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EUROPEAN AGENCY
for Special Needs and Inclusive Education

Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Romania

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

The following country representatives have contributed to and validated this profile:

1. Dr Ciprian Fartușnic – Reseacher with the Unit “Educational Policies”, Institute of Educational Sciences
2. Dr Irina Horga – Director of the Unit “Educational Policies”, Institute of Educational Sciences
3. Roxana PARASCHIV – Coordination of the Centre for Information, Documentation and Research on Children’s Rights, Save the Children Romania
4. Dr Loredana Adriana TUDORACHE - Assistant Professor, Faculty of Education – Bucharest University

The main challenges for the preparation of the profile were seen as:

An important amount of information in Romanian needed to be translated and interpreted to answer to survey’s questions. Information on special educational needs and inclusive education is very rich, but it isn’t centralized. Collection of statistical data on vulnerable learners, on specialist teachers and teaching staff in special education was challenging.

Romanian legislation uses specific terms and has its own understanding of education for vulnerable children that can bring confusions. It speaks about special education which is provided in segregated school settings, and special integrated education which is provided in mainstream schools. The term “vocational” is used for academic schools with a focus on arts, sports, theology or the military ([OECD, 2017, p. 77](#)).

The Ministry of Education had several names since 2011. The report uses “Ministry of National Education” as summative form.

Definitions from points 1.5-1.7 where directly translated from Romanian by the author.

A table is centralizing the English version of Romania terms as used in this report. Available official documents in English can use different translations of the same text.

English translation	Romanian
Centre for Resources and Educational Assistance	Centrul de resurse și asistență educațională, (CJRAE)/Centrul Municipiului București de Resurse și Asistență Educațională (CMBRAE).

County centre for psycho-pedagogical assistance	Centrul județean de asistență psihopedagogică (CJAP)/Centrul Municipiului București de Asistență Psihopedagogică (CMBAP)
Inter-school speech therapy centre	Centru logopedic interșcolar
School centres for inclusive education	Centru școlar pentru educație incluzivă
Romanian Agency for Quality Assurance in School Education	Agenția Română de Asigurare a Calității în Învățământul Preuniversitar (ARACIP)
Integrated Information System of Education in Romania	Sistemul informatic integrat al învățământului din România (SIIR)
National Commission against Segregation and for Educational Inclusion	Comisia Națională pentru Desegregare și Incluziune Educațională (CNDIE)
National Authority for the Rights of Persons with Disabilities, Children and Adoptions (ANDPDCA)	Autoritatea Națională pentru Drepturile Persoanelor cu Dizabilități, Copii și Adopții (ANDPDCA)
National Strategy on the Promotion of the Equality of Chances and Treatment for Men and Women and on the Prevention and Fight against Domestic Violence	Strategia națională privind promovarea egalității de șanse și de tratament între femei și bărbați și prevenirea și combaterea violenței domestice
Strategy against Early School Leaving	Strategia privind reducerea părăsirii timpurii a școlii în România
Vocational Education and Training Strategy of Romania	Strategia educației și formării profesionale din România
National Strategy for Tertiary Education	Strategia națională pentru învățământ terțiar
Lifelong Learning Strategy	Strategia națională de învățare pe tot parcursul vieții
Strategy on the modernisation of educational infrastructure	Strategia privind modernizarea infrastructurii educaționale
National Council against Discrimination	Consiliului Național pentru Combaterea Discriminării

Education Law 2011	Legea educației naționale nr. 1/2011
Ministry of National Education	Ministerul Educației, Cercetării, Tineretului și Sportului Ministerul Educației și Cercetării (<i>current name</i>)
Special education	Învățământ special
Integrated special education	Învățământ special integrat
National Council of Pupils	Consiliul Național al Elevilor
National Agency for the Roma	Agenția Națională pentru Romi
Teacher Training Centres	Casele corpului didactic
Federation of Nongovernmental Organizations for Child Protection in Romania (FONPC)	Federația Organizațiilor Neguvernamentale pentru Protecția Copilului din România (FONPC)
National System of Standards in Education (SNIE)	Sistemul Național de Indicatori pentru Educație (SNIE)

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country:

1. Eurydice <https://eacea.ec.europa.eu/national-policies/eurydice/content/romania>
2. [European Commission, 2019 European Semester. Country Report Romania](#)
3. [European Commission, 2018 European Semester. Country Report Romania](#)
4. [4. Education Law 2011](#) (in Romanian)
5. [European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2](#)

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system.

Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

Full-time compulsory education applies to pupils aged 6-17 years and has 11 grades. It includes obligation to attend 5- years in primary school (ISCED 1) and 6- years in secondary school (ISCED 2 and ISCED 3).

Primary education includes the preparatory grade and grades 1-4. School starting age is 7, with an obligation for children reaching 6 before the beginning of the school year, to attend the preparatory grade. The secondary school is made up of 2 stages: the first one refers to lower secondary school with grades 4-8 (teaching by subject), while the second one refers to upper secondary school with grades 8-10. The second half of the upper secondary school, with grades 11-12, is not compulsory (European Commission/EACEA/Eurydice, 2019. The Structure of the European Education Systems 2019/20: Schematic Diagrams. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union). Learners take a compulsory exam at the end of grade 8.

[A new law in 2019](#) introduced modifications to be acted by 2030. Compulsory education will cover 15 years as follows: last 2 years in ECEC, 5 years in primary school, 4 years in lower secondary and 3 or 4 years in upper secondary school.

Upper secondary programmes are general and vocational, with the last ones giving the possibility to combine school and workplace courses.

Learners with special needs/disabilities may attend mainstream schools or special schools. In mainstream schools, they have access to integrated special schooling in groups, classes or other study forms. Based on each learner's progress, new proposals can be made to send them from special to mainstream schools or vice versa ([Link in Romanian](#)).

Home schooling or teaching units linked to medical care centres can be organised for learners with SEN who have limited mobility (Education Law, Art. 25(3)).

Learners who are members of national minorities have the right to study in their language in primary and secondary schools.

There is also a system of separate military education in collaboration with the Minister of National Defence, separate art education supervised by the Minister for Culture and National Heritage and separate sport education in collaboration with other sport authorities and federations.

Dual vocational education and training is incorporating partnership with employers.

An increased number of grants is offered to avoid school leaving between lower secondary and upper secondary levels.

b. the different authorities responsible for different types of provision etc.

Romanian education system is managed by the Ministry of National Education at the national level. It cooperates with other ministries at a central level. For instance, the Ministry of Public Finance is in charge with financing schools. The county school inspectorates are subordinated local institutions to the Ministry of National Education, which manage the education at the local level.

The responsibility over special education is under the control of the Romanian Ministry of National Education, which collaborates with other institutions:

- The Ministry of Labour and Social Protection through the National Authority for the Rights of Persons with Disabilities, Children and Adoptions (ANDPDCA).
- The Ministry of Health – schooling non-portable or hospitalized learners, having chronic diseases or diseases that require more than 4-week hospitalization, in groups or classrooms within the hospitals.
- County Councils – finance special education

General Directorates for Social Assistance and Child Protection under the County Councils for school and professional orientation services for learners with SEN and for determining the degree and severity of disability (source: “Response by the Government of Romania to the OHCHR’s questionnaire on the right of persons with disabilities to education”).

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

The European Union has an important influence on national policy. Romania has developed five national education strategies to meet its EU 2020 targets. The strategies were developed in order to receive the EU structural funds. International consultants were heavily involved in these processes.

Romania received large EU funds to address policy challenges in several areas including education; i.e. EUR 30.8 billion for 2014-2020 programming period, which represents around 2.4% of GDP annually ([European Commission, 2019 European Semester. Country Report Romania](#)).

The World Bank developed and delivered the ‘Unitary framework for monitoring and evaluating the implementation of education strategies’ and the [‘SABER teachers country report: Romania 2017’](#)

UNICEF provides technical assistance to the Ministry of National Education for measures and activities against segregation in education since 2017.

The UNICEF project ‘Social inclusion by providing integrated services at the community level’ provided support for access to education in one county. It was funded through Norwegian grants from 2014 to 2018, and by UNICEF in 2017-2018.

The European Social Fund is co-financing the retraining of teachers for a new competence-base curriculum ([European Commission, 2019 European Semester. Country Report Romania](#)).

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	No	<p>Tacking into education pathways is available after the lower secondary education (learners aged 14).</p> <p>At the end of lower secondary education, learners take a national examination in mathematics and Romanian language and literature. The results are considered together with other average grades for further selection and orientation into upper secondary education.</p>
‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	Schools can cover grades 1-8, grades 1-12/13 or grades 5-12/13. Primary and lower secondary education is usually delivered in the morning, but some schools adopt double shifts due to low capacity.
Grade retention	Yes	<p>Learners are required to repeat a year for reasons related to challenging behaviour or low final average marks.</p> <p>In spite of missing provision through law, most schools organize learner centred activities and remedial education during summer break for underachievers who aim to integrate their next grade.</p> <p>Rural areas have higher rates of grade retention.</p>

Multiple languages of instruction	Yes	<p>The Constitution of Romania states: “Education at all levels shall be carried out in Romanian. Education may also be carried out in a foreign language of international use, under the terms laid down by law.” (Article 32(2)).</p> <p>And “The right of persons belonging to national minorities to learn their mother tongue, and their right to be educated in this language are guaranteed; the ways to exercise these rights shall be regulated by law.” (Article 32(3))</p> <p>Bilingual classes (Romanian and an international modern language) are available in upper-secondary Romanian-teaching schools (link in Romanian).</p> <p>Schooling in country minorities’ languages: Turkish, Ukrainian, Russian, Polish, Hungarian, German, Slovak, Check, Bulgarian, Serbian, German, New Greek, Italian, Armenian, Rromani. All subject areas are taught in minority’s language, except form Romanian Literature and Language. If learners belonging to one of the national minorities attend Romanian or other language-speaking schools, they can demand to be taught the following subject areas in their language: Mother Language and Literature, their Minority’s History and Traditions, Music Education (link in Romanian).</p>
Policies on access to compulsory education in local schools	Yes	<p>The Constitution of Romania states: “The right to education is provided by the compulsory general education, by education in high schools and vocational schools, by higher education, as well as other forms of instruction and postgraduate improvement.” (Article 32(1)).</p>
Free state education	Yes	<p>The Constitution of Romania states: “State education shall be free, according to the law. The State shall grant social scholarships to children or young people coming from disadvantaged families and to those institutionalized, as stipulated by the law.” (Article 32(4)).</p>

Freedom of religious education	Yes	The Constitution of Romania states: “The State shall ensure the freedom of religious education, in accordance with the specific requirements of each religious cult. In public schools, religious education is organized and guaranteed by law.” (Article 32(7)).
Role of special schools	Yes	Special schools continue to educate learners with disabilities, but ongoing changes transform some of them in resource centres for mainstream schools.
Selective recruitment in city secondary schools	Yes	Leads to wide difference between school results in city areas

(iii) In the country’s system which groups are considered to be vulnerable to exclusion from education?

Who has identified these groups as being vulnerable to exclusion?

Roma learners, learners with disabilities and learners in rural areas are particularly vulnerable categories as identified by national and international organizations ([European Commission, 2019 European Semester. Country Report Romania, p. 77](#)). They need increased access to quality inclusive education and in non-segregated facilities.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Against a history of heavy institutionalization of vulnerable children before 1989, Romania shows today positive results in terms of de-institutionalisation. However, the country is still facing an important number of challenges to answer to the principles encompassed in the European Pillar of Social Rights.

In 2003, the reform of education and the adoption of inclusive criteria was initiated with the implementation of the PHARE Programme “Access to education for disadvantaged groups”.

Romania is one of the countries with largest Roma communities in Europe. It took part to the several European programmes for Roma inclusion, e.g. the [Decade of Roma Inclusion 2005-2015](#) (Decade Steering Committee 2004, p. 2) intended to reinforce and monitor Roma inclusion in several European countries; or the [Roma Civil Monitor](#) pilot project ‘Capacity - building for Roma civil society and strengthening its involvement in the monitoring of National Roma Integration Strategies’ carried out for the European Commission, DG Justice and Consumers. Since 2005, a governmental agency for Roma people provides inclusion programmes for Roma people in various areas.

Early leaving from education and training remains problematic, even if limited progress to reduce it has been registered since 2017. In 2018, 16.4% of learners - against 10.6% in EU - left education and training with at most a lower secondary diploma, without continuing in upper secondary education (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 51).

Equal access to quality mainstream education for learners from poor households and Roma community remain a challenging matter, with limited progress in programmes and strategies to reduce inequalities of opportunity available in 2018 ([European Commission, 2019 European Semester. Country Report Romania](#)).

Limited relevance of education system to the labour market needs is also an issue. It was addressed through the creation of dual vocational programmes.

Care for people with disabilities focuses more on medical assistance and less on enabling independent active living, which has direct impact on education practices as well. The category “special educational needs” refers more to children with disabilities and less to other vulnerable categories.

Education Law 2011 mentions the school ‘integration’ for learners with special educational needs can take place:

- in special schools (or ‘separated special education’)
- in groups and classes for learners with special educational needs in mainstream schools (or ‘partially integrated special education’)
- in groups and classes in mainstream education (or ‘full integrated special education’)

Beginning 2019, learners with special educational needs could attend at least 2 mainstream schools in most of the counties (Eurydice. National Education Systems, Romania, Chapter 12.1). However, children with disabilities drop out of school twice as often as the other learners ([European Commission, 2019 European Semester. Country Report Romania, p. 36](#)).

Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

- a. Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	<p>Ratification of the UNCRC through the Law 18/1990</p> <p>Constitution of Romania 1991 (2003)</p> <p>Ordinance 137/2000 for prevention and sanction against all forms of discrimination</p>	<p>Additional Law 272/2004 for the protection and the promotion of child's rights; equal opportunities and non-discrimination in Romanian</p> <p>In Romania, education is a national priority. All children have access to free compulsory education. Basic principles with regard to the education in Romania are established by Chapter II "Fundamental rights and liberties", Article 32 "Right to education".</p> <p>Regulates the right to equality in education and vocational training.</p>
Disability (UNCRPD)	<p>Ratification of the UNCRPD through the Law 221/2010</p> <p>Education Law 2011</p>	<p>Romania hasn't ratified the Optional Protocol of UNCRPD</p>

	<p>Law 448/2006 on the protection and promotion of the rights of persons with disabilities</p>	<p>Section 13 describes special education and integrated special education for learners with SEN</p> <p>Section 2 Article 15 regulates the access to all forms of education for persons with disabilities; the right to educational support, and to support and itinerant teachers for all learners with disabilities and/or SEN.</p> <p>Section 2 Article 19 regulates the obligation of public authorities: to support teachers training to adapt their educational practices for learners with disabilities in mainstream classes and schools; to provide support services to learners with disabilities and their families through professionals of special psycho-pedagogy ;to support the access to schools.</p>
<p>Gender (Convention on discrimination against women CEDAW)</p>	<p>Constitution of Romania 1991 (2003)</p> <p>Law 202/2002 on the equality of chances and treatment between women and men in Romanian</p>	<p>Romania ratified CEDAW on Jan. 7, 1982 and the Optional Protocol in Jan. 2003.</p> <p>The Constitution provides for protections for violence against women and girls.</p> <p>Art. 15 mentions the obligation of Ministry of Education: (1) to prepare the education of all teachers on the</p>

	<p>Government decision 177/2016 on the creation and function of the Romanian National Agency for Equal Opportunities for Women and Men</p> <p>Government decision 365/2018 to approve the National Strategy on the Promotion of the Equality of Chances and Treatment for Men and Women and on the Prevention and Fight against Domestic Violence 2018-2021</p>	<p>theme of equality of chances between women and men; (2) to make recommendations on how to avoid discrimination on gender issues in university courses, textbooks, school programs or specific guidelines; (3) to monitor the equality between men and women in all educational settings.</p> <p>Education is one of the priority areas of intervention, promotion of the gender perspectives in education and fight against stereotypes are encouraged.</p> <p>The National Strategy aims to introduce the concept of the equality of chances between women and men in the school curriculum.</p> <p>One of its directions of action in education is to organize an information campaign for learners in schools on the equality of chances between men and women, providing awareness on multiple discriminations women and girls with disabilities have to face. In Romanian</p>
<p>Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)</p>	<p>Constitution of Romania 1991 (2003)</p>	<p>Article 32(3) guarantees the right of persons belonging to national minorities to learn their mother</p>

	<p>Education Law 2011</p> <p>Law 33/1995 on the ratification of the Framework Convention for the protection of national minorities signed in Strasbourg</p> <p>Law 282/2007 for the ratification of the European chart of regional and minority languages, adopted in Strasbourg on November 5, 1992</p> <p>Order 1540/2007 against school segregation of Roma children</p>	<p>tongue, and their right to be educated in this language</p> <p>Section 12 guarantees and mentions the organization of education for the persons who belong to the national minorities.</p> <p>Discrimination against national minorities is forbidden. The history of national minorities, their language and religion should be made known through education. Teacher training, access to textbooks and communication between learners and teachers belonging to different communities should be facilitated.</p> <p>Regulates the provision of education in minority languages.</p> <p>Article 1 forbids 1st and 5th grade classes with a majority of Roma learners since school year 2007-2008.</p>
<p>Other (e.g. Rights of indigenous people)</p>	<p>UNESCO Convention against discrimination in education (1960/1962) ratified by Romania in 1964</p>	<p>Obligation to reduce and prevent all administrative practices that might create discrimination in education.</p>

		Obligation to provide free compulsory education for all children and young persons.
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b. Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Education Law 2011 Link in Romanian	2011, enacted	<p>The law regulates aspects including structure of school education system; funding; matters related to the organisation of education, school management and school inspection; curricula management; admissions; assessment and certification; support for learners; education for learners belonging to national minorities; and qualification requirements, employment conditions and promotion arrangements for teachers.</p> <p>Learners with SEN may attend segregated schools (with special education) or mainstream schools (with integrated special education) (Section 13, Articles 48-56).</p>
Order 1529/2007 on the development of the diversity topic in the national curriculum	2007, enacted	<p>The authors have to include elements on cultural diversity (ethnicity, language, religion) in curriculum documents: framework curriculum, syllabi, textbooks and other teaching materials.</p> <p>The history of all national minorities should be part of the History subject in secondary education.</p> <p>The Ministry of National Education, its subordinated institutions in charge with curriculum implementation and the teacher training centres are expected to include diversity-related themes during teacher in-service training.</p>

<p>Order of the Ministry of National Education 6552/2011 on the approval of the Methodology regarding the evaluation, the psycho-educational support, school counselling and professional guidance for learners with special educational needs</p>	<p>2011, enacted</p>	<p>Regulates how children with disabilities are referred to special education.</p> <p>A specialized commission decides children’s referral. The legal representatives can oppose this decision during a short lapse of time.</p> <p>If, after contestation, the child is accepted in mainstream schools, teachers can request, based on an individual assessment, a new referral of learners to special schools. This action is supported through Education Law 2011, Art. 54(2) (Turza & Duminca, 2015).</p>
<p>Regulation for Organisation and Functioning of Pre-university Education Institutions (Ministerial Order 5079/2016 and Ministerial Order 3027/2018, both in Romanian).</p>	<p>2016, enacted 2018, enacted</p>	<p>Represents a specific organisational framework covering the entire activity of school.</p> <p>Regulates key general and specific matters regarding learners’ assessment and progression.</p>
<p>Regulation of the Minister of National Education of 07.10.2011 on the organization and functioning of County/Bucharest Centres for Resources and Educational Assistance</p>	<p>2011, enacted</p>	<p>The Centres for Resources and Educational Assistance coordinate, monitor and assess the county centres for psycho-pedagogical assistance, the inter-school speech therapy centres; collaborate with the school centres for inclusive education and supervise the school mediation.</p>
<p>Law 87/2006 amending the Government’s emergency ordinance</p>	<p>2006, enacted</p>	<p>The law established the Romanian Agency for Quality Assurance in School Education and its general objectives. Sub-commissions of experts assess how the</p>

75/2005 on the assurance of quality in education		school achieve minimum quality standards, as established at the national level. They also work to provide equal opportunities for quality education in all schools.
Order of the Ministry of National Education 3393/2017 on the new school curricula for grades 5-8	2017, enacted	Ongoing since 2017/18, for learners in their 5th grade.
Order of the Ministry of National Education 4371/2018 on the Methodology for the exploitation of the Integrated Information System of Education in Romania (SIIR)	2018, enacted	The SIIR aims to provide statistical information on the effects of the programmes against inequality and school drop-out.
Regulation 6134/2016 of the Ministry of National Education against school segregation Link in Romanian	2016, enacted	This normative act aims to further prevent and eliminate school segregation. Ministry of National Education, county school inspectorates and pre-university schools are expected to give priority to the principles of the inclusive school.
Regulation 6158/2016 of the Ministry of National Education on the action plan against school segregation Link in Romanian	2016, enacted	This action plan aims to prevent school segregation and to improve quality in education.
Order 3124/2017 of the Ministry of National Education on the	2017, enacted	This regulation mentions the assessment procedures and the individual educational strategies for pupils with learning disabilities

<p>methodology and provision for pupils with learning disabilities</p> <p>Link in Romanian</p>		
<p>Ordinance of the Government 81/2016 that amends and supplement the Education Law 2011 on the support of the dual education</p> <p>Order of the Ministry of National Education 3554/2017 on the methodology for organizing and functioning of the dual vocational education</p>	<p>2016 and 2017, enacted</p>	<p>Regulate key matters on education in schools, doubled by applied training within companies. The aim is to improve pupils' transition from education to the labour market.</p>
<p>Order 4797/2017 of the Ministry of National Education amending the organization and functioning of the classes with intensive or bilingual teaching in other modern language</p> <p>link in Romanian</p>	<p>2017, enacted</p>	<p>Regulates the organization and functioning of bilingual classes in mainstream schools.</p>
<p>Order 3622/2018 on the approval of new frameworks for pre-primary, primary and</p>	<p>2018, enacted</p>	<p>It concerns all types of disabilities. Applied starting with school year 2019/20</p>

lower secondary special education		
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c. Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Regulation on the organisation and functioning of the National Commission against Segregation and for Educational Inclusion Text in Romanian	27.02.2019, enacted	<ul style="list-style-type: none"> • consultative role and support for the Ministry of National Education • functioning funds provided by the Ministry of National Education • coordinates the implementation of the action plan against school segregation • aims to increase the quality in primary and secondary schools • reviews, after consultation with non-governmental organisations, the methodology on the monitoring of school segregation • coordinates and makes an annual report on school segregation and the quality of the Romanian educational services • makes proposals to improve the quality standards already used by the Integrated Digital System of education in Romania and the Romanian Agency for Quality Assurance in School Education • designs strategies and/or methodological norms against school segregation and for educational inclusion • national monitoring of the implementation of the measures against school segregation (collaboration with local educational inspectorates and other educational organisms) • collaboration with the National Council against Discrimination • makes proposals to the Ministry of National Education on the application of sanctions related to school segregation

d. Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
<p>“School after School” – Strategy for Roma learners</p> <p>Link 1</p> <p>Link 2 Art.58</p> <p>Link 3 pp. 79-80</p>	<p>Duration: 2014-2020</p>	<p>40000 Roma learners as beneficiaries in 2020</p> <p>The state provide funds for the programme “School after school” for learners from disadvantaged groups</p>
<p>Romanian Government’s Strategy on the Inclusion of Romanian Citizens Belonging to the Roma Minority</p> <p>Link</p>	<p>Duration: 2015-2020</p> <p>2014, approved</p>	<p>Affirmative measures – reserved places in upper secondary and universities for Roma learners</p>
<p>Programme “Second Chance” [A doua șansă]</p> <p>Link</p>	<p>2011, approved</p>	<p>A competitive and non-competitive call for projects addressed to schools.</p> <p>Programme intended for young and adult persons, over 14 years, with various social backgrounds who have never, or partially, attended primary and lower secondary education. They can continue their professional activities, while completing their compulsory education.</p> <p>The program provides:</p> <ul style="list-style-type: none"> • educational activities • recreational activities • free time activities to consolidate already acquired competences • remedial learning activities.

National Strategy for Protection and Promotion of Children’s Rights,	Duration: 2014-2020	“the Government of Romania and UNICEF demonstrated commitment to review and adjust policies promoting children and their families’ well-being, with special focus on the most disadvantaged children and children without or at risk of being deprived of parental care.”
Lifelong Learning Strategy Link in Romanian	Duration: 2015-2020	This strategy aims to promote technical and vocational education and training (TVET) amongst disadvantaged groups in the labour market, people living in isolated rural areas, young people and adults in difficulty.
Strategy against Early School Leaving Link in Romanian	Duration: 2015-2020	The strategy was aimed for the following categories: <ul style="list-style-type: none"> • learners in 18-24 age group in 2020 • learners from families with low socioeconomic background • learners from rural areas • learners belonging to Roma community and other underrepresented groups
National programme “School for all” Link pp. 70-71		This is a call for projects open to all schools in order to reduce drop-out and to promote equal opportunities in education. The aim is to fund projects that inform, prepare and raise awareness within communities in relation to the ‘integration’ of learners with special educational needs.
National programme “Motivated teachers in disadvantaged schools”		This call is addressed to disadvantaged school with high rates of learners at risk to drop out and with reduced numbers of qualified teachers.
Project “Relevant curriculum, open education for all (CRED)”	Duration: 2017-2021 ongoing	This project reviews curriculum for primary and secondary education. A new methodology for school-based curriculum is developed in lowed secondary education.

		<p>Framework curricula and methodology are created for “A Second Chance” programme</p> <p>Training is provided for 55000 teachers and new educational resources created.</p>
Project ‘Quality and equity for performance in rural school (Rural edu)’	2018, ongoing	The project intended to reduce the drop out rates in lower secondary education in rural areas. Incentives were also available for teachers.
Romanian Secondary Education Project (ROSE)	Duration: 2017-2021	<p>The project provides grants to disadvantaged upper secondary schools to reduce early school leaving rates and to improve school performance. It encourages intervention in Roma communities. Learner-centred activities, mentoring and counselling, other extracurricular activities are included. The project also aims to identify and monitor children out of school.</p> <p>The project is funded by a loan from the International Bank for Reconstruction and Development (BIRD)</p>
Strategy for the development of dual VET education in Romania	Duration: 2019-2023	The strategy aims to reduce school leaving between lower and upper secondary education.
Vocational Education and Training Strategy of Romania Link in Romanian	Duration: 2016-2020	The strategy aims to increase participation in initial vocational education for learners from disadvantages communities, such as the learners living in rural areas or belonging to the Roma minority.

<p>National Strategy on Social Inclusion and Poverty Reduction</p> <p>Link</p>	<p>Duration: 2015-2020</p>	<p>The document defines the main vulnerable groups in Romania.</p> <p>Major gaps exist between rural and urban areas in terms of education.</p> <p>Aim to ensure all children have the opportunity to develop their full potential: skills, knowledge acquisition and necessary experience.</p> <p>Aim to provide access to early childhood education and care for all children.</p> <p>Aim to design and implement a national programme for children at risk of dropping out from primary and secondary education.</p> <p>Aim to reinforce the monitoring systems of schools of children at risk.</p> <p>Aim to reinforce the “second chance” programmes in rural areas, and beyond the lower secondary education.</p> <p>Aim to provide access to children with SEN and/or disabilities to education through:</p> <ul style="list-style-type: none"> ● improved institutional, financing and legal arrangements; ● inclusion of the topics of diversity and tolerance of people with disabilities in the educational curriculum ● investment and transformation of the County Resources and Educational Assistance Centres (CJRAE) into real resource centres for inclusive education ● improved evidence on access to education for children with SEN and/or disabilities <p>Aim to provide equal opportunities to all children in need through improved allocation of individual resources and funding for schools.</p> <p>Aim to incentivize participation and quality of education for all vulnerable learners.</p>
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<p>Strategy on the modernisation of educational infrastructure</p> <p>Link in Romanian</p>	<p>Duration: 2017-2023</p>	<p>It shows further directions to improve educational infrastructure: existing basic conditions in rural and remote areas, provision for learners with SEN and/or disabilities, investments in new technologies for teaching and learning.</p>
<p>National Strategy on the Promotion of the Equality of Chances and Treatment for Men and Women and on the Prevention and Fight against Domestic Violence</p>	<p>Duration: 2018-2021</p>	<p>Implemented by the Ministry of Labour and Social Justice and the Romanian National Agency for Equal Opportunities for Women and Men.</p> <p>In education, the strategy aims to increase learners' awareness on legal provision about equal opportunities of men and women, and to reduce gender stereotypes among young people. The strategy includes two campaigns of information on gender equality, having learners as main target group. New regulation is intended to include the notions "gender violence" and "gender equality" in the curriculum.</p> <p>The gender perspective is encouraged in the new textbooks. However, it is not a priority for the state. The Ministry of National Education has reduced interest in this topic (David et al., 2020, p. 21).</p>

e. Is there a definition of inclusion in education?

