ANALYSIS OF THE PRE-UNIVERSITY EDUCATION SYSTEM IN ROMANIA

Anca Cristea, PhD.

Dimitrie Cantemir Christian University
Faculty of Management
E-mail: astearics@gmail.com

Florentina Gaspar, Doctoral Student

Academy of Economic Studies
Email: florigaspar@yahoo.com

Abstract: *In Romania, the evaluation of the quality of the educational process in pre-university education is performed based on indicators developed by the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP), for pre-university education. This is a public institution of national interest and was established in order to ensure the quality of education at all levels of pre-university education. ARACIP develops methodologies and standards for different types of programs and providers of pre-university and higher education. Based on statistical data, the evaluation of the quality of the educational process within the national education system is based on the main results of educational activity, using a set of statistical indicators that reflect the results obtained at the baccalaureate, students' possibility and school situation.*

Key Words: *education, educational policy, indicators;*

JEL Classification: A20, A21.

Introduction

The paper analyzes the situation of the pre-university education system in Romania by reference to statistical data. Thus, there is a decrease in the incidence of educational policy in maintaining the motivation for learning reflected in indicators such as school dropout or low passability on educational profiles and levels of education.

1. The structure of the pre-university education network in Romania

1.1. The structure of the pre-university education network in Romania by types of units

According to the Training Education Monitor 2019, which is 20 years old since its first publication, it provides the latest available data on the number of non-tertiary education institutions from pre-primary to post-secondary level (ISCED levels 0-4) ((https://eacea.ec.europa.eu/national-policies/eurydice/content/statistics-organisation-and-governance-64_en)).

Table no. 1.1. The structure and size of the pre-university education network in Romania with legal personality

The type of educational institution	ISCED levels	The main orientation of the programs provided	Total	Public	Private
Nursery	0	(-)	29	7	22
Kindergarten	0	(-)	1171	757	414
Primary school	1	G	89	38	51
Primary school	1	G	89	38	51
Secondary school	1,2	G	3817	3763	54
Theoretical high school or colleagues	3	G	578	527	51
Vocational high school	3	V	186	185	1
Technological high school	3	V	698	682	16
Vocational school	3	V	62	58	4
Post secondary school	4	V	165	22	143
Masters school	4	V	1	1	0

The legend:

ISCED, International Standard Classification of Education, G –General, V- Vocational

Source; Eurostat 2019

The legal persons approach was used to collect the data from the table above. However, in Romania, in addition to independent educational units, there are also sections in other educational institutions and sections - separate classes in common locations.

In fact, according to official statistics (National Institute of Statistics, 2019), the statistical situation regarding the network of pre-university education units in Romania includes the following structure of units:

- nursery (328 public sections and 11 private sections in other educational institutions)
- kindergarten (9621 public sections and 88 private sections in other educational institutions; 142 public and 4 private sections - separate classes in shared locations)
- primary and secondary school (4893 public and private sections in other educational institutions; 499 public and private sections - separate classes in shared locations)
- high school (1707 public and private sections in other educational institutions)
- vocational school (679 public and 10 private sections in other educational institutions)
- post-secondary school (330 public and 49 private sections in other educational institutions)
- foremen school (89 public and 3 private sections in other educational institutions)

According to official statistics (National Institute of Statistics, 2019), the statistical situation regarding the sections that provide education for special needs is as follows:

- primary and secondary school (45 public sections in other educational institutions; 2 public sections - separate classes in shared locations)
- high school (11 public sections in other educational institutions)
- vocational school (42 public sections in other educational institutions)
- post-secondary school (8 public sections in other educational institutions)

Only global statistics are available in Romania (number of public institutions and number of private institutions). No official data on the percentages of core funding received by private institutions are available.

As a result, it was not possible to clearly differentiate between government-dependent private institutions and independent private institutions. In the table above, all private institutions have been reported in the column of government-dependent private institutions, as, in general, private institutions also receive public funding. ((https://ec.europa.eu/romania/news/20190926monitorul_educatiei_formarii_2019_ro))

1.2. Private schools - an alternative to the state education system

In Romania, the number of children registered in private schools and kindergartens has constantly increased. Businesses in private pre-university education in Romania have increased almost 3 times in the last 9 years, with chances to reach the level of 200 million lei (over 40 million euros) in 2019, shows a Frames analysis. The business of companies operating in pre-university education - private schools and kindergartens (CAEN CODE 8510, 8520, 8531, 8532), reached in 2018 the level of 173.3 million lei, compared to 160.8 million lei in 2017 and 73, 1 million lei in 2010. According to analysts from the consulting company Frames, all data indicate that in 2019 a record level will be reached in this business, the business of private schools having chances to reach the border of 200 million 256 companies with this profile were registered, in 2018 it reached 443 companies, of which 402 were in operation and submitted the balance sheet data to the Ministry of Finance. It is a significant evolution, which denotes the fact that more and more Romanians have chosen to pay for children's studies, and companies have allowed themselves to make significant investments in facilities, programs and staff "(X). Source Trade Register 2018.

