of those employed in private universities (3993). In other words, about 85% of people who hold a teaching position in the university system in Romania are employed full-time basis in state universities.

Distribution of staff in teaching positions in public universities is balanced. In 2012 most people engaged served as Lecturer / Lecturer (32%), followed, as a percentage of those who held the position of assistant professor (27%). Thus, 59% of those holding a teaching position in higher education is based on hierarchy, which provides a pretty good potential for future development of human resources.

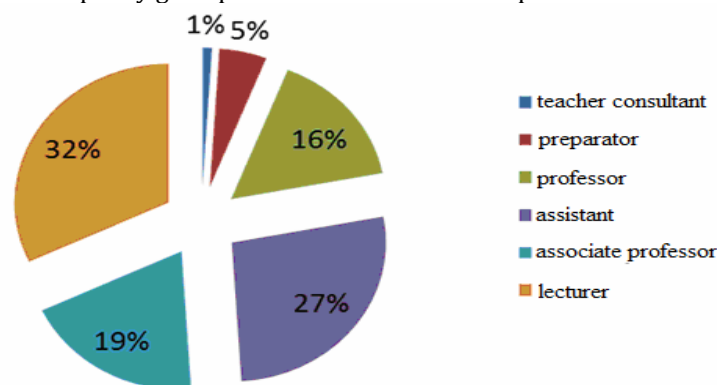


Fig 13 Structure of academic degrees academic faculty (2011-2012)

Sursa:CNFIS

Another set of indicators describing the state of higher education system are those that refer to the population of students enrolled in universities.

In the academic year 2011/2012 were recorded a total of 539.852 registrations in the universities of Romania, of which 399 464 public universities. Fig 14 shows value difference between the percentage of students enrolled in public universities in the academic year 2011/2012 and that of the academic year 2003/2004 large groups of fields of study. Positive values show an increase in the proportion of students enrolled in public universities for each group of scientific fields separately, while negative values show decrease in the proportion of students enrolled in public universities for groups of related scientific fields.

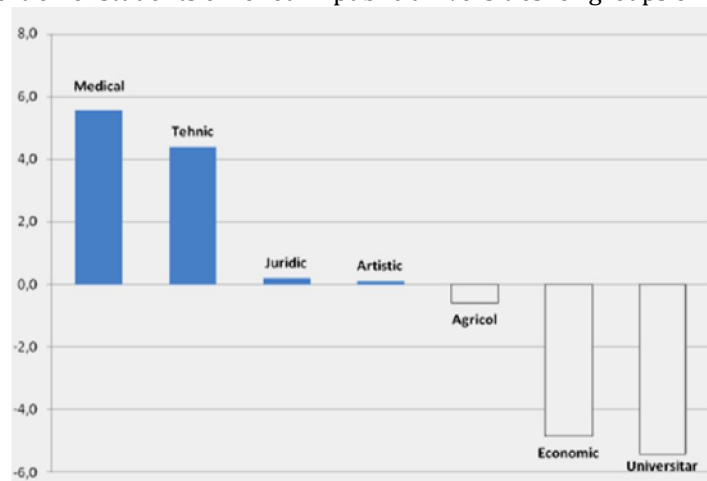
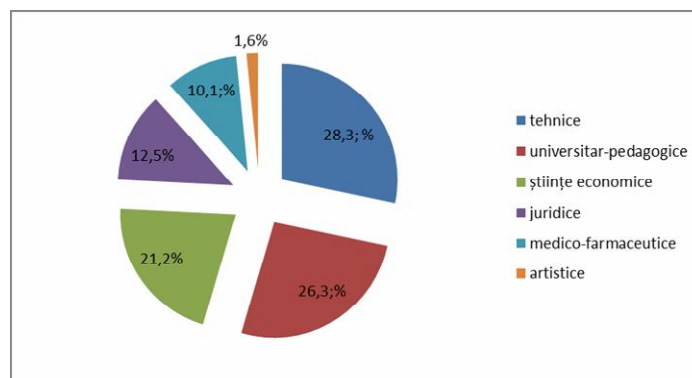


Fig 14 The evolution of large groups of students enrolled assigned by scientific areas 2003 - 2012