✓ **Yes**

School inclusion is "the permanent process that improves the services offered by the educational institutions to encompass into the education process all community members, regardless of their characteristics, disadvantages or difficulties" (Regulation of the Minister of National Education of 07.10.2011 on the organization and functioning of County/Bucharest Centres for Resources and Educational Assistance - Annex 3. Regulation on the organization and functioning of the school centres for inclusive education, [in Romanian](#))

"Inclusive education is the permanent process to improve the school by taking into account its political, practical and cultural dimensions. It aims to use the existing provision, especially the human resources, in order to support the participation in learning of all persons within a community. Inclusive education refers to schools, centres for learning and

educational systems open both to all the children and to each of them. Inclusive education also means a process of identification, reduction and removal of all barriers raised against learning in school and outside it, within formal and informal school contexts”

(Romanian Government decision n° 655/2016 on the adoption of the National Strategy “A society without barriers for people with disabilities” 2016-2020 and the operational plan on the implementation of the Strategy “A society without barriers for people with disabilities” 2016-2020, 2016, p. 8, [in Romanian](#))

“The inclusive school is a friendly and democratic school, which values the social, ethnical and cultural diversity, a school where all children get respect and are integrated without discrimination and exclusion, as generated by ethnic origins or maternal language, disability and/or special educational needs, families’ socio-economical background, living environment or school performances of the primary beneficiaries of education.”

(Order of the Minister of National Education against segregation in schools, 2016, p. 1, [in Romanian](#))

f. Is there a definition of vulnerable groups?

✓ **Yes**

According to the [National Strategy on Social Inclusion and Poverty Reduction \(2015-2020\)](#), vulnerable groups are those that “face various forms of social exclusion or are at high risk of exclusion in ways that are sometimes but not always associated with poverty” (p. 28). Because this groups face particular problems, “they often need tailored and integrated services in order to increase their social and economic participation” (p. 28).

The main vulnerable groups in Romania are: poor people; children and youth deprived of parental care and support; lone or dependent elderly; Roma; persons with disabilities; people living in marginalized communities. Some of these groups might be very large (e.g. in 2012-2013, an estimated 1.85 million Roma or about 1.4 million poor children, aged between 0 and 17), while others smaller (e.g. in 2012-2013, 687,000 children and adults with disabilities living in households and another 16,800 living in institutions, more than 62,000 children in special protection, either in placement centres or in family-type care, and approximately 1,500 children abandoned in medical units).

Vulnerable groups are also identified with learners at risk of early school leaving: learners belonging to minorities, learners from rural areas, learners with parents working abroad unlimited in time, learners who experienced grade retention, learners with disabilities, learners with our without official recognition of SEN, high achievers, learners who attend preparatory year of Romanian language (refugees, migrants who came back to Romania, etc.), learners with challenging behaviour, learners with addictions, young mothers ([ISE, 2018, p. 105](#)).

g. Is there a definition of special educational needs?

✓ **Yes**

“The special educational needs represent additional educational necessities, complementary to the general objectives of education, adapted to the individual particularities, as well as to the specificities of a certain impairment or disability or learning difficulty, involving complex assistance (medical, social, educational, etc.). Complex assistance without additional educational necessities doesn’t define SEN.”

(Order nr. 1985/1305/5805/2016 of the Ministry of Labor, Family, Social Policy and the Elderly, Ministry of Health and Ministry of National Education and Research on the approval of the methodology for assessment and integrated intervention on the classification of children with impairments on different levels of disability, on educational and professional orientation of children with special educational needs, and on the habilitation or rehabilitation of children with disabilities and/or special educational needs, 2016, [in Romanian](#)).

Special education is organized for learners with mental, physical, sensorial, language, socio-affective and behavioural, or multiple disabilities. They have an official assessment of disability made by commissions for child protection in each county, with the agreement of children’s legal representatives. The commission include psychologists, doctors, pedagogues, teachers, sociologists, social assistants, etc. The assessment has medical, psychological, educational and social dimensions. Knowledge, learning level, social skills and school level are assessed within pupils’ learning environment.

Special schools are organized as follows:

- *Schools for children with intellectual disabilities*
- *Schools for children with physical impairments*
- *Schools for children with visual impairments*
- *Schools for children with hearing impairments*
- *Schools for children with emotional and behavioural disabilities*
- *Schools for children with multiple disabilities. (Eurydice. National Education Systems, Romania, Chapter 12).*

h. Please provide information on any future developments planned for inclusion in education.

Between 2016 and 2018, Romania registered progress in reducing young adults leaving education and training without an upper secondary qualification (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 10)

A new methodology of the Ministry of Education to monitor school segregation is ongoing since 2019. [Link in Romanian](#)

- i. **Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.**

[European Commission, 2018 European Semester. Country Report Romania](#)

- The efforts to implement the Strategy for Early School Leaving (2015) were modest in 2017, also reflected in high early school leaving rates.
- Prevention measures for early school leaving rather focus on social care programmes, instead of quality in education.

David, C., Barbu, S., Columban, A., & Prisacariu, D. (2020). Non-discrimination in Education. An analysis of the current situation from a non-discrimination perspective in multiple sectors of the Romanian educational system/ Nediscriminarea în educație. O analiză a situației actuale din perspectiva nediscriminării în mai multe sectoare ale sistemului educațional românesc. Bucharest: Centrul de Resurse Juridice

http://crj.ro/wp-content/uploads/2020/02/Studiu-nediscriminarea-in-educatie_final2020-2.pdf in Romanian

- The evaluation document is made by the Centre for Legal Resources (CLR), a non-governmental, non-profit organization, established in 1998 by the Open Society Foundation.
- The study provides an analysis of the education system in 2019 against non-discrimination and equal opportunities. Gender equality, attention to LGBTI young persons, Roma learners are considered when analyzing syllabi, textbooks, teacher initial education and in-service training.
- Right to non-discrimination and equitable opportunities to access education are not yet valued in Romania.
- Legislation tends to use “gender equality” (“egalitate de gen”) and “equal opportunities and/or treatment of women and men” (“egalitate de șanse și/ sau tratament între femei și bărbați”) interchangeably. The use of the term “gender (“gen”)” remains challenging in Romania, given previous debates with conservative groups and members of community.
- There is no current national strategy strictly dedicated to inclusive education, but elements related to inclusion and non-discrimination are available in various national strategies.
- Low number of concrete measures to reduce gender discrepancies. No programmes are available to educate female learners for technical professions. With some exceptions, there is no affirmative action to compensate structural and historical inequalities.

Turza, M., & Dumnică, G. (2015). Izolați printre noi. Dimensiuni ale participării copiilor cu cerințe educaționale speciale în sistemul de educație românesc. Rentrop & Straton

- Primary legal regulations rather stress the right of children with disabilities to segregated education.
- In absence of inclusion as defined in the UNCRPD, Art. 24, the right to education of children with disabilities in Romania is not effective.
- Legislation on education for children with disabilities is complex and generates confusion and mistrust among children with disabilities and their families.
- Legal provision on special education (Order of the Ministry of Education 5573/2011) understands segregated settings as inclusive settings that provide inclusive education. It is mentioned learners with SEN should adapt to the norms and requests of the attended school.

j. What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

I. Opportunities

Reinforced policies allowed to expand dual vocational education (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 16).

II. Challenges

Limited access to ongoing programmes – e.g. insufficient access for all vulnerable learners to the second chance programmes ([European Commission, 2019 European Semester. Country Report Romania](#)).

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

a. Is there formal collaboration across ministries on inclusion in education?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	<p>The Governance Programme of the Romanian Government (2017-2020) supports equal access to education for national minorities and disadvantaged groups and the development of the curriculum with a multicultural perspective.</p> <p>The Ministry of National Education participates in and implements five national strategies: Strategy against Early School Leaving; Vocational Education and Training Strategy of Romania; Lifelong Learning Strategy; National Strategy for Tertiary Education; Strategy for the modernisation of educational infrastructure.</p> <p>The Ministry of National Education in cooperation with the Ministry of Labour, Social Solidarity and Family can establish auxiliary teaching positions, e.g. school mediators for the school-community relation around specific categories of learners.</p> <p>The National Agency for the Roma collaborates with the Ministry of National Education on inclusion programmes for Roma learners.</p>
Identification of needs / referral for services	Yes	<p>The Governance Programme of the Romanian Government (2017-2020) supports the development of early identification and intervention for children at risk of school leaving.</p> <p>Ministry of National Education, Ministry of Health and the National Authority for Child Protection and Adoption jointly elaborate criteria to assess children's type and degree of disability. The results allow to refer children to special or mainstream education. The agreement of children's legal representatives is needed. (Eurydice. National Education Systems, Romania, Chapter 12).</p>

Data sharing	No	Until recently, the different ministries, e.g. Ministry of Labour and Ministry of National Education, were still providing differing data on vulnerable learners (Turza & Duminica, 2015).
Monitoring and evaluation	Yes	Romania has many institutions and processes it needs for system-monitoring and evaluation. But the country is not using the collected data to develop policies for quality and equity in education (OECD, 2017).
Quality assurance and accountability	No	<i>No information available</i>
<i>(others ...)</i>		

b. Are there shared responsibilities between central and local governments on inclusion in education?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	<p>County School Inspectorates are central to local school governance. They represent the Ministry of National Education at county level.</p> <p>County Centres for Resources and Educational Assistance function under the authority of the Ministry of Education and coordinated by each County School Inspectorate.</p> <p>Each CJRAE is an institution of integrated special schooling that offers and coordinates the specific educational services for learners, teachers, parents and other community members (Link 1 – Art. 50 and Link 2 in Romanian)</p> <p>County School Inspectorates organize the home-schooling and classes or groups in hospitals after the proposal made by CJRAE Link 1 – Art. 52</p>
Identification of needs / referral for services	Yes	<p>Policy is set centrally but implemented on local level.</p> <p>CJRAE provide psycho-educational support, school, and professional guidance to learners with SEN.</p>

		<p>CJRAE include inter-school centres for speech therapy that are organised as integrated special education settings. They provide support to learners with speech difficulties.</p> <p>Committee from CJRAE and committee for the protection of children linked to local authorities establish “the level of deficiency of learners with special educational needs”.</p> <p>Official recognition as learner with SEN takes place in special and mainstream school settings, after advisory procedure with local authorities.</p> <p>Learners with SEN can then access professional qualification “according to the type and degree of deficiency”</p> <p>CJRAE organize the educational support system which can include support or itinerant teachers for learners with SEN in mainstream schools.</p> <p>Expert commissions from CJRAE, with families’ approval can decide to send learners with SEN from special to mainstream schools or vice versa. The initial proposal should be made by the teacher who worked with the learner, the parents or the school’s psychologist.</p> <p>Link – Art. 50-54</p>
Data sharing	Yes	<p>Systems are in place to assess student learning. The results are publicly available. However, no formal structure is in place to use these results to further improve quality of education (World Bank, 2017).</p>
Monitoring and evaluation	Yes	<p>County Centres for Resources and Educational Assistance under the authority of the Ministry of Education and coordinated by each County School Inspectorate.</p> <p>Each CJRAE is an institution of integrated special schooling that monitors the specific educational services for learners, teachers, parents and other community members (Link 1 – Art. 50 and Link 2 in Romanian).</p>

		Each educational institution has a commission for evaluation and quality assurance, which elaborates and implements the strategy for quality assurance.
Quality assurance and accountability	Yes	<p>At school level, head teachers are expected to support and hold teachers accountable in multiple areas (World Bank, 2017).</p> <p>Each educational institution has a commission for evaluation and quality assurance, which elaborates and implements the strategy for quality assurance (Eurydice. National Education Systems, Romania, Chapter 11.1)</p> <p>County school inspectorates, through school speciality inspectors and school inspectors, and the Minister of National Education, through general inspectors or specialty principal inspector, assure guiding and accountability-control positions for primary and secondary education (Eurydice. National Education Systems, Romania, Chapter 10)</p> <p>However, school inspectorates mostly limit their tasks to compliance with regulations (European Commission, 2018 European Semester. Country Report Romania)</p> <p>Romanian Agency for Quality Assurance in School Education (ARACIP) is also responsible for external assessment of the quality of education in schools. A report on the quality of 238 schools 2018 includes data on accessibility of schools and teaching processes. However, this quality assurance body cannot make recommendations to support schools (European Commission, 2018 European Semester. Country Report Romania).</p> <p>A common framework for school assessment is missing. The Ministry of National Education, the County School Inspectorates the Romanian Agency for Quality Assurance in School Education have different procedures to externally assess schools. These bodies sometimes duplicate each other's</p>

		efforts. Schools are in a difficult situation in front of multiplied expectations (World Bank, 2017).
(others ...)		

c. Are non-governmental organisations and/or associations involved in governance processes?

Teaching councils and parents' councils are also involved in schools' governance.

NGOs such as UNICEF or Save the children have been partners of the Ministry of National Education for a long period of time. They develop and implement programmes that support inclusion of vulnerable children in education at national and local levels.

UNICEF supports programmes for female learners belonging to disadvantaged groups or Roma community at higher risk to early leave schools. The organization manages local pilot projects and supports local authorities for strategies and networks to promote access to education for Roma children. It provided training to Roma and non-Roma teachers working in Roma communities. It helped to create local educational centres and educational programmes that promote gender equality and female participation, as well as teaching materials for inclusion. Together with the Institute for Educational Sciences, it had a project on Educational Priority Areas (EPA) focused on preventing early school leaving. The organization has also provided educational support and vocational counselling for children belonging to Roma community and disadvantaged groups.