The profitability of private schools and kindergartens followed the same upward trend, from 8.29 million lei in 2010 to 21.33 million lei in 2017, respectively 35.7 million lei in 2018. Most private schools and kindergartens were registered in 2018 in Bucharest-Ilfov (230), Constanța (33), Prahova (24), Argeș (15), Cluj and Dolj (14 each). The average net turnover, at national level, was 391,360 lei, increasing compared to the previous year, and the number of employees, at national level, was 2020, with over 600 more than in 2010. "After the years of sustained growth in the period 2010-2017, the year 2018 accentuated the tendency of the market to mature. In the market there were a series of mergers and acquisitions, and the big players consolidated their positions mainly in large urban centers, there On the background of the increase of Romanians' incomes and the expansion of the range of offers, it is expected that in 2020 a peak of growth will be reached" (source http://www.1asig.ro/Scolile-private-o-alternativa-tot-mai-cautata-de-romani-Un-business-de-peste-40-mil-euro-articol-3)

1.3. The evolution of the pre-university education network in Romania

The data provided by the National Institute of Statistics show that the number of schoolchildren / university students in Romania continues to decrease sharply, in line with the demographic evolution. In the 2018-2019 School / university year, 3,547 million pupils and students were enrolled, down 31,300 compared to the previous school / university year. Almost half of the school population was found in primary and secondary education (46.6%), and about a third in high school and preschool and preschool education (17.8% and 15.4%, respectively). Primary and secondary education, as well as high school education experienced the sharpest decreases in the number of students enrolled in the 2018-2019 school year compared to the previous one (-24,300, respectively - 8,000) . (source http://www.1asig.ro/Scolile-private-o-alternativa-tot-mai-cautata-de-romani-Un-business-de-peste-40-mil-euro-articol-3)

The statistics show that the future, for the Romanian economy, from the point of view of human resources, is announced to be full of challenges both from a numerical and structural point of view. Declining birth rates, declining enrollment and the fact that too few children are being educated for work in vocational schools, the high level of early school leaving, are causes to increase pressure on the labor market. Unfortunately, the degree of illiteracy is increasing, and the so-called reforms in the education system are delaying to offer concrete solutions - interest and support for the school, dual education offers in close connection with economic realities. Private education is trying to offer an alternative but, unfortunately, it does not yet have the necessary logistical force to change the perspective.

Many of the graduates of these schools go mainly to higher education and too little to professions below this level, and the prospect of emigration is a general one in this system.

2. Peculiarities of pre-university education in Romania

After 1990, multiple changes took place in the educational system with more or less positive consequences for the individual and society.

Public spending on education is low compared to the EU, while the investment needs of the sector are high. Any major reform may require additional funding to strengthen equity and efficiency mechanisms. Efforts have been

made to expand dual education. Participation in adult learning programs remains low, despite the high need for training and retraining.

There is a need to improve support for teachers - in particular by redesigning initial teacher training and strengthening continuing professional development - can help to improve quality and equity. There are still large differences in terms of general indicators of the quality of education in rural areas compared to urban areas.

Among the most representative indicators of quality in pre-university education is the pass index at the baccalaureate exam. Based on statistical data, the evaluation of the quality of the educational process within the national education system is based on the main results of educational activity, using a set of statistical indicators that reflect the results obtained at the baccalaureate, students' passability and school situation. The period 2001-2017 was marked by two distinct stages in terms of the evolution of the number of students who passed the baccalaureate exam.

The increase in the period 2001-2008 (with a maximum in the 2007/2008 school year of 200 thousand people) was followed by a period of abrupt decrease, up to over half, in the 2015/2016 school year (96 thousand people). By sex, the distribution keeps the same evolution trend, the share of students who passed the baccalaureate exam being always higher than that of male students.

2.1 School dropout in Romania

2.1.1. Analysis of school dropout in Romania in a European context

The European Commission published on September 26, "Monitoring education and training for 2019," which examines how education and training is evolving in the EU and its Member States. The 2019 Monitor indicates further progress towards achieving important EU education and training targets, while stressing the need to provide stronger support for teachers and increase the attractiveness of the teaching profession. Regarding some of the key indicators, early school leaving (18-24 years) indicates a percentage of 16.4% for Romanian young people, compared to an EU average of 10.6%, and the share of graduates (30-34 years) is 24.6% for Romania, the European average being 40.7%.

