



REFLECTIONS ON THE EDUCATIONAL SYSTEM FROM ROMANIA

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Abstract

Improving the quality of the education and training system in Romania must be in close correlation with the current developments that are currently taking place in developed countries of the world, especially in terms of digitization and artificial intelligence, practically everything that means innovation. The increasing interest in innovation, especially from improving and developing the educational system point of view, focuses especially on the way in which the methods and techniques used are appropriate to those praised in the developed countries. The objective of this paper is oriented towards the evolution of the number of enrolled and graduates in the Romanian education system.

Keyword: educational system, quality, equity, inclusive, educational research.

JEL Classification: I21, I23, I25

I. Introduction

Developing human potential is one of the key priorities of the process of modernizing the educational system in Europe, which aims to transform the European economy into one of the world's most powerful knowledge-based economies and the development of human potential. The use of human potential is needed in the development of the knowledge-based economy, as the world market situation now shows that only knowledge-based economies and high technologies are competitive. “Rapid globalization and the rapid evolution of technology that the company has encountered have made it difficult to survive construction companies in a competitive world” (Groșu,

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2018). The new millennium brought, from the beginning, the meaning of a borderless career. Nowadays, the worker is less aware of the national and immigration limitations. It is a new labour market with a wide-open area, emigrants orienting themselves both in local urban areas, but also in all corners of the world, in cities around the globe. Based on this "mobility" of the workforce with these geographical and occupational connotations we can take into account the benefits for both workers and employers (Bostan & Grosu, 2010).

As far as the educational system is concerned, it means the main subsystem of the education system. At the level of Romania the education system has the structure shown in the figure above. Compulsory education in Romania is of 10 grades, and by 2020 it is intended to approve the law by which the last two years of high school are compulsory as well.

The Education Law is a major benchmark for the financing of education in Romania. The financing is done through the revenues from the state budget, public funds, but also through own revenues, which can be used autonomously.

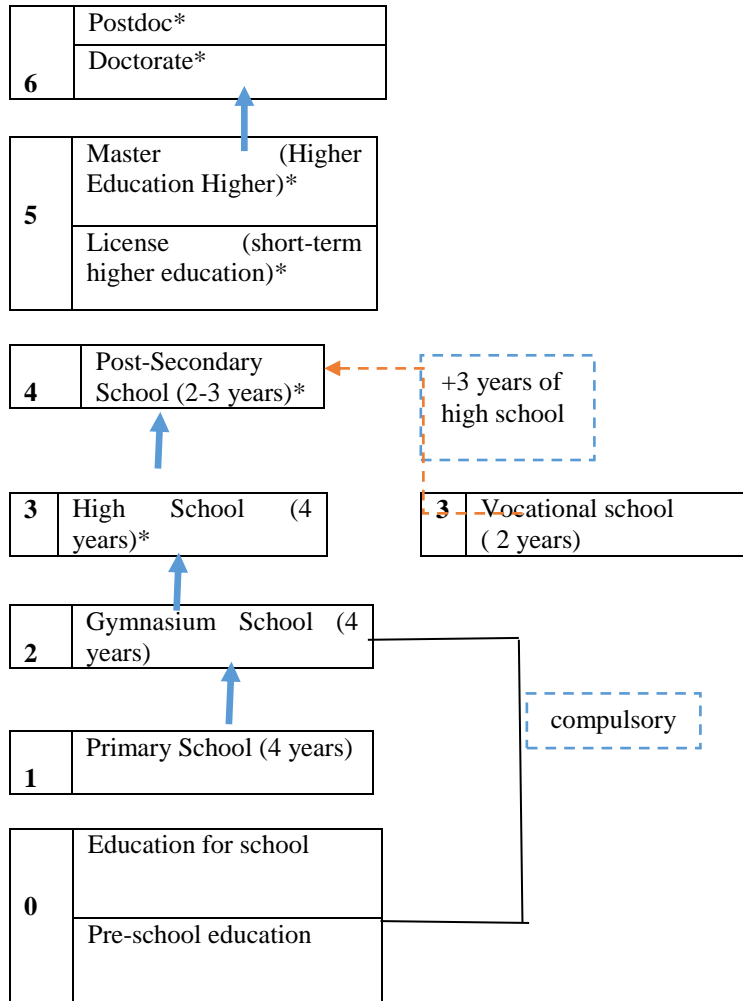
The education system in Romania, after 1989, has undergone a series of multiple transformations. The continuous change of the Government has led to the creation of many ideas and experiences, which were often inappropriate for the structure of Romanian education. Also, the education system in Romania is in a continuous reorganization, receiving both criticism and appreciation.