In 2019, Save the Children supported the National Department for Interethnic Relations and the Ministry of National Education for in-service training actions. They were intended for teachers teaching in Romani language or Roma school mediators.

d. Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	As state authority, the National Council against Discrimination (CNCD) applies sanctions in cases where the rights of learners belonging to vulnerable groups were violated. Between May 2011 and May 2019, CNCD received 235 complaints related to discrimination in education. The

		majority concerns Roma learners and learners with SEN (David et al., 2020, p. 22).
School inspection	Yes	<p>School inspection have a control role, rather than a support one.</p> <p>External school inspections can focus on:</p> <ul style="list-style-type: none"> • learners' achievements in comparison to the national educational standards; • school's methods to support learners' development; • school's relation to parents and local community.
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	Since 2018, European Commission supports Romanian Institute of Administration to create new methods for early detection and intervention regarding children at risk of repeated school drop-out (European Commission, 2019 European Semester. Country Report Romania, p. 17).
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	The Ministry of National Education is developing an eLearning platform to collect data on school attendance and exams results.
<i>(others ...)</i>		

- e. Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
National funding formula	<p>Education Law - Art. 8 mentions a minimum of 6% of the GDP of the year in question allotted annually from the state budget and from the budgets of the local authorities to finance national education (requirement postponed until 2022). In 2016, 66,5% of the education costs were covered through the state budget, 31,6% through local budgets and 1,9% through other sources (INSSE, 2019).</p> <p>However, in 2017, investment in education was one of the lowest in the EU, with 2.8% of GDP compared to EU average of 4.6% (European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2, p. 5).</p> <p>In 2016, pre-primary and primary education (key levels to prevent early school leaving) received 0.7 of GDP compared to the EU average of 1.5% (European Commission, 2019 European Semester. Country Report Romania, p. 38).</p> <p>Public compulsory education is free of charge for learners. Basic state funding is available for all learners in pre-primary, primary and secondary schools. An annual standard cost per learner is established by the Ministry of National Education, following a specific methodology. This budgetary allowance due for one learner is transferred to the educational setting the learner attends. Free access to career counselling and orientation services is available for all learners.</p> <p>In the case of primary and secondary schools with tuition in the languages of the national minorities, the basic funding is based on an increased coefficient and takes into account the tuition in the language of the national minority, the linguistic and geographical isolation, and the low number of learners.</p> <p>Complementary local funding covers capital expenditures, such as new investments in the infrastructure, or repair and consolidation of existing buildings; social expenditures, such as scholarships or transportation for learners and other costs, such as the participation to European educational and vocational training cooperation projects.</p> <p>Additional funding for specific activities in primary and secondary school is available through donations, sponsorships and other legal sources.</p>

Provision for migrants, refugees and asylum seekers	<p>Legal provision of the international agreements which Romania is a part of is applied. Children of refugees and asylum seekers have special social protect and equal opportunity to access public education.</p> <p>Migrant children have access to free compulsory education. They can attend free Romanian languages courses, covered through local budgets. Learner-centred teaching and other forms of educational support are also available.</p>
European funding	<p>In 2014-2020, EUR 350 million were earmarked under the European Regional Development Fund for school infrastructure. Priority was given to areas with low enrolment rates in pre-schools and high early school leaving. Vocational education and training also received investments under this programme (European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2, p. 6).</p>

f. Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

Several national programmes, organized as call for projects, provide grants to selected school to design and implement inclusive activities (e. g. the programme “A school for everyone” or Romanian Secondary Education Project).

g. Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
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State cash allowance	<p>All children and young persons, by the age of 18, receive a state allowance. This allowance is suspended for children not attending compulsory education after they turn 6. All learners benefit from reductions in local and national transportation.</p> <p>There is specific legal provision regarding the state allowance for children with disabilities, adopted children, children from single parent families, etc. They do not receive it during the months when they spend more than 15 days in care or social assistance institutions that provide full state-protection of the child.</p>
Scholarships	<p>Learners from disadvantaged families can receive individual financial support in upper secondary education (40863 beneficiaries in 2018/19).</p> <p>Learners in vocational education and training can benefit from a professional scholarship program (85000 beneficiaries estimated for 2018/19).</p> <p>Scholarships and prizes are available for learners with school high performances.</p>
Euro 200 - Financial support for IT material	<p>Learners from families with low incomes (below RON 150 - approx. EUR 35 - per family member) are entitled to EUR 200 for new laptops or computers (2771 beneficiaries in 2018/19).</p>
Specific benefits for learners belonging to national minorities	<p>Learners belonging to national minorities receive additional support for transportation costs, and free board and lodging in the boarding houses of their educational institutions, in case these schools are not located in learners' hometown.</p>
Specific benefits for learners with disabilities and their families	<p>Learners with disabilities receive a daily food allowance, school supplies, clothing (with a value equal to that provided for institutionalized children), free transportation for all means of transport, and free accommodation in boarding settings for children with disabilities, if applicable.</p>
Other benefits: textbooks, school supplies, meals	<p>Public national and local budgets allow to provide free textbooks for all learners in compulsory education. Learners from disadvantaged families are entitled to receive free school supplies (337001 beneficiaries in 2018/19).</p>

	All learners in primary and lower secondary school are entitled to receive a free breakfast each day in their schools.
Health and support services	All learners are entitled to free speech therapy, medical and psychological support in school designated rooms, or in public clinics and hospitals.
...	

h. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

[European Commission, 2019 European Semester. Country Report Romania](#)

- The educational system is underfinanced, especially the pre-primary and primary education which are key levels to prevent early school leaving
- School funding model and teachers' merit allowances are not enough adapted to improve outcomes of disadvantages schools and learners.
- The education system fails to compensate already existing socioeconomic inequalities (e.g. learners from rural areas and from families with low incomes can't cover the costs of studies in urban areas where upper secondary schools are located; reduced provision is available for Roma-majority mainstream schools).

[European Commission, 2018 European Semester. Country Report Romania](#)

- In 2018, measures on Roma inclusion are mainly supported by externally funded projects

[European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2](#)

- Pre-university education is under-funded. Schools in rich urban areas compensate the hiring of top teachers through higher learner enrolment rates. The complementary local funding supports only schools in richer municipalities.
- State budget for education and training increased in 2019 compared to 2018.

David, C., Barbu, S., Columban, A., & Prisacariu, D. (2020). Non-discrimination in Education. An analysis of the current situation from a non-discrimination perspective in multiple sectors of the Romanian educational system/ Nediscriminarea în educație. O analiză a situației actuale din perspectiva nediscriminării în mai multe sectoare ale sistemului educațional românesc. Bucharest: Centrul de Resurse Juridice

http://crj.ro/wp-content/uploads/2020/02/Studiu-nediscriminare-in-educatie_final2020-2.pdf in Romanian

- Between 2011-2019, no discrimination case was registered in 10 county school inspectorates. School inspectorates can intervene only after the schools dealt with possible discrimination cases. However, the absence of discrimination cases can be explained by the fear of learners and their families about their complaints' consequences, and the misunderstanding of the notion of discrimination as related to all forms of perceived injustice.
- Recommendation to develop public assessment standards and guidelines on how to identify and reduce discrimination at school level.
- Schools' decision-making authority continues to be limited, despite several reforms during the past years. They lack influence over important dimensions of teaching and learning.

Kitchen, H., Fordham, E., Henderson, K., Looney, A., & Maghnouj, S. (OECD) (2017). OECD Reviews of Evaluation and Assessment in Education: Romania/ România. Studii OCDE privind evaluările și examinările în domeniul educației.

https://read.oecd-ilibrary.org/education/romania-2017_9789264274051-en#page15

- Recommendation for more clear goals and standards of the assessment procedures. Mandates of the specialized assessment bodies such as the Institute for Educational Sciences, the Romanian Agency for Quality Assurance in Pre-University Education, the National Centre for Assessment and Examinations and the County School Inspectorates, need to be reviewed.
- Recommendation to simplify procedures and reduce duplication of standards of assessment bodies. Need to develop a single assessment framework.
- Access to local funding exacerbates disparities in school resources.
- Parents have to assume additional "hidden costs" of education, such as paying for private tutoring of their children. This can reinforce inequity in learning.

i. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Challenges

- Cooperation between ministries is not always a priority in inclusion of vulnerable categories - e.g. National Roma Inclusion Strategy or National Roma Platform encounter challenges in implementation. There is an increased fragmentation of existing projects for inclusion in several areas, while they rather rely on external funding ([European Commission, 2019 European Semester. Country Report Romania](#)).
- Inclusion policies lack an integrated approach combining employment, education and health measures.

- Postponing of legal funding requirements – e.g. the legal requirement for allocating 6 % of GDP annually on education was postponed until 2022.

Opportunities

Major reforms in education and training, particularly aimed for vulnerable learners, have been initiated, but more concrete measures are expected, as well as higher rates of public spending (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 15).

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

- a. Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	The Ministry of National Education elaborates an annual report on the status of education and training in Romania. This report is based on monitoring and evaluating reports made by County School Inspectorates and Romanian Agency for Quality Assurance in School Education. The report on school year 2017-2018 provides information on inclusive and quality education for learners at risk. In Romanian A new methodology to monitor and reduce school segregation has been adopted in 2019.
For quality assurance across all levels of the system (national, regional, school)	Yes	The Ministry of National Education elaborates an annual report on the status of education and training in Romania. This report is based on monitoring and evaluating reports made by County School Inspectorates and Romanian Agency for Quality Assurance in School Education. The report on school year 2017-2018 provides information on inclusive and quality education for learners at risk. In Romanian
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	Romania developed many of the parts needed for the evaluation of the education system: data collection, education indicators, qualitative information on schools, policy analysis. But a coherent analytical approach is lacking. New information isn't used to improve the existing system at national, regional or school level (OECD, 2017).

b. What data is collected on learners from vulnerable groups, how and why?

The Romanian Secondary Education Project (ROSE) developed a set of procedures to identify and monitor out-of-school children under the “Early warning system for early school leaving”. The early warning mechanism was intended to improve data collection and coordination between stakeholders: schools, inspectorates, social care services, NGOs, police, church, etc.

The Ministry of National Education is responsible for an online platform intended to collect, manage and analyse information on school attainment and daily school activities in primary and secondary education.

Romanian National Institute for Statistics collects information on school attendance for learners belonging to the minorities. In 2017/18, 7,2% of the learners in primary and lower secondary education belonged to Roma minority, 5% to Hungarian minority, 0,3% to Turkish minority and 0,2% to Ukrainian minority.

c. Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country’s own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 2,098,557 Male: 1,078,413 Female: 1,020,144	Data for 2018 on “Population of compulsory school age”	Link
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 3,547,300 Male: 50% Female: 50%	In school year 2018/19 – learners from all levels of education	Link
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: M Female: M	Enrolment rate for the school age population for 2018/19 was 72% In the 2016/17 school year, the gross enrolment rate was 89% in primary and 91% in lower secondary education	Link 1 p.47 Link 2 p. 39
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: M Male: M Female: M		

(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: M Male: M Female: M		
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: M Male: M Female: M		
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 17621 Male: M Female: M	17621 learners enrolled in primary and lower secondary special education in 2014/15	Link in Romanian, p. 27

d. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

[European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2](#)

- In 2018, the proportion of Romanian underachievers was 38.7% in reading (against EU average 19.7%), 39.9% in math (against EU average 22.2%), 38.5% (against EU average 20.6%).
- The demographic trends decline in Romania. The school population (3 to 18-year-old learners) is expected to fall by 10% by 2030 (compared to Eurostat’s baseline projections for 2020).

David, C., Barbu, S., Columban, A., & Prisacariu, D. (2020). Non-discrimination in Education. An analysis of the current situation from a non-discrimination perspective in multiple sectors of the Romanian educational system/

Nediscriminarea în educație. O analiză a situației actuale din perspectiva nediscriminării în mai multe sectoare ale sistemului educațional românesc. Bucharest: Centrul de Resurse Juridice

http://crj.ro/wp-content/uploads/2020/02/Studiu-nediscriminarea-in-educatie_final2020-2.pdf in Romanian

- There are not major structural, quantitative inequalities in access to education for male and female learners. They take part almost equally to all forms of education. Early school leaving is slightly lower for female learners in 2017/18.
- In 2017/18, women represented 90.2% of teachers in primary education, 72.8% in lower secondary education, 71.5% in upper secondary education, 68.2% in vocational education and 50.02% in higher education.
- In 2011, 25% of interviewed Roma over 16 years, declared not knowing how to write or read. The number of Roma women in this situation was 10% higher than for men.

Kitchen, H., Fordham, E., Henderson, K., Looney, A., & Maghnouj, S. (OECD) (2017). OECD Reviews of Evaluation and Assessment in Education: Romania/ România. Studii OCDE privind evaluările și examinările în domeniul educației.

https://read.oecd-ilibrary.org/education/romania-2017_9789264274051-en#page15

- Nearly one-fifth of learners leave school before completing upper secondary education.
- The country is improving the breadth and quality of its data collection. However, national assessments receive the largest attention, while self-reflection in school assessment is still limited.
- Need to collect more contextual information on learners and their learning environment for more informed policies. Recommendation to invest in analytical capacity to understand where improvements can be made and therefore support the system's reform.
- Romania lacks its own system-monitoring assessment: learning outcomes against national expectations are not completely measured, the impact of new policies on teaching and learning is not clear.
- Recommendation to improve information and data on school resources to support further decentralization.

INSSE – Institutul Național de Statistică (2019). Sistemul educațional în România. Anul școlar/universitar 2017-2018.

https://insse.ro/cms/sites/default/files/field/publicatii/sistemul_educational_in_romania_2017_2018.pdf

- The study provides statistical data on formal education in Romania during the school year 2017/18: participation of population of learners to education, completion of studies, academic performance, human and physical resources.
- In 2017, there were 4,951,300 potential learners, or 25.3% of country's resident population. 50,5% were living in rural area.
- In 2017/18, 1% less learners attended primary and lower secondary education than in previous school year.

- In 2017/18, 2.5% less learners attended primary and lower secondary special education than in previous school year.