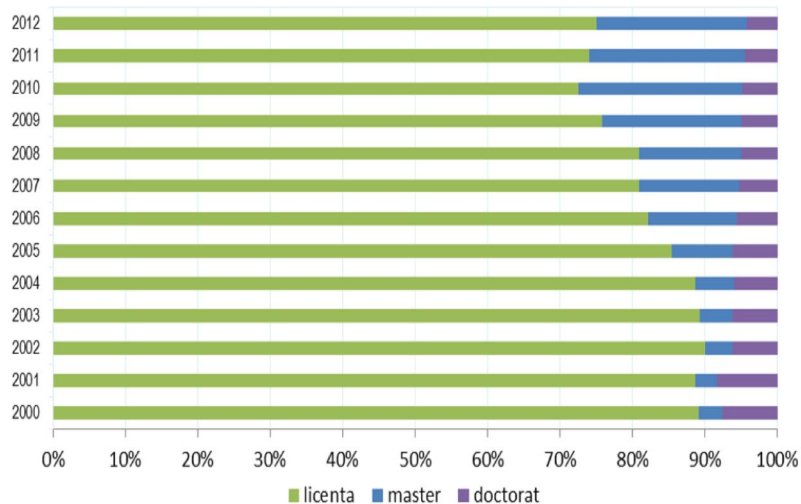
Sursa:CNFIS

Group structure of specialization of students enrolled in higher education in academic year 2011/2012, reflecting the choice of most students from Romania to study specialization: technical (28.3%), university-teaching (26.3%) and economics (21.2%). Private sector in higher education, the largest share is recorded for students studying economics (34.1%).

**Fig 15:** Structure of student groups specialization in higher education in academic year 2011/2012

Source: Statistical Yearbook

Evolution of registrations in the first year of study, regardless of program (bachelor, master or PhD) completes the picture and shows a clear trend in the dependence of public universities public funding. We note that, especially in recent years (2010-2013), the number of students paying tuition fees for students decreases as weight occupying positions budgeted, ie subsidized from the state budget.

**Fig 16:** The share of students enrolled in higher education in courses of study 2002 - 2012

Sursa:CNFIS

Figure 17 shows that the share of students paying tuition, enrolled in public universities has decreased from 64.24% in 2009 to 38.88% in 2013.

**Fig 17:** Structuring of the total number of students year 1 (bachelor, master, doctorate), on the form of funding in 2008 -2013

Sursa:CNFIS

Data on budgeted enrollment figures bachelor and master are shown in Figure 18. It is worth noting that the number of bachelor graduates in recent years exceeded 60,000 places available because tuition at both public universities and private.

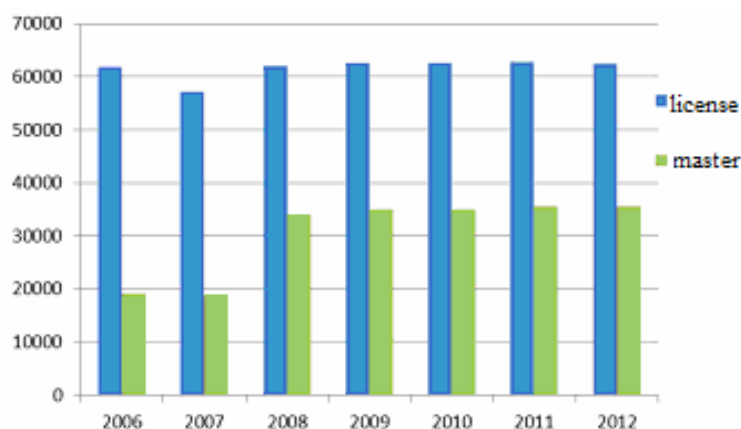


Fig 18: Number of places financed from the budget allocated to programs bachelor and master during 2006 - 2012

Sursa: CNFIS

5. Top best universities in the world (2011-2012)

QS World University Rankings has been among the best universities in the world in 2013, taking into account more than 2,000 schools and evaluating more than 700 to make the ranking, by region, reputation, research and field stud. Notable changes from last year are switching Harvard in 2nd place, ahead of Cambridge and Imperial College London beating Oxford.

The first university in the list belongs Bulgarian neighbors is ranked 675 University St. Kliment Ohridski.

The first Romanian university is seen Alexandru Ioan Cuza University of Iasi, ranked 703. The only Romanian universities who occupy a place in the list are the Babes-Bolyai University in Cluj, Bucharest University and Western University of Timisoara.

List of study programs was published by the Ministry of Education website edu.ro and comprises 60 fields of study. They are also classified into 5 categories, from A to E, according to the analysis made by an international institution: European University Association.

The study programs have achieved a grade A are the best performing and most marked with E - the least efficient.