The latest edition of the monitor shows that Member States have almost reached their target in terms of reducing early school leaving. However, although the proportion of students dropping out of school decreased

from 14.2% in 2009 to 10.6% in 2018, the pace of progress has slowed since 2016. The percentage of young people with a tertiary education degree has increased from 32.3 % in 2009 to 40.7% in 2018. The monitor also indicates that higher graduation rates correspond to higher employment rates among recent graduates and more intense participation in the employment process.

The proportion of children participating in early education systems has increased from 90.8% in 2009 to 95.4% in 2017. Although participation in education systems has increased in Europe, one in five 15-year-olds still cannot perform simple tasks in the field of reading, mathematics and science, while too many children remain at risk of educational poverty.

This year's edition of the Education and Training Monitor marks the tenth anniversary of the start of the EU Education and Training 2020 cooperation framework, agreed by all Member States in 2009. (https://ec.europa.eu/romania/news/20190926monitorul_educatiei_formarii_2019_ro)

The average value at EU28 level for the early school leaving rate of young people (18-24 years old) was 10.7%, with the highest value in Malta (19.7%), almost double that of the EU28 average and more than 7 times higher than the lowest value among Member States, more precisely in Croatia (2.8%).
The share of young people leaving the education system has a high value in Romania (18.5%), placing our country on the penultimate place in the EU hierarchy28. The chances of getting a decent job are considerably higher for those with a higher level of education.

Again, Croatia stands out among the EU Member States with an extremely high share of the education of young people aged 20-24 (96.3%), being over 13 percentage points higher than the EU28 average (83.1%). %) and at a considerable distance from the last-placed Member State, Spain (70.9%). Romania is in the echelon of disadvantaged countries (79.9%).

In the same direction, the indicator is the share of people aged 30-34 with higher education, five of the EU member states standing out with values of this indicator exceeding 50%: Lithuania, Luxembourg, Cyprus, Ireland and Sweden. At the opposite pole, with differences of more than 10 percentage points below the EU28 average (39.1%), are Italy, Romania and Croatia . (-of-view-point-drop-colar.htm)

2.1.2. Vocational education is a solution to reduce school dropout

Starting with the 2011-2012 school year, vocational education was reintroduced, lasting two years. This measure was promoted through a national program and aimed to offer an alternative to those who want to follow a path of education and practical training in a specialized program of accelerated professionalization, developed in close partnership with the business environment.

Enrollment in this form of education is possible after the completion of the ninth grade. Also, practical training courses lasting 6 months were introduced for students who completed the 10th grade in high school who will want to acquire professional qualifications of level 2. Emergency Ordinance issued in December 2013, which amends certain provisions of the law education, establishes that compulsory education comprises 11 years (from preparatory class to tenth grade), the lower cycle of high school being thus an integral part of compulsory education. Also, following this decision, three years of vocational education was established. This is an alternative for students who cannot obtain at least a grade of 5 in the assessment exam in the eighth grade and for those who for various reasons are on the verge of dropping out of school early.

2.2. Analysis of students' results in simulating the national assessment in the eighth grade - 2016

The report includes a detailed analysis of the attendance at the exam and the results obtained by the students. It also presents the most important factors that influence student performance and ends with a set of conclusions and recommendations, which can be the basis for decisions on future assessment stages and proposing a series of perspectives on possible educational policy measures for this level of education.

Statistical analysis is quantitative without being able to present a qualitative analysis with additional information about students such as: data on education and occupation of parents, family structure, other school results of students, quality of human and material resources, individual effort of the student, extracurricular training etc.)

The conclusions of the analysis are:

►About 10% of students did not participate in the simulation;

►Of the total number of students who participated in the EN VIII 2016 Simulation, they obtained marks over 5 as follows:

- in the Romanian language test (61%),

53

- Most mathematics (67%).

►The average of the marks obtained was:

- (6.52 in the mother tongue test)
- (5.57) at the Romanian Language test
- (3.99) in the Mathematics test In general, the girls obtained better results than the boys, the differences being bigger in the Romanian Language test than in the Mathematics test. At the Mathematics test, 37% of the girls and 29% of the boys managed to obtain grades over 5. In Romanian, most girls and boys scored above 5, girls to a greater extent than boys (71% of girls and 51% of boys) ((Source Analysis of students' results in the simulation of the national assessment in the eighth grade - 2016 developed by the Institute of Educational Sciences)

The grades the distribution of students participating in the simulation of EN VIII 2016, by categories of general averages obtained, as follows:

- 23% obtained grades between 1-2.99;
- 34% obtained grades between 3-4.99;
- 24% obtained grades between 5-6.99;
- 19% obtained grades between 7-10.