Ministerul Educatiei Nationale. Raport privind starea învățământului preuniversitar din România 2017 -2018.

https://www.edu.ro/sites/default/files/Raport%20privind%20starea%20%C3%AEnv%C4%83%C8%9B%C4%83m%C3%A2ntului%20preuniversitar%20din%20Rom%C3%A2nia_2017-2018_0.pdf

- This report provides statistical data on Romania’s pre-university education at each level of education in 2017/18: participation in education, human resources, learners results, integration in labour. It presents the most important actions and results obtained in pre-university education in 2017/18. It provides information on main action directions for 2018/19.
- The statistical analysis is based on standards from the National System of Standards in Education (SNIE).
- 3,010,330 learners enrolled in pre-university education on 2017/18 which underlines the decrease pattern in pre-university population initiated ten years ago.

Turza, M., & Duminică, G. (2015). Izolați printre noi. Dimensiuni ale participării copiilor cu cerințe educaționale speciale în sistemul de educație românesc. Rentrop & Straton

- The study provides information on the special education system in Romania: quantitative data on segregated schools; the educational services in segregated school and for parents of children with disabilities; exploratory analysis of Roma learners in special education.
- Qualitative data collection was challenging as many special schools refused to provide information.
- In 2015, segregated schools were not able to provide suitable and adapted services to learners with disabilities.
- In 2015, a majority of children with disabilities attended segregated schools.
- An important percentage of children out-of-school or isolated with their families because no alternatives were provided.
- Missing official data on the nature and quality of education in segregated schools.
- The official use of the term “inclusion” is rather replacing the “segregated education”. “Segregated schools” were transformed in “Centres for Inclusive Education” without any substantial modification in their activity.
- In 2015, there were 176 special schools in Romania.
- There are high discrepancies between official and parallel statistics on the number of learners with disabilities. In 2014, according to the official statistics, there were 60.645 children with disabilities aged 3-18. 42.670 were attending all forms of schools, with 11.904 attending special schools. 17.975 children with

disabilities were out of school. However, data collected directly from special schools showed 31.486 children with disabilities in special schools.

- Between 2010 and 2015, 39 from 3000 children with disabilities in Bucharest were transferred from segregated schools to mainstream schools.
- By 2015, Romanian Government spent more than EUR 100 million per year on special education. Accountability, assessment, and quality assurance mechanisms were missing.

Education for all and everyone: access and participation to education of children with disabilities and/or SEN in participant schools to UNICEF campaign ‘Come to school!’ / Educație pentru toți și pentru fiecare : accesul și participarea la educație a copiilor cu dizabilități și/sau CES din școlile participante la Campania UNICEF Hai la școală! / Irina Horga, Otilia Apostu, Magdalena Balica ; coord. din partea UNICEF România: Luminița Costache ; coord.: Ciprian Fartușnic, Traian Vrăsmaș. - Buzău : Alpha MDN, 2016 http://www.unicef.ro/wp-content/uploads/Educatia-pentru-toti-si-pentru-fiecare_2015.pdf

- In 2013/14, 32030 learners with SEN were enrolled in mainstream pre-university education. 51795 learners with SEN were enrolled in all forms of pre-university education.
- A great number of learners with SEN don't receive support in mainstream schools.
- Missing additional statistics on learners with SEN in mainstream education.
- 1999-2001 marks an important decrease in the number of special schools and the creation of special classes in mainstream education. The change was especially visible in pre-primary and primary education.
- The number of learners in special education decreased from over 55000 in 1998/99 to 25000 in 2014/15
- Limited participation of learners with SEN to mainstream upper secondary education.

La școală : o privire asupra participării la educație folosind analiza pe cohortă / Irina Horga, Mihaela Jigău, Otilia Apostu, Ciprian Fartușnic ; coord. UNICEF: Luminița Costache. - Buzău : Alpha MDN, 2017 <http://www.ise.ro/wp-content/uploads/2017/11/Studiu-Cohorta.pdf>

- The study provides statistical data on early school leaving.
- 935,394 learners attended primary education in 2015
- 772,941 learners attended lower secondary education in 2015

e. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Challenges

General system monitoring is not aligned to the educational priorities.

The use of the results at central, county and school level needs improvement.

Lack of consistent evidence basis for policymaking has direct impact on the progression of inequalities in education ([European Commission, 2019 European Semester. Country Report Romania](#)).

Opportunities

An Integrated Information System of Education in Romania (SIIR) is currently operational, but it is still underused for data on vulnerable learners and inclusive strategies.

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

Curriculum

a. Does the curriculum content include and represent all learners?

According to the legal provision ([Education Law 2011](#) in Romanian), authors have to include elements on cultural diversity (ethnicity, language, religion) in curriculum documents: framework curriculum, syllabi, textbooks and other teaching materials. The history of all national minorities should be part of the History subject in secondary education.

New framework curricula, approved in 2018, mention the fight against segregation, discrimination and gender-based violence. The gender perspective is reflected in the core curriculum and the national provision of base curriculum (Eurydice. National Education Systems, Romania, Chapter 14.2).

In 2019, explicit elements on gender equality were however absent from curricula in primary and secondary education. There is improvement in recent curricula and syllabi: older syllabi only included occasional references on gender equality, while current syllabi have complete lessons on this theme ([David et al., 2020](#)).

Curriculum for primary education aims to provide first stage of basic education for all learners (Eurydice. National Education Systems, Romania, Chapter 5.2).

Curriculum in lower secondary education promotes interculturality as one of the base competences. It allows to approach themes related to inclusive education.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

The Ministry of National Education establishes the national curriculum for pre-university (pre-primary, primary and secondary) education, which includes curriculum frameworks, syllabi and textbooks. Schools, in cooperation with County School Inspectorates and representatives from the local community establish the school-based curriculum. They take into account the needs of learners, school and communities.

The Institute for Educational Sciences is the key body that develop Romania's new curriculum and teacher guidelines on how to implement it ([Education Law 2011](#) in Romanian, and [Government Decision 1412/2009](#) in Romanian).

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

Legal provision engages the Ministry of National Education, its subordinated institutions in charge with curriculum implementation and the teacher training centres to include diversity-related themes during teacher in-service training.

However, schools have limited procedures, daily teaching practices don't prioritize topics related to inclusion in education. Teaching staff puts forward justifications related to learners' already busy schedules (David et al., 2020, p. 38).

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

Education Law 2011 establishes individual educational plans and learners' portfolios to encourage differentiated learning for all learners (Education Law 2011). However, teachers need additional support on how to use them. ([Horga, Apostu & Balica, 2016](#)).

In primary education, beyond the 75% of the teaching and evaluation hours for their subject in the syllabus, teachers can use the remaining 25% time to address learners' individual education plans: remedial learning, knowledge consolidation, higher performance incentive. (Education Law 2011)

Individual educational plans allow to design and implement educational activities. They provide medium-term learning objectives and adapt curriculum to the individual needs. Schools have very heterogeneous practices related to IEPs' design and use.

Individual educational plans are a reality in bigger schools with specialist teachers. Specialist teachers create them in collaboration with other teachers, based on an initial assessment and a summative assessment at the end of the semester. Individual educational plans are more available in primary education as teachers spend more time with learners. Teachers express their wish to use Individual educational plans not by obligation. They consider them useful to school collaboration. However, they often need specialist support ([Horga, Apostu & Balica, 2016](#)).

A "complex assessment" is available for children with disabilities and/or SEN. On one hand it includes the assessment of the level of disability and it is related to the child protection sector. In this case, a specialized commission can issue proposals for including the children in the mainstream education. The proposals are formally subject to the legal representatives' approval. (Education Law 2011). On the other hand, the "complex assessment" also includes the educational and professional orientation made by educational orientation commissions (COSP).

These commissions include among their members representatives from the educational sector and child protection sector. They are institute through a decision of the County general inspector (cf. [Order of the Ministry of National Education 1985/1305/5805/2016](#) approving the methodology of assessment and integrated intervention related to the certification of the level of disability, the educational and professional referral of children with SEN, and the rehabilitation of children with disabilities and/or SEN). The commissions are also related to County Resources and Educational Assistance Centres (CJRAE), and have various organizations from one county to another. They decide the educational pathways for each learner with disabilities and/or in preschool, primary school, and secondary education. They issue a certificate recommending the type of school for each school cycle of four years, corresponding to the primary, lower secondary, and upper secondary cycles. (The World Bank, undated, Advisory Services Agreement on Provision of Inputs for the Preparation of a Draft National Strategy and Action Plan on Social Inclusion and Poverty Reduction (2014-2020) Background Document - Volume II, p.187).

The children with an assessment from the child protection sector have a recovery/rehabilitation plan. This plan encourages the personal and social development, the maximisation of the potential, the transition to the adult life, the personal and social autonomy of the child for social inclusion. For instance, this plan includes:

- The transport for children who live in other city than their school
- Support measures to accomplish the transition stages in child's life
- Support measures to promote inclusive education for children with disabilities without SEN recognition in mainstream education and for children with disabilities and SEN beneficiaries of integrated special education who have official recognition of disability and SEN, etc.

A 'plan of individualized services' is available for children with educational and professional orientation by educational orientation commissions. It includes the necessary psycho-educational services and interventions in order to assure the rehabilitation and the right to education of learners with SEN. It aims to facilitate the school and professional 'integration' and to promote child's intellectual, emotional and behavioural potential, contributing in this way to the social inclusion. Complex administrative [forms](#) are available to fill in for the plan of individualized services. A professional of psycho-educational services is in charge with the creation of the plan. This professional can be:

- An itinerant or support teacher for mainstream education;
- the main teacher of special psycho-pedagogy for learners with SEN in special education;
- the main teacher for the learners with SEN in mainstream education, schooled at home or in a hospital; the
- main teacher for learners with SEN in special education, schooled at home or in a hospital.

Other specialists, the family and the child are expected to be consulted. The plan of individualized services includes complementary interventions to the recovery/rehabilitation plan:

- The transport for children who live in other city than their school

- Support measures to promote inclusive education for children with disabilities and SEN beneficiaries of integrated special education who only have a certificate of educational and professional orientation, etc.

(cf. [Order of the Ministry of National Education 1985/1305/5805/2016](#) approving the methodology of assessment and integrated intervention related to the certification of the level of disability, the educational and professional referral of children with SEN, and the rehabilitation of children with disabilities and/or SEN).

The County Resources and Educational Assistance Centres (CJRAE), through multidisciplinary teams, also provide psychosomatic assessment of learners in pre-primary education for their enrolment in the preparatory grade. They provide monitoring, identification and early support for all learners with SEN. The CJRAE are expected to provide schools, parents, and teachers the necessary support and professional assistance for an inclusive education (Education Law 2011, Article 99 (6)).

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

Alternative school programmes, programmes of psychological and pedagogical support, manuals and didactic methodologies for learners with SEN are mentioned in the Education Law 2011 (source: Education Law 2011)

More information is rather available for special education. Multiple-level classes can be organised in special schools for learners with SEN, younger than 17, who didn't complete their compulsory education. The classes are based on the core subjects of primary education. Home schooling is available for persons with disabilities younger than 30. (source: Education Law 2011)

Framework curricula, syllabi and textbooks are available for special education. They can be independent or adapted from mainstream education. Framework curricula include compulsory, optional subjects, and specific psycho-pedagogical, socio-professional and rehabilitation activities. Adapted curricula are applied at individual, class and group levels. School year 2019/20 was planned to start the implementation of new Framework curricula for special education (source/reference: **Eurydice. National Education Systems, Romania, Chapters 12 and 14**).

Learners who attend education in minority languages are assessed based on the methodological requirements from the national curriculum. (source: Education Law 2011)

Schooling in country minorities' languages: Turkish, Ukrainian, Russian, Polish, Hungarian, German, Slovak, Czech, Bulgarian, Serbian, German, New Greek, Italian, Armenian, Rromani. All subject areas are taught in minority's language, except from Romanian Literature and Language. If learners belonging to one of the national minorities attend Romanian or other language-speaking schools, they can demand to be taught the following subject areas in their language: Mother Language and Literature, their Minority's History and Traditions, Music Education ([link in Romanian](#)).

Pre-university teaching and learning for the subjects: Mother Language and Literature, History and Traditions of national minorities and Music Education are based on specific programs and methodologies elaborated by groups of experts on minorities languages and cultures, according to the legal specifications. In primary, lower secondary and upper secondary schools with teaching in minority languages, the subject 'Romanian History and Geography' is taught in these minority languages. Syllabi and textbooks for this subject are identical to those used in Romanian-speaking schools. (source: Education Law 2011)

The "Second Chance" Programme ([Link in Romanian](#)) is intended for young and adult persons, over 14 years, at risk, with various social backgrounds who have never, or partially, attended primary and lower secondary education. They can continue their professional activities, while completing their compulsory education.

The program provides:

- educational activities
- recreational activities
- free time activities to consolidate already acquired competences
- remedial learning activities.

Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc.?

Manuals and textbooks must be approved by the Ministry of Education, but teacher can be part of the national commission that approves new teaching and learning materials ([National Centre for Educational Policy and Evaluation](#), in Romanian).

Teachers in primary and secondary education are responsible to choose their teaching methods based on the structure of their class, the teaching aids available in their schools the guidelines from the national curriculum. They select and recommend to learners to use specific textbooks from the list established by the Ministry of Education. They can decide how they organize the teaching and learning activities: with the whole class, in small group or with each learner ([Education Law 2011](#) in Romanian).

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

There are no global policies to ensure that textbooks/materials reflect learners from different backgrounds etc., but NGOs made studies stressing the underrepresentation or discriminatory representation of vulnerable groups.

In 2017, the National Agency for Equal Opportunities for Women and Men of Romania had started a direct dialogue with the Ministry of National Education to introduce the gender perspective in the textbooks ([United Nations Human Rights Office of the High Commissioner \(2017\). Committee on the Elimination of Discrimination against Women examines the reports of Romania](#)).

However, current textbooks don't have updated gender representations. A reduced number of models of female success can be identified. Women are preponderantly represented within activities in the private sphere ([David et al., 2020, p. 25](#)).

Teaching aids and inclusive education support materials were elaborated in cooperation with UNICEF Romania (Eurydice. National Education Systems, Romania, Chapter 12.1).

Regulation of the Ministry of National Education (Order 3103/2019, Annex – point 6) promotes the selection of non-discriminatory textbook projects, that make no distinction based on race, nationality, ethnicity, language, religion, social category, convictions, gender, sexual orientation, age, disability, illness, VIH, disadvantaged categories.