II. The structure and main factors influencing the educational system in Romania

Starting with 1990, the educational system in Romania has undergone major structural, quantitative and qualitative changes. The introduction of some normative acts triggered the transformations in the educational system, which reflected the tendencies of Romania's accession and later integration into the EU countries. Besides the positive trends registered, the economic and social crisis directly or indirectly affected the education situation in Romania. During this period, there were three factors with predominantly negative influence, such as - insufficient funding of educational institutions, poor teacher training, acceptance for higher education of candidates with low knowledge and results or school performances, and last but not least, the dependence of education institutions on funding from the study fees, etc.



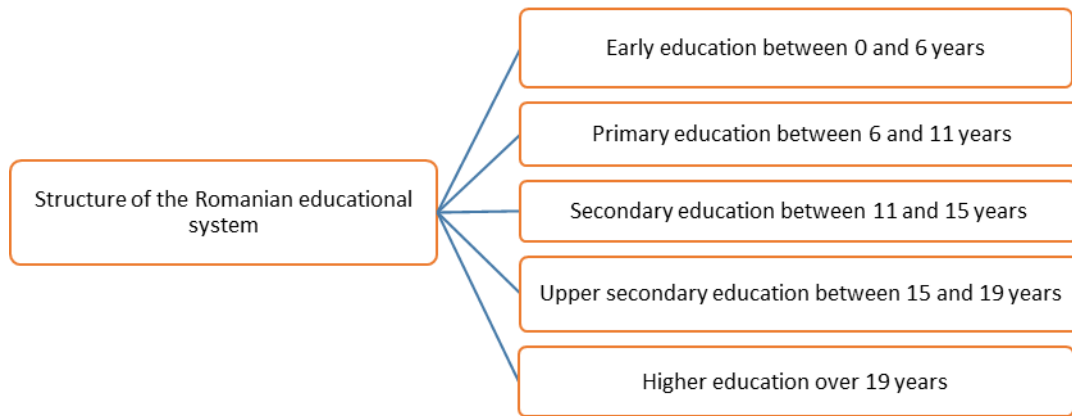
Figure 1- The structure of the Romanian educational system



According to the law of national education, the structure of the educational system is as follows:



Figure 2- Structure of the education system according to the national law of education



Source: Own elaboration

As far as the characteristics of the educational system in Romania are concerned, they are grouped in several categories, namely: the level of education of the population; the level of use of educational services and their distribution; the level of resources used in the education process. The results of these indicators show us that Romania has major deficiencies and future results are always unclear. We can state that the level of population is still a theoretical one, educational services are not considered very useful and the resources made available by the state are very small (Voicu, 2004).

The issue of building a national learning and educational system has “always been a priority concern for the elite scientist and cultured people, aware of their responsibility for ensuring moral health, preserving and developing cultural values and developing professional skills capable of contributing to a socio-economic development at the level of civilization and technical progress in countries with advanced development standards” (Chiriac, 2012, 293-300).

Concerning the OECD comparative studies for the European Commission (OECD has developed an international comparative model for defining the special educational needs included (BES) in ISCED 97), they contain three words that highlight other macro categories, identifying BES for reasons that derives mainly from: A. handicap B. difficulty C. disadvantages of socio-cultural order.