List of faculties, marked with A, on the fields of study:

Field Materials Engineering

1. Universitatea Tehnică din Cluj-Napoca
2. Universitatea Tehnică Gheorghe Asachi din Iași
3. Universitatea Politehnică din București
4. Universitatea Dunarea de Jos din Galați

Field Food Engineering

1. Universitatea Aurel Vlaicu din Arad
2. Universitatea Ștefan cel Mare din Suceava
3. Universitatea de Științe Agricole și Medicină Veterinară din Cluj-Napoca
4. Universitatea din Craiova
5. Universitatea de Științe Agronomice și Medicina Veterinara din București
6. Universitatea Dunarea de Jos din Galați

Field Engineering and Management

1. Universitatea Dunarea de Jos din Galați
2. Universitatea Politehnică din București
3. Universitatea Politehnică din Timișoara
4. Universitatea din Oradea
5. Universitatea Tehnică Gheorghe Asachi din Iași

Field Finance

- 1.Academia de Studii Economice din București
- 2.Universitatea Lucian Blaga din Sibiu
- 3.Universitatea de Vest din Timișoara
- 4.Universitatea Ștefan cel Mare din Suceava
- 5.Universitatea Dunarea de Jos din Galați
- 6.Universitatea Romano-Americană din București

Romanian Pupils and students continue to be interested in offers of study from outside the country, hundreds of young people choosing to study abroad annually.

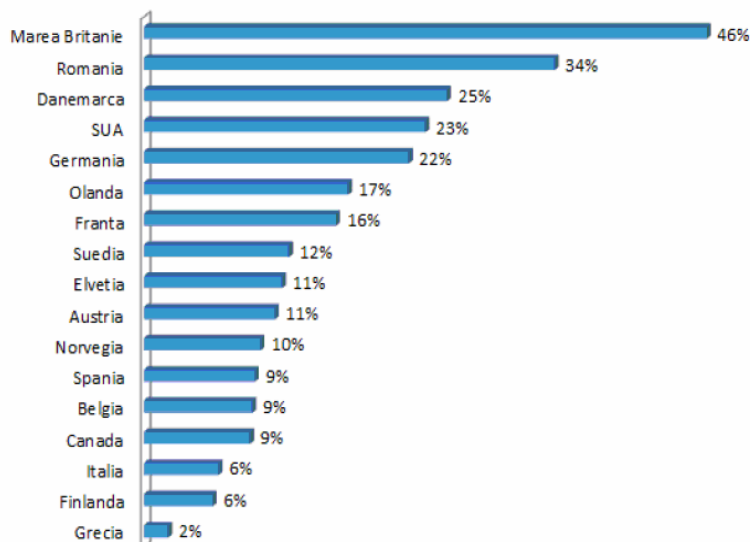


Fig 19: Top favorite countries for study 2012

Sursă: RIUF

According to the candidate profile realized by RIUF edition this spring, most of the young Romanians want to study in the UK (46%) and in a specialization in IT (15%).

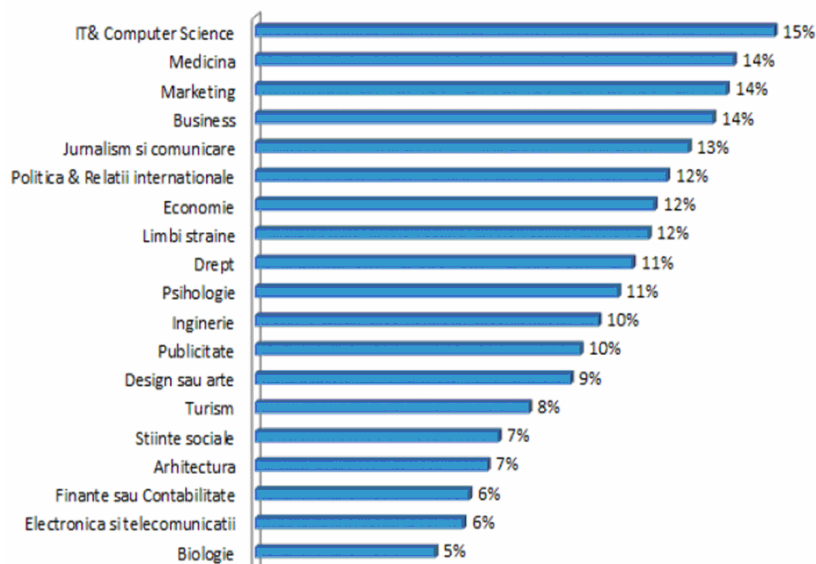


Fig 20 Top field of study abroad in 2012

Sursă: RIUF

This year according to data provided by UNIESCO about 26,000 young people have chosen to leave Romania and to carry out studies abroad.

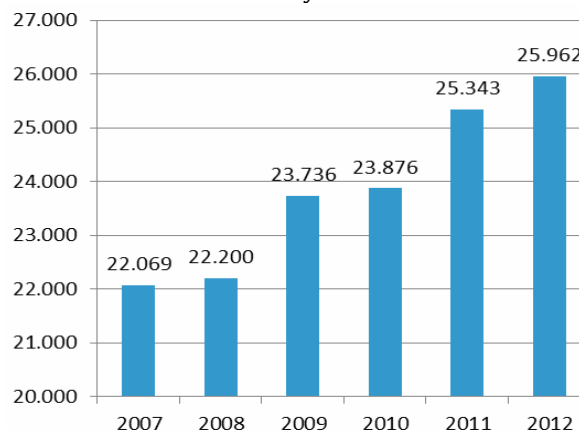


Fig 21 The number of young people studying abroad 2007 - 2012

Source: UNIESCO

Of these, about 5,000 students have chosen Italy, UK - about 4,000 students, France - 3,500 students, Germany - about 3,000 students, Spain - about 3,000 students, the U.S. - approximately 2,000 students.