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

Limited and fragmented information could be retrieved.

Learners with special educational needs in mainstream and special schools are expected to use mainstream manuals adapted to their needs or manuals reserved to special education ([Annex 2 “Methodology on the management of the manual for the pre-university education”, Order of the Ministry of National Education 3103/2019](#) in Romanian).

The legal provision (Education Law 2011) guarantees the existence of manuals in minority languages.

County Centres for Resources and Educational Assistance (CJRAE) organize the educational support system which can include support or itinerant teachers for learners with SEN in mainstream schools (cf. Education Law 2011).

Teachers receive partial support from the specialist teachers in mainstream schools (cf. [Order of the Ministry of National Education 5574/2011 on the “Methodology about the organization of support services in mainstream education for children, pupils and young persons with special educational needs”,](#) in Romanian). However, they often make their own adapted and accessible teaching materials ([Horga, Apostu & Balica, 2016](#), in Romanian).

Parents' organizations initiated activities to make learning materials accessible as they criticize the lack of accessibility of school manuals for children with special educational needs ([in Romanian](#)).

d. Is ICT used to improve access to materials for vulnerable groups?

The Ministry of National Education is responsible for the [national eLearning platform](#) which provides teaching and learning support in schools and at home. It is a resource for learners who can't attend school for health reasons.

However, the learners' acquisition of basic and digital skills faces substantial challenges ([European Commission, 2019 European Semester. Country Report Romania](#)).

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

Education Law 2011 ensures learners with SEN in special and mainstream schools are provided resources for learning materials. All learners in compulsory education receive free textbooks. In 2018/19, free paper and PDF textbooks for 63 subjects were available for learners in grades 1-6. Digital textbooks were adapted to learners with hearing impairments. Textbooks for 26 subjects were also translated in 9 minority languages (source: [Eurydice – Romania](#)).

Assessment

a. Is there a national/local assessment framework that includes all learners?

Assessment in primary education focuses on each learner's competences, offers feedback and is based on the individual educational plans. Remedial approaches in learner-centred education are further provided to learners with disabilities. Based on national methodology, teachers establish an assessment for each learner at the end of their preparatory grade. They assess the physical, social, emotional and cognitive development of language and communication, as well as the development of learning abilities and attitudes (source: [Eurydice - Romania](#)).

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

In primary education, national assessment standards are set for each subject. Teachers use a system of 'qualifiers' to assess each learner's achievements. They are qualitative marks on a 4-level scale: insufficient, sufficient, good and very good. Each academic semester includes formative and summative assessments, which allow teachers to further encourage the performance of over- and underachievers. School inspections verify teachers' practices in relation to the national assessment standards (source: [Eurydice - Romania](#)).

According to the legal provision, learners in secondary education acquire competences object to both formative and summative assessments. The summative assessments take place at the end of the semester and particularly aim to improve the performance of under achievers. Vocational Training Standards and Curriculum approved by the Ministry of National Education allow to assess learners' achievements. A system of marks 1-10 is used, which show

various levels of achievement: 1-4 – insufficient, 5-7 – sufficient, 7- 9 – good, 9-10 – very good. Formative assessment remains underrepresented. High quality feedback to pupils on their learning is limited (source: [Eurydice – Romania, Secondary and Post-Secondary Non-Tertiary Education](#), 6.3 Assessment in General Lower Secondary Education, 6.6 Assessment in General Upper Secondary Education, 6.9 Assessment in Vocational Upper Secondary Education).

The new curriculum allows teachers to assess learners' achievements and therefore reinforce their self confidence. Teachers need additional training on how to assess learners with SEN and other vulnerable learners ([ISE, 2018, p. 115](#))

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

Limited information could be identified.

In primary education, teachers can determine the assessment methods and tools according to learners' needs. They can use tools elaborated by the school's chairs/departments and approved by the head of school, or elaborated by the Ministry of National Education and the County School Inspectorates (Regulation for Organisation and Functioning of Pre-universitary Education Institutions Ministerial [Order 5079/2016](#); [Eurydice. National Education Systems, Romania, Chapter 5.3](#)).

All learners assessment is expected to be based on competences, offering feedback to learners. It is expected to be the basis for the individual education plans which are available for all learners and which are included in their educational portfolios (Education Law 2011).

Assessment is adapted to the needs of learners with disabilities in special education, and it is based on same provision as mainstream education (Education Law 2011).

However, the access of learners with disabilities and/or SEN to national evaluations is challenging. Many bureaucratic procedures make parents renounce ([Horga, Apostu & Balica, 2016](#)).

The national legal frame requires all educational institutions to adapt their final and entrance exams to all learners ([Eurydice. National Education Systems, Romania, Chapter 12](#)).

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

Limited information could be retrieved.

County Centres for Resources and Educational Assistance (CJRAE) provide support for the assessment of learners' needs. They function under the authority of the Ministry of Education and are coordinated by each County School Inspectorate. They can organize multidisciplinary teams for early intervention in order to early assess all children. They also monitor, identify and support children with special educational needs (source: [Education Law 2011](#)).

CJRAE include speech therapy centres, which are resources shared between several schools. Specialist teachers from the speech therapy centres are expected to guide and support teachers to develop improve their work with learners with speech difficulties (source: [Education Law 2011](#)).

The [Order of the Ministry of National Education 3124/2017](#) approved the methodology regarding the necessary support for pupils with learning disabilities (dyslexia, dysgraphia, dyscalculia). Pupils have first (1) a psycho-pedagogical assessment and then (2) a complex assessment. (1) The class teacher is the one who makes the psycho-pedagogical assessment based on specific methodological tools. This form of assessment establishes:

- the pupil's level of knowledge in relation with their school level
- the intensity of support for the pupil in order to meet the standards of the national curriculum
- the identification of the impact of the difficulties in terms of reading, writing and mathematical calculation on the global school performance
- the identification of pupil's learning strategies
- the identification of the high abilities for gifted learners

(2) The complex assessment of pupils with learning disabilities is made after the class teacher informs the parents, the teacher-psychologist, the support teacher, the speech therapist, the teacher-counsellor about pupil's difficulties. The complex assessment is made by teams of specialists composed of psychologists/ teacher-counsellors, speech therapists, doctors, etc.

The school achievement of pupils with learning disabilities is assessed according to their particular evolution.

Teachers are recommended to assess learners according to their level of difficulties:

- in case of light learning difficulties – pedagogical flexibility is advised, with minimal adaptations of the assessment tools and methods
- in case of mild learning difficulties – the assessment adaptations follow the curriculum adaptations related to pupil's educational needs
- in case of severe learning difficulties – important modifications and adaptations are needed; they are decided in the multidisciplinary team together with a psycho-pedagogic/support teacher. This teacher will manage the case together with the class teacher.

Adapted assessment is provided during the semester as follows:

- pupils are informed about the tests 24 hours in advance
- additional time for the exams (30 to 60 minutes), reduced requirements

- introduction of digital assessment
- teachers are expected to read the tasks aloud
- assistive tools can be used for written and oral exams
- oral examination is provided as alternative to written examination (especially for foreign languages)
- the grading process will take into account the pupil's expression possibilities
- limited writing for the exam will be provided through multiple-choice exercises, etc.
- grading will rather take into account the content, not the form, etc.

The IEP is made in the first semester of the school year and includes information for each school subject affected by the learning disabilities. It provides information on the assessment procedure during the school year or at the end of the learning cycle (source: [Order of the Ministry of National Education 3124/2017](#), in Romanian).

In 2018, national assessment tests were translated in 9 minority languages ([Ministry of National Education. Report on the state of pre-university education in Romania 2017 -2018](#). In Romanian)

e. Is ICT used in the assessment of vulnerable groups?

ICT start to be used in the assessment of some vulnerable groups.

The [procedure of the Ministry of National Education 31852/2018](#), on assuring equal opportunities for learners with visual or hearing impairments/ autistic spectrum disorders who take national tests – 8-grade exam and national Baccalaureate exam, promotes the use of assistive technologies.

Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

Kitchen, H., Fordham, E., Henderson, K., Looney, A., & Maghnouj, S. (OECD) (2017). OECD Reviews of Evaluation and Assessment in Education : Romania/ România. Studii OCDE privind evaluările și examinările în domeniul educației. https://read.oecd-ilibrary.org/education/romania-2017_9789264274051-en#page15

- This study by OECD and UNICEF made suggestions further used by the Ministry of National Education for an action plan.
- National assessment for performance dominates learners' education; it is recommended to rather focus on the abilities and interests of all learners and encourage their individual achievements.
- Recommendation to strengthen curriculum learning standards, to make them more clearly articulated with learners' work.

- Romanian teachers need more support for learners' assessment, especially in formative methods.
- Summative assessment continues to dominate in Romanian classrooms.
- For the first time in the last 20 years, Romania is in the early stages of a major curriculum reform for primary and secondary education. It will allow to move towards a competence-based approach of learning.

Education for all and everyone: access and participation to education of children with disabilities and/or SEN in participant schools to UNICEF campaign 'Come to school!'/ Educație pentru toți și pentru fiecare : accesul și participarea la educație a copiilor cu dizabilități și/sau CES din școlile participante la Campania UNICEF Hai la școală! / Irina Horga, Otilia Apostu, Magdalena Balica ; coord. din partea UNICEF România: Luminița Costache ; coord.: Ciprian Fartușnic, Traian Vrăsmaș. - Buzău : Alpha MDN, 2016 http://www.unicef.ro/wp-content/uploads/Educatia-pentru-toti-si-pentru-fiecare_2015.pdf

- The study is based on research on 32 schools. It aims to monitor the access and participation of children with disabilities and/or SEN to mainstream pre-primary, primary and lower secondary education. Support services and resources in schools for learners with SEN, the different aspects of curriculum and the collaboration between schools and families were considered.
- Learners with disabilities and/or SEN receive their first official recognition when they start school.
- The study identified some good practices related to mainstream education of children with disabilities and/or SEN. However, many barriers were also identified.
- Elitist attitudes, limited inclusive educational practices, absence of human and physical resources, hidden curriculum in schools are significant barriers to mainstream education for learners with disabilities and/or SEN.
- Vulnerable learners can cumulate disability and belonging to minority or disadvantaged groups.
- Monitoring data is missing on education for children with disabilities and/or SEN.
- Teachers underline that often parents are the ones who slow down the official recognition of their children, and therefore their inclusion in support programmes.
- Official SEN recognition might be a barrier to learners' enrolment in mainstream schools.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Opportunities

A process was initiated to transform special schools in resource centres for 'integrated' education (Eurydice. National Education Systems, Romania, Chapter 12.1)

The same graduation certificates are available for all learners who received special or mainstream education.

Teachers can value and use subjects, such as “Critical thinking and the rights of children” in lower secondary education, to further promote awareness on the experiences of vulnerable children.

County School Inspectorates and County Centres for Resources and Educational Assistance promote extracurricular activities that include learners with SEN and support multiculturalism.

Challenges

Absence of general standards and guidance determines heterogeneous practices in the content design of various textbooks that follow the same curricula, e.g. gender dimension is available in some textbooks, while missing in others that emphasize for instance inequality for people belonging to disadvantaged communities.

Subjects such as “Social Education” that promote tolerance for diversity are not part of the subjects assessed at national level, which would explain reduced learners’ involvement with their topics ([David et al., 2020](#)).

The provision of career guidance services remains limited ([European Commission, 2019 European Semester. Country Report Romania](#)).

Projects to promote digital education for all are initiated, e.g. “Romania Moderna, Romania Digitala” (Modern Romania, Digital Romania) (Eurydice. National Education Systems, Romania, Chapter 14.5), but they face delays due to budget shortcuts and challenges related to strategic planning.

Teachers, especially in rural area, need additional training for competence-based approaches.

A very limited number of extracurricular activities and projects on education for inclusion organized by County School Inspectorates and County Centres for Resources and Educational Assistance receive public funding (David et al., 2020, p. 39).

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

- a. Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	117,200 (primary and lower secondary education in 2017/18) 48,900 (primary education in 2017/18) 68,300 (lower secondary education in 2017-2018) Link p. 27	Bachelor/ Master degree 1-year practical training in school	Primary school teachers can obtain a teaching position with a pedagogical upper secondary degree. They can have: upper secondary pedagogical education (4-5 years) [ISCED 3]; post-secondary education (2 years) [ISCED 4]; pedagogical institute (2 years) [ISCED 5]; pedagogical university college (3 years) [ISCED 6] ; or university – Bachelor degree within the Faculty of Psychology and Educational Sciences - Preschool and Primary Education Pedagogy (3 years)) [ISCED 6]. Primary and secondary school teachers must teach for a year, pass a written exam and an assessment based on practical teaching experience to become professionally licensed (World Bank, 2017).
Professional staff (psychologists, pedagogues, social pedagogues,	<i>Not available</i>	<i>Not available</i>	Psycho-pedagogical assistance units in schools employ psycho-pedagogue-teachers, psychologist-teachers, sociology-teachers and social pedagogue-teachers.

speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)	<i>Not available</i>	<i>Not available</i>	
Substitute, associate and retired teachers	<i>Not available</i>	<i>Not available</i>	Exceptionally, by decision of school inspectorates, schools may employ additional staff for a determined period of time. Some of these teachers do not have the required studies for the teaching position.
Auxiliary teaching staff	9,800 (primary and lower secondary education in 2017/18) Link p. 27	Upper secondary education Bachelor/ Master degree	ICT assistant – upper secondary education; Bachelor/ Master degree Laboratory assistant and technician – upper secondary education School pedagogue – upper secondary education Animator-instructor – upper secondary education Instructor for extra-school education – upper secondary education Social assistant – Bachelor degree Music assistant – Bachelor degree
Special schools			
Teachers	7397	1-year practical training in school ISCED 3, ISCED 4, ISCED 5, ISCED 6	This number (7379) refers to “didactic staff” in 2014/15 (Link in Romanian, p. 28) The didactic professions in special education and in the commissions for complex expertise include: itinerant and support teacher, teacher-school pedagogue, teacher-school psychologist, teacher-speech therapist, psychologist, psycho-pedagogue,