The new classification of educational needs adopted by the OECD allows international comparisons to be made, overcoming the problems inherent in different ways of addressing the particular educational needs that characterize each European and



non-European country. The use of this classification also makes it possible to compare the results of national partial investigations with those obtained in other European countries in Romania, which leads to a better understanding of actions which, in a situation with limited resources, can favour the inclusion of students with disabilities (macro category B).

The actual number of students enrolled in pre-university education, both at the total level and broken down by place of origin, and by type of education is presented in the table below:

Table 1- Evolution of the number of students in pre-university education

Educational level		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
Total	Total	3399112	3353907	3281336	3267369	3214845	3164470	3079944
	Urban	1818069	1789807	1749815	1744390	1723430	1696425	1651112
	Rural	1581043	1564100	1531521	1522979	1491415	1468045	1428832
Pre-school	Total	666123	673736	673641	581144	568217	559565	534742
	Urban	352857	364115	369962	324288	318963	315174	300817
	Rural	313266	309621	303679	256856	249254	244391	233925
Primary School	Total	845679	828853	810126	931951	942747	943494	935394
	Urban	414547	410576	407984	485036	501520	511622	514512
	Rural	431132	418277	402142	446915	441227	431872	420882
Mass primary school	Total	839174	822620	803902	925259	935824	936270	928340
	Urban	408381	404679	402140	478714	494982	504754	507809
	Rural	430793	417941	401762	446545	440842	431516	420531
Special primary school	Total	6505	6233	6224	6692	6923	7224	7054
	Urban	6166	5897	5844	6322	6538	6868	6703
	Rural	339	336	380	370	385	356	351
Gymnasium	Total	873997	862588	819280	812241	800507	778663	768035
	Urban	451433	444831	422467	418225	413352	323455	405079
	Rural	422564	417757	396813	394016	387155	455208	362956
Mass gymnasium	Total	864194	852480	809339	802324	790276	768266	757668
	Urban	442272	435349	413199	408956	403715	313660	395319
	Rural	421922	417131	396140	393368	386561	454606	362349



Table 1- Cont.

Educational level		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
Special gymnasium	Total	9803	10108	9941	9917	10231	10397	10367
	Urban	9161	9482	9268	9269	9637	9795	9760
	Rural	642	626	673	648	594	602	607
High school	Total	835343	864271	886521	829517	774335	726403	673615
	Urban	501650	492920	484086	445081	410197	*	*
	Rural	333693	371351	402435	384436	364138	*	*
Professional	Total	115432	54531	12382	19732	26484	50788	68682
	Urban	51747	25348	6990	7064	8057	*	*
	Rural	63685	29183	5392	12668	18427	*	*
Secondary School	Total	62538	69928	79396	92784	102555	105557	99476
	Urban	45835	52017	58326	64696	71341	*	*
	Rural	16703	17911	21060	28088	31214	*	*

Source: Information INS, 2009-2016

Thus, it can be noticed that in the 2009-2016 period, the number of students studying at the level of Romanian education is continuously decreasing. From year to year, the difference is increasing. This happened due to the fact that the birth rate is declining, in 2016 it is 9.3%, below the EU average. Also, decreasing student numbers is a direct cause of demographic change. The number of students had spectacular decreases from one year to another, with differences from 14,000 students to 84,000 students per year. It can be noticed that at the level of 2016 the largest number of students were encountered in urban areas. It has dropped by 45313 students compared to 2015. At the same time in the rural area the actual number of students decreased by 39213 students per year. These decreases are worrying for the Romanian education system.

III. Conclusions

The pre-configuration for the future of the Romanian educational system is uncertain, given that the regulatory framework regulating this field is often changed, as students continue to be continuously exposed to new examination or contest methods. Hence the need to simultaneously consider several aspects and criteria underpinning the definition and consolidation of this system, and then creating systemic models for applying innovation in school, but these often depend on the distinction between education and formation. This typological distinction involves different ways to work and relate not only between teachers and students, but also between school and family,



between the school environment and the social environment, between school and the labour market, between school and other institutions.

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