Conclusions

Nearly one in seven children drop out prematurely education and training, and this has an impact on people, society and the economy. In January 2011 the European Commission adopted a Communication on "Tackling early school leaving: A key contribution to the Europe 2020 strategy." Communication describes the reasons students quit school early and a summary of current and planned measures to tackle this problem in the EU.

Political cooperation in the EU has been strengthened through the work program Education and Training 2010, which integrated the previous actions in the fields of education and training. The result of this program, An updated strategic framework for European cooperation in education and training (known as ET 2020), was adopted by the Council in May 2009. Strategy set a number of objectives to be achieved by 2020:

- at least 95% of children between the age of four years and starting compulsory primary education should participate in early childhood education;
- an average of at least 15% of adults aged 25 to 64 should participate in programs of lifelong learning.

Two new targets for learning mobility were adopted by the Council in November 2011:

- until 2020, an EU average of at least 20% of university graduates should have received a study or training period abroad (including internships in a professional environment) about higher education, representing at least 15 credits of the European credit Transfer system (ECTS) and lasting at least three months;
- until 2020, an EU average of at least 6% of 18-34 year olds with a VET qualification should initially benefited from a period of study or training abroad about vocational education and training (VET) (including internships in a professional environment) lasting at least two weeks or less if it is confirmed by the Europass.

Another objective of the ability to find a job was added in May 2012:

- until 2020, the percentage of employed graduates (people aged between 20 and 34 years) who have left the education system and training more than three years before the reference year should be at least 82%.

Premature abandonment of education and training and tertiary education completion is essential indicators Europe 2020. They were selected to help monitor progress towards a smarter economy and ecological knowledge, providing high levels of employment, productivity and social cohesion. Through the flagship initiative 'Youth on the Move ', the European Commission presented proposals on how the EU can meet the Europe 2020 objectives in education and employment, both nationally and across the EU.

In conclusion, this is the desired educational development biopsihic conscious human potential and the formation of a personality type requested by the present conditions and societal perspective.

References

1. Aceleanu, M., Crețu, A. "Strategii și politici de ocupare în contextul pieței actuale a muncii" Editura ASE, București, 2010
2. Andor, L., „Opening speech of the Conference on The Future of European Labour Markets", Brussels, 10 March 2011
3. Angelescu, C., Educație economică. Actualitate și perspective, Editura Economică, București, 2003
4. Armstrong, M. "Managementul Resurselor Umane", Editura Codecs, București, 2003
5. Bucher, A., „Youth Employment and Labor Market Integration: A Learning Approach", Universite du Maine, Faculte de Droit et de Sciences Economiques, 2008
6. Pastore, F., „Employment and Education Policy for Young People in the EU: What Can New Member States Learn from Old Member States?", Institute for the Study of Labor, Discussion Papers 3209, (IZA), 2007
7. Suciu, Marta Christian, s.a, "Probleme ale formării și ocupării resurselor umane", Editura Oscar Print, Bucuresti, 2000
8. Legea nr. 288 din 24 iunie 2004 privind organizarea studiilor universitare
9. http://www.insse.ro/cms/files/publicatii/Romania%20in%20cifre_%202012.pdf
10. www.edu.ro
11. <http://vechi.cnfis.ro>
12. http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/134RO_HI.pdf
13. www.util-pentru-fiecare.ro
14. <http://www.work-travel.ro/>
15. www.wall-street.ro
16. http://www.realitatea.net/top-10-tari-i-domenii-in-care-vor-sa-invete-studentii-romani_1030524_foto_1267776.html#galerie
17. <http://www.eurodesk.ro/>
18. http://enciclopediaromaniei.ro/wiki/Sistemul_de_%C3%AEnv%C4%83%C5%A3%C4%83m%C3%A2nt_din_Rom%C3%A2na
19. <http://stirileprotv.ro/stiri/social/tu-stii-cat-de-buna-este-facultatea-ta-lista-oficiala-a-programelor-de-studii-din-romania.html>
20. <http://www.incont.ro/infografice/cele-mai-scolite-judete-ale-romaniei.html>
21. <http://gandeste-rational.blogspot.ro/2011/05/realitatea-rusinoasa-romania-este-tara.html>