			<p>speech therapist, teacher of psychodiagnosis and physical therapist, teacher of special education (cf. Education Law 2011, in Romanian).</p> <p>According to Education Law 2011, art. 248(3), staff who has teaching positions and who has obtained formal, nonformal and informal professional skills before the enactment of the law, is allowed to have teaching positions in primary education, based on a methodology of the Ministry of National Education that recognizes their skills.</p> <p>Minimal conditions of study are required through Education Law 2011 for main and auxiliary teaching staff in special education and in integrated education:</p> <ul style="list-style-type: none"> a) Bachelor studies related to the job profile (ISCED 5) b) Master studies in didactics (ISCED 6) c) 1- year practical training in school <p>For other specializations than the psycho-pedagogical ones a certified theoretical and practical training in special education under the conditions established by the Ministry of National Education is required.</p> <p>(source: Iosifescu, C. S. (ed.) <i>Cerinte minimale pentru serviciul educational furnizat de învățământul special</i>, link in Romanian)</p> <p>According to the Centralizing document of the Ministry of National Education, 2020 (in Romanian), ISCED 3, ISCED 4 and ISCED 5 are related to for the different types of teaching positions and specialities in special primary and secondary education .</p>
Professional staff	<i>Not available</i>	<i>Not available</i>	

(psychologists, pedagogues, social pedagogues, speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)	<i>Not available</i>	<i>Not available</i>	
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers	<i>Not available</i>	<i>Not available</i>	Speech therapy teachers in speech therapy centres are qualified in special psycho-pedagogy, psychology or pedagogy (Eurydice. National Education Systems, Romania, Chapter 10.3)
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	<i>Not available</i>	<i>Not available</i>	

Teacher Assistants (specify role and add rows as required)	<i>Not available</i>	<i>Not available</i>	
<i>Others (please specify and add rows as required)</i>			

b. Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	X			<p>Training programs support the development of head teachers' leadership capacity.</p> <p>Multidisciplinary methodological and pedagogical in-service activities are organized at the local, regional or county level.</p> <p>Each county has public-funded Teacher Training Centres in charge with in-service training for all teaching staff.</p> <p><i>More detailed information could not be retrieved.</i></p>
Teachers	X			<p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p> <p>Multidisciplinary methodological and pedagogical in-service activities are organized at the local, regional or county level. However, in-service training on inclusion in education lacks unity at national level, each county has different practices.</p>

				<p>County Teacher Training Centres provide training in ICT skills for teaching, approaches to individualized learning, teaching students with SEN and cross-curricular skills, but Romanian teachers report a higher development need on these topics (European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2, p. 5).</p> <p>Specific training is available for teachers in primary education (Eurydice. National Education Systems, Romania, Chapter 12.1). In 2015, initial education of pre-primary and primary teachers included one compulsory course in the area of inclusive education. There were no compulsory elements on this topic within the initial training for secondary education.</p> <p>Teachers can receive in-service training on inclusive education and education for learners with disabilities and/or SEN (Horqa, Apostu & Balica, 2016).</p> <p>Academic research is available and can be used to further train students on topics related to inclusive education.</p> <p>Teachers participate to international experience exchange programmes on mainstream education for learners with disabilities and/or SEN.</p>
Teacher Assistants	X			<p>Teacher Assistants receive pre-service advice. The Ministry of National Education approved a framework methodology on the use of teacher assistants in schools in 2017.</p>
Professional Staff	X			<p>Multidisciplinary methodological and pedagogical in-service activities are organized at the local, regional or county level.</p>

				Specific training is available for support staff and psycho-pedagogues (Eurydice. National Education Systems, Romania, Chapter 12.1)
Inspectors	X			Specific training is available for primary school inspectors (Eurydice. National Education Systems, Romania, Chapter 12.1) <i>More detailed information could not be retrieved.</i>
Teacher Trainers			X	Teachers trainers have limited access to training programmes with County Teachers Training Centres (ISE, 2018, p. 26) <i>More detailed information could not be retrieved.</i>
Unqualified or under-qualification Teaching Staff			X	Limited access to training programmes with County Teachers Training Centres (ISE, 2018, p. 26)

a. If you answered no to any of the above, please provide further information:

c. Is education and training of teachers aligned with national policy goals on inclusive education?

X No

Latest national policies and strategies emphasize learner-centred approaches (e.g. [Order of the Ministry of National Education 3590/2016](#) approving the framework curricula for lower secondary education; [the “Relevant curriculum, open education for all” \(CRED\)](#) project). However, teachers are not sufficiently trained during their initial education and in-service training on:

- fostering inclusive education in the classroom,
- dealing with challenging situations,
- or supporting pupils with learning difficulties and other learners at risk to drop out from school qualification (information retrieved from [European Commission, 2019 European Semester. Country Report Romania](#)).

Retraining of teachers for a new competence-based curriculum is underway, with teachers in rural areas in the highest need of qualification ([European Commission, 2019 European Semester. Country Report Romania](#)).

[The “Relevant curriculum, open education for all” \(CRED\)](#) (link in Romanian) project is training teachers on teaching new curricula and new educational practices related to equal opportunities for all learners.

- d. With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).**

Future primary and lower secondary teachers receive only one semester of professional education in didactics and pedagogy. Their teaching practice is of 78 hours. Upper secondary teachers receive one year of professional education ([OECD, 2017](#)).

Regulation of the Minister of National Education no. 4316/2008 establishes the compulsory and optional subjects of the initial teacher education programmes. The compulsory subjects are organized under two modules which are rather theory-focused.

Module I includes:

- Educational Psychology
- Fundamentals of Pedagogy
- Theory and Methodology of Curriculum
- Theory and Methodology of Training
- Theory and Methodology of Assessment
- Classroom Management
- Subject Didactics
- Computer Assisted Instruction
- Teaching Practice in pre-university education

Module II includes:

- Psycho-pedagogy for teenagers, youths and adults
- Design and management of educational programs
- Didactics of the domain and developments in the subject didactics
- Pedagogical practice in high school, post-secondary or university education

The optional subjects can include: Sociology of Education, Intercultural Education, Counselling and Guidance, Educational Communication, etc.

Special psycho-pedagogy is not available with secondary teachers' initial education.

Initial education provides limited preparation for curriculum adaptation, the management of challenging behaviours, learners' support, inclusive pedagogies, modern teaching and assessment techniques.

Law 128/1997 on the status of the teaching staff creates the position of itinerant teachers related to special education. Itinerant teachers are expected to have graduated special psycho-pedagogy, pedagogy or psychology and

have a certified theoretical and practical training in special education. (cf. Ghergut, A., 2013. [Sinteze de psihopedagogie speciala](#))

Teachers who will work in special schools graduate bachelor studies in education – special psycho-pedagogy.

“Integrated education” can be studied as optional subject in the bachelor program of psycho-pedagogy (cf. [Order of the Ministry of National Education 5745/2012 approving the framework methodology to obtain the certification of competencies for the teaching profession](#)). The major universities in the country offer these bachelor programs. For instance, the Bachelor studies in Education, special psycho-pedagogy, Bucharest University provides training on:

- the assessment techniques to establish the psychological profiles of persons with disabilities,
- the teaching methodologies for special education
- the therapy procedures for persons with special needs
- the design of the rehabilitation programs for the different categories of persons with special needs (cf. [website of the Faculty of Education, Bucharest University](#)).

- e. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.**

[European Commission, 2019. Education and Training Monitor 2019 Romania Report. Volume 2](#)

- Concrete steps to implement the reform of the education and teaching system need to be taken.
- Better support, redesign of initial education and training are key aspects to improve quality and equity in education.
- The teaching profession has low levels of attractiveness. Among the factors: lack of quality assurance through low entry requirements for teachers; traditionally low salaries, with new initiatives to improve them.
- Rural areas have staff without proper qualification and reduced availability of support specialists. A school counsellor is expected to work with 800 learners, but the ratio is 2.5 higher.
- Initial teacher education includes reduced preparation and practical training in inclusive pedagogy.
- High entry standards and comprehensive initial teacher education are recommended instead of a certification exam, mainly based on the assessment of the theoretical knowledge, that opens the access to the teacher profession.
- Because of merit-based allowance, teachers focus on preparing learners for tests and academic competitions. Priority should be given to improve the outcomes of low achievers and learners belonging to disadvantaged groups.

- As student population is expected to decline, it is recommended to focus on raising teaching quality for existing teachers.
- Any reform of the recruitment and initial teacher education will only affect a reduced number of teachers.
- Teachers don't perceive the content and delivery of in-service training as sufficiently adapted to their needs.
- High costs restrict teachers' participation in in-service training.
- Two official visions for comprehensive reform of education and training system were developed by the Ministry of National Education and the Presidential Administration: "Education unites us" emphasizes the revision of teacher policies and the personalized learning; "Educated Romania" emphasizes the key role of teacher to improve quality and equity in education.

Wilichowski, Tracy Marie; Saleem, Hina Muhammad. 2018. SABER teachers country report: Romania 2017 (English). Systems Approach for Better Education Results (SABER) country report: Teachers. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/900561525237346382/SABER-teachers-country-report-Romania-2017>

- Teachers are not required to be mentored or coached during their pre-service education.
- Monetary benefits offered are insufficient to motivate teachers to work in disadvantaged areas.
- Limited monetary awards exist to reward head teachers for good performance.
- Teachers are expected to meet professional development requirements for periods of five years; but there are no repercussions if they don't meet them.
- In practice, teachers often finance their professional development through personal means.
- Top performing teachers receive merit bonuses. Teachers who work with low achievers receive rare recognition.

Kitchen, H., Fordham, E., Henderson, K., Looney, A., & Maghnouj, S. (OECD) (2017). OECD Reviews of Evaluation and Assessment in Education : Romania/ România. Studii OCDE privind evaluările și examinările în domeniul educației. https://read.oecd-ilibrary.org/education/romania-2017_9789264274051-en#page15

- Review made by OECD with UNICEF and the Ministry of National Education.
- Romania's education system made significant improvements in recent decades.
- The document encourages the authorities to put pupils' learning at the heart of evaluation and assessment, as further basis for discussion and feedback.
- Romania has many positive assessment practices; the country is currently aiming to have more individualized, formative teaching practices.

- Recommendation to use the expertise already acquired by head teachers and other teachers to support teachers' development. More space for classroom observation, feedback and discussion can help teachers improve their practice.
- Recommendation to develop a standard response for teachers' underperformance.
- Recommendation to improve the probation period and the initial assessment of teachers. The County School Inspectorates are not well equipped to conduct probation assessments, constructive feedback to teachers is not available.
- Entry requirement for teacher initial education and training to become a teacher are minimal.
- The majority of Romania's universities offer a form of initial teacher education, with variations in quality.

IȘE (2018), Institutul pentru Științe ale Educației, Analiza de nevoi a cadrelor didactice din învățământul primar și gimnazial. Raport al investigației realizate în cadrul proiectului CRED (Analysis of the training needs of primary and lower secondary teachers. Report on the results of the research conducted under the CRED project).

<http://www.ise.ro/wp-content/uploads/2018/06/Raport-final-analiza-nevoi.pdf>

- The report assesses teacher's needs in terms of training to better implement the future national curriculum in primary and secondary education. Evidence is based on a survey with 12233 teaching staff, or 10.5% of primary and lower secondary teaching staff. The majority of the participants (12198) are teachers.
- According to the "Report on Romanian pre-university education system" (2017), the number of primary and lower secondary teachers has significantly decreased during the last ten years. It is related to lower numbers of enrolled learners.
- 98% of primary and lower secondary teachers received requested qualification.
- 99% of primary teachers are employed on a fulltime basis; 83% of lower secondary teachers are employed on a fulltime basis.
- Teachers in small towns and rural areas have lower participation rates to in-service training.
- There is no national strategy that clearly addresses teachers' education. However, the sectorial strategies of the Ministry of National Education address this topic.
- County Teachers Training Centers are the main providers of in-service training. Some of them provided academic activities on learning needs of specific categories of learners (learners with SEN, gifted learners, etc.), quality assurance, the use of didactic support, new pedagogies.
- NGOs, professional organizations, foundations, universities organize in-service training activities for teachers.
- Public and private training providers have unequal offers at national level.
- Teachers continue to prioritize content learning to competences learning.

- Material resources aren't available in all schools, with limited ICT technology, which brings challenges to the implementation of the new curriculum: impossible to use interactive digital textbooks, absent beamers, etc.
- Mainstream teachers feel unprepared to work with learners with SEN and request training on how to adapt curriculum to learners at risk of school early leaving.
- Teachers express their needs to share their didactic experiences with their colleagues.
- Teachers require additional training on how to identify educational risk, how to develop individual education plans for learners with SEN and/or disabilities. Teachers don't have enough competences for IEPs which often remain bureaucratic documents without practical application.

f. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and sup

Challenges

No incentives are available for teachers participating in in-service training.

However, teachers remain highly interested in in-service training on education for learners with SEN. Public County Teachers Training Centres provide programmes on the inclusion of learners with SEN, with challenging aspects in terms of quality. Offer is more reduced on topics such as gender equality ([David et al., 2020, p. 44](#)).

Redesign of initial teacher education and strengthening of in-service training are recommended solutions to improve quality and equity in education (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 16). Staff training is also insufficient in vocational education and training, having an impact on the lack of adequacy of learners' skills to labour market needs ([European Commission, 2019 European Semester. Country Report Romani, p. 35](#)).

Learners acquisition of basic and digital skills is problematic. However, 69.6% Romanian teachers declared themselves prepared for the use of digital technologies for teaching against 39.4 in EU (OECD TALIS 2018 quoted by European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 88).

Opportunities

In 2018, Framework curricula for mainstream theoretical education and for special education were reviewed and new versions approved. They rather support inclusive dimensions in mainstream education. The new curricula mention the reduction of segregation, discrimination, and gender-based violence.

In 2020, The Ministry of National Education initiated the revision of teachers' education and competences. Funding is available for new pilot programmes of Master in Didactics during the academic year 2020-2021 ([source in Romanian](#), more detailed information on teachers training within these programmes could not be retrieved).

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

a. Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Learners with very complex health issues and learners with low school performance and challenging behaviour can be excluded from schools. Legal provision is available for home schooling for the first category. Learner-centred approaches, such as remedial activities or 'school after school' programmes are available for underachievers.

b. Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

✓ Yes

Schools in Romania have low diversity in demographic composition (European Commission, 2019, Education and Training Monitor 2019. Volume 1, p. 25).

Children from families with low incomes and those belonging to Roma community experience inequality of opportunities in education. Pre-primary education has low rates in rural areas and among Roma children, which has an impact on further school attendance.

Learners from rural areas and from families with low incomes leave the system after their lower-secondary education, as upper secondary institutions are mainly located in urban areas and the families can't cover the attendance costs.

Roma-majority mainstream schools assure low quality education as they lack necessary provision.

Learners with disabilities have limited support in education, they drop out of schools twice as often as the other learners ([European Commission, 2019 European Semester. Country Report Romania](#)).

c. Please give details on the main admissions criteria for schools.

i. Highlight any issues with the national policies.

Education Law 2011 ensures children reaching the age of 6 before the beginning of the school year are enrolled in the preparatory grade. Legal representatives submit a request for children turning 6 by the end of the calendar year to be enrolled in the preparatory grade. A commission decides if they are adequately developed from the physical and somatic point of view to attend this grade.

Primary schools are required to take children living in their catchment area. Legal representatives can ask for their children to be enrolled in other schools, which has to be approved by those schools' boards. Children who wish to attend primary education with supplementary or integral arts/sports programme have to pass specific admission skills tests.

All learners who completed primary education are admitted to general lower secondary education.

Children with disabilities have right to special education in special schools or integrated special education in mainstream schools at individual, group or class level. Enrolment criteria depend on their type and degree of disability. However, some schools refuse the enrolment of learners with SEN as they don't have support staff and knowledge on SEN assessment practices ([Horga, Apostu & Balica, 2016](#)).

Prior to attending compulsory education, migrant children have to attend Romanian language courses, or pass an assessment of their Romanian language level with County School Inspectorates. Their previous studies are automatically recognised.

ii. Where schools set their own admissions criteria, please outline any impact on inclusion.

Not applicable

d. Please provide information on the different forms of support that are available to learners in schools.

I. Inclusive pedagogy, personalised learning and universal design approaches

✓ Yes

Underachievers have access to remedial education, as specific learner centred approach, in primary and secondary school during the summer break to avoid grade retention.

Inclusive education in the classroom requires strengthening. Teachers need more training on formative assessment.

II. Counselling and mentoring possibilities

✓ Yes

The legal framework ensures all learners have access to academic guidance, psycho-pedagogical assistance and career counselling.

Counselling and guidance for personal development are available through the national curriculum, with the possibility for class/tutor teachers in primary and secondary education to allocate 1h/week to this activity. They are expected to closely collaborate with learners' parents and school psychologists/counsellors.

Each school with more than 800 pupils can organize a psycho-pedagogical assistance unit. Schools with less than 800 pupils can use the services of a psycho-pedagogical assistance unit located in other school. School counsellors are employed by the County Centres for Resources and Educational Assistance (CJRAE). Learners can also have access to free medical and psychological support in state hospitals.

Class/tutor teachers organize career counselling activities. In vocational education and training, school and county-level consultative bodies provide guidance and facilitate the relation between schools and industry representatives.

However, learners with disabilities have unequal access to vocational counsellors and job coaches ([European Commission, 2018 European Semester. Country Report Romania](#)).

III. input from specialist teachers/therapists

✓ Yes

School who have support/specialist teachers can provide complex initial assessment of learners' educational needs. This will open the access to activities related to child's integrated development. Innovative partnership with learners and their families can be observed.

In practice, support/specialist teachers in mainstream schools are in charge with monitoring pupils' learning and educational achievements.

IV. input from learning support assistants

X No information available

Parents can act as learning support assistants for their children.

V. availability of ICT / assistive technology

✓ Yes

The project ‘Quality and equity for performance in rural school (Rural edu)’ initiated in 2018 aimed to provide teaching, sport and art materials, as well as computers to 1300 lower secondary schools in disadvantaged rural areas.

Lack of assistive technologies can impact school leaving in the case of learners with disabilities and/or SEN. Several organisations and NGOs provide digital object and assistive technology, but these initiatives are insufficient for the educational system ([Horga, Apostu & Balica, 2016](#)).

VI. Please describe any other forms of support available.

After approval by the Ministry of National Education, “second chance” programmes are organized in primary education for out-of-school learners or early leavers.

Early leavers, meaning learners who dropped out from school for more than two years, can also continue their education through evening classes, part-time education or distance learning.

e. Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation, and achievement for all learners.

Strategy	Description of the focus
The Romanian Secondary Education project (ROSE) – 2017, ongoing	<p>The project provides training activities for teachers in the Teaching Staff Resource Centre. It initiated guidelines on:</p> <ul style="list-style-type: none"> ● learner-centred approaches, such as remedial education and tutoring ● inclusive education ● professional counselling and career orientation

f. Please provide information regarding school buildings and infrastructure.

Are there schools that face infrastructure issues that are barriers to inclusion?

✓ Yes

Schools, especially in rural areas, lack school transport or other basic facilities, e.g. 38% schools in rural areas and 7% in urban areas lack water and sewage, while having outside lavatories. General maintenance and building rehabilitation are underfunded ([European Commission, 2019 European Semester. Country Report Romania](#)).

Activities with learners with disabilities and/or SEN in mainstream school might take place in improvised spaces.

Some accommodations are available in schools: access ramps, support bars, modular furniture, accessible toilets.

Before 2017, only approx. 30% of school buildings had access ramps and only approx.15% had toilets adapted to persons with disabilities ([Strategy on the Modernisation of Educational Infrastructure, in Romanian](#)).

Are there strategies and/or initiatives to improve school buildings and infrastructure?

✓ Yes

Strategy	Description of the focus
Project 'Quality and equity for performance in rural school (Rural edu)' 2018	Provide schools in disadvantaged rural areas with materials and furniture.
PRET (Project for the Reform of Early Education/ Proiectul privind Reforma Educației Timpurii)	The project (2009-2021) aims to provide new buildings and furniture for 384 pre-schools.
PNDL (National Programme for Local Development/ Programul National de Dezvoltare Locală)	The programme (2015-2023) is coordinated by the Ministry of Regional Development and Public Administration. It provides funding for local infrastructure. It includes investments in 2500 pre-schools and 2000 schools.
PRIS (Proiectul privind Reabilitarea Infrastructurii Școlare).	The project (2007-2019) allowed to rehabilitate and modernize the school infrastructure and provided furniture for 1329 schools.
Strategy on the Modernisation of Educational Infrastructure	<p>The strategy (2017-2023) emphasizes the need for a global approach, built on local and national evidence in order to improve the educational infrastructure. It underlines the need to improve existing basic conditions in rural and remote areas (water provision, heating, etc.), provision and equipment for learners with SEN and/or disabilities, investments in new technologies for teaching and learning.</p> <p>Values promoted by the strategy: quality for learning environments, equity, absence of segregation, innovation for educational spaces, evidence-based decisions, sustainability, non-discrimination, holistic approaches, social inclusion, etc.</p>

If no, please give further information:

- g. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.**

Education for all and everyone: access and participation to education of children with disabilities and/or SEN in participant schools to UNICEF campaign ‘Come to school!’/ Educație pentru toți și pentru fiecare : accesul și participarea la educație a copiilor cu dizabilități și/sau CES din școlile participante la Campania UNICEF Hai la școală! / Irina Horga, Otilia Apostu, Magdalena Balica ; coord. din partea UNICEF România: Luminița Costache ; coord.: Ciprian Fartușnic, Traian Vrășmaș. - Buzău : Alpha MDN, 2016 http://www.unicef.ro/wp-content/uploads/Educatia-pentru-toti-si-pentru-fiecare_2015.pdf

- Cleavage between rural and urban schools. Rural schools can't refuse the enrolment of learners with disabilities and/or SEN as they are the only educational settings in their communities. Some urban schools enroll these learners, while others, the more competitive ones, refuse to do so.
- The enrolment practices in urban areas brought a higher concentration of learners with disabilities and/or SEN in suburban schools from disadvantages areas. These school tested and developed a higher number of inclusive practices.
- The number of learners with disabilities and/or SEN increases each year, especially in those mainstream schools that have acquired experience in their education.
- Romanian mainstream schools need more support for assessment, official recognition and mainstream enrolment of learners with SEN.
- Romanian schools can't provide real inclusion for learners with disabilities and/or SEN based on current built environment and school infrastructure.

FXB Center for Health and Human Rights (2015). *Strategies and Tactics to Combat Segregation of Roma Children in Schools Case studies from Romania, Croatia, Hungary, Czech Republic, Bulgaria, and Greece.* <http://www.dare-net.eu/cms/upload/file/strategies-and-tactics-to-combat-segregation-case-studies-english.pdf>

- The document provides information on strategies tactics of desegregations of six nongovernmental organizations (NGOs) in Central, Eastern, and Southern European countries.
- Roma learners continue to be placed in separate classes and therefore receive limited education.

Civil society representatives have played a lead role in raising awareness on Roma situation and help to implement changes in their education.

h. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges

Complex administrative procedures are a significant barrier in education of all learners. In 2018, progress was made to reduce the minimum number of procedures by 65% and the minimum number of forms by 70% (**Eurydice. *National Education Systems, Romania, Chapter 14.2***).

There are reduced efforts to improve the quality of education in schools with high drop out rates ([European Commission, 2019 European Semester. Country Report Romania](#)).

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

a. Have there been any campaigns to raise awareness of inclusion in education at national or local level?

✓ **Yes**

There are several initiatives related to specific vulnerable groups.

The National Strategy on the Promotion of the Equality of Chances and Treatment for Men and Women and on the Prevention and Fight against Domestic Violence (2018-2021) aims to increase learners' awareness and to reduce stereotypes and multiple discrimination through the organization of two information campaigns on gender equality.

The [National Council of Pupils](#) initiated several activities to raise pupils' awareness on their rights and responsibilities in schools. The organization, which has partnerships with UNICEF or the Organising Bureau of European School Student Unions (OBESSU), also advocates for additional funding for learners and schools, reduced discrimination against vulnerable learners and more young participation in decisions related to education at national and local levels.

UNICEF has initiated several campaigns to raise awareness of inclusion both at national and local levels. UNICEF and the Federation of Nongovernmental Organizations for Child Protection in Romania (FONPC) had a campaign against discrimination named "We shouldn't exclude any child" ("Să nu excludem nici un copil").

In January 2020, the Ministry of Labour and Social Protection, the Ministry of National Education and UNICEF launched the campaign "We grow up stronger when we grow up together" ("[Creștem mai puternici când creștem împreună](#)"). It aims to raise awareness on the inclusion of children with disabilities.

In 2019, UNICEF and a coalition of several members of the Romanian society, supported by the Ministry of National Education, organized the Global Campaign for Education under the theme "[Inclusive, quality and free public education – from rights to reality](#)".

b. Does legislation/policy support parental involvement in schools?

✓ **Yes**

Each school class has a parents' committee that represent the interests of all parents in the general school parents' assembly, the council of parents' representatives and the teachers' council.

Parents can participate to the decision-making process in school as members of the administration councils.

c. Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

Yes

Recent policies reinforce dual-vocational education with focus on partnerships with employers.

d. Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No

Two to four times per year, County School Inspectorates organize meetings between local teachers for practice exchanges. However, these meetings tend to be very formal and used for information transmission. Teacher peer networks tend to be competitive rather than supportive ([OECD, 2017](#)).

Current legal framework provides limited support to collaborative work and to dialogue between specialists and practitioners ([ISE, 2018, p. 87](#)).

e. Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

Yes

The National Commission against Segregation and for Educational Inclusion has 2 members (out of 17) who represent parents' organizations and 4 members who represent NGOs and intergovernmental organizations which protect and promote the rights of Roma minority, the rights of children and learners with disabilities, the rights of children and learners from disadvantaged families/from rural areas.

Education Law 2011 allows primary schools to organize "school after school" programmes including educational and leisure activities developed in cooperation with parents and non-governmental organizations. The programmes are state funded when intended for learners from disadvantaged groups.

Education Law 2011 (Article 14) regulates the collaboration between the Ministry of National Education and other nongovernmental actors. Teachers' unions, parents and learners' organizations take part to consultations regarding the national strategies in education.

- f. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.**

Moraru, A., Totoliciu, L., & Dincă, A. (2014). Educația - (ne)șansa la integrare a copilului cu dizabilități din România (variantă în lucru). Bucharest: Institutul pentru Politici Publice

- This early study intends to show how “inclusive education” was perceived by parents and teachers in Romania, based on quantitative and qualitative data.
- A majority of interviewed persons considered children with disabilities should attend special education units.
- Parents play an active role about the type of education their children attend.

Turza, M., & Duminiță, G. (2015). Izolați printre noi. Dimensiuni ale participării copiilor cu cerințe educaționale speciale în sistemul de educație românesc. Rentrop & Straton

- NGOs provide additional support when support teachers or other therapists are not available in special schools.
- Parents have limited effective involvement in the IEPs. Teachers tend to contact parents only for conflictual situations. Parents feel they don't have any support for their children educational progress.
- Parents receive limited guidance on available forms of education for their children.
- Roma learners are referred to special schools after refused attendance to mainstream schools.

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- Often, mainstream school attendance of learners with disabilities and/or SEN is rather a victory of their parents.
- Regarding the partnership between schools and families or communities, families are the ones who play a key role with inclusion in education.
- Schools don't perceive families as real partners for learners' education. Neither parents are aware of this possibility.

- However, schools who have support teachers and close special schools/ centres for inclusive education provide more inclusive activities, based on long term experimentations, and innovative partnership with learners' families.
- Two categories of parents are identified: some parents collaborate with school and follow their recommendations on how to monitor their children's activities; other parents don't accept school's recommendations on their children's support.

g. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

Challenges

Parents and learners still consider VET as a second-choice in education.

Challenging dialogue between the Ministry of National Education, NGOs and other stakeholders such as parents' organizations, teachers' unions and religious representatives in the community. e.g. In 2018, Ministry of National Education withdrew a national parental education strategy project ([European Semester. 2018 National reform programme Romania, p. 58](#)), due to conflicting gender/diversity perspectives and definitions of the term "family" [in Romanian](#)

A closer collaboration between schools and parents is desirable in terms of education for inclusion. School learning and community/family practices are sometimes contradictory. School only provides information, without shaping new values for learners ([David et al., 2020, p. 50](#)).