The overall average of students studying in private schools was substantially higher compared to that of students studying in public schools. Compared to previous years, the percentage of 46% who obtained averages over 5 in the EN2016 simulation was the lowest, given that the simulation in 2014 recorded a share of averages over 5 of 48.8% among participants, and the simulation since 2015, half of the participants obtained grades above 5 (50.68%) ((Source Analysis of students' results in simulating the national assessment in the eighth grade - 2016 prepared by the Institute of Educational Sciences).

The most important conclusion that shows that the level of preparation of students is low is that 57% of students did not obtain in 2016 the grade 5. In the context of changes in high school access criteria in the school year 2020-2021, namely obtaining the minimum grade of 5 at the evaluation exam, the risk of decreasing the number of high school students and the consequent development of vocational schools is outlined. To improve student achievement, it is recommended that schools identify adequate human resources, including through

external support (for example, NGO interventions that provide volunteers to work additionally with children at risk have increased significantly in recent years). Student and parent associations should be encouraged to be actively involved in all stages of the educational process, being the main beneficiaries ((Source Analysis of students' results in the simulation of the national assessment in the eighth grade - 2016 developed by the Institute of Educational Sciences M. 2.)).

2.3. The quality of public pre-university education in rural areas

According to the data provided by the "National Report on the state of quality in public pre-university education units in rural areas 2015" the situation of rural schools is totally different from those in urban areas. The activities of support, evaluation and certification of quality were carried out on a representative sample of the rural school network, represented by 633 schools that reflect the general structure of the rural network financed from the state budget (without including special education) and cover 20.08% of the 3151 educational units with legal personality in rural areas (reference school year, 2014-2015), being independent units or coordinating units subordinated to other school units; the approach was a global one, at the level of the coordinating units and of all the subordinate structures. Of the total units subject to analysis, 86.7% (549 units) meet the minimum quality standards, and 13.3% (84 units) do not meet them.

In addition, the data provided by ANPCDEFP show that there were 1082 units in the sample that benefited from EC funding under the education, training, youth and sports programs (2007-2013, 2014-2020) for 214 projects, thus so that the partnerships made within them were expected to continue even after the funding was completed.

The primary objectives that registered the highest number of units that did not meet the minimum quality requirements in relation to the accreditation standards are those represented by the indicators related to:

- the existence, characteristics and functionality of the auxiliary spaces (indicator I14 - 44 units, representing 6.6% of the total evaluated),
- existence and functionality of school spaces (indicator I09 - 40 units, representing 6.3% of the total evaluated)

- and the existence, structure and content of the project documents (indicator I01 - 22 units, representing 3.5% of the total evaluated).
- 45% (with an average score of 1,800) in the case of providing medical services for students (indicator I06)
- and 65.6% (with an average score of 2,623) in case of partnerships with community representatives (I25).
- management of teaching and management staff (I22 with a degree of achievement of 62.2%).
- providing medical services (I06, with a degree of achievement of only 45%),
- providing guidance and counseling services for students (I08, with a completion rate of 46.9%),
- the scientific activity of teachers (I30, with a degree of achievement of 47%), the existence and development of the library / information and documentation center (I18, with a degree of achievement of 47.7%), and
- the existence, characteristics and functionality of the auxiliary spaces and their use (I14 and I16, with achievement degrees of 47.9%, respectively 47.7%).

The most important objective of the school represented by the Results with the students (I28) was achieved in proportion of 55.9%, representing the upper limit of the level of the qualification "average performance".

Over a third of the high schools (37.5%) registered averages below 6.00 at the national Baccalaureate exam, a level below which a student cannot pass this exam.

The results with the students were focused on the results of the national assessment at the end of the 8th grade (628 units out of the 633 having graduates at this level), obtaining an average grade of 6.04 (close to the general average for schools in the environment) in the rural schools, but lower than the average of urban schools of 7.15). Compared with the average grade of 7.72 for secondary education at the end of the school year, obtained based on information from RAEI, there are significant differences between local assessment and national standardized assessment (if the range of values of average scores per gymnasium is between 1.55 - 9.33, the sampled units obtained at the national evaluation grades in the range 2.40-8.43) and an over-appreciation at the level of the current summative evaluations.

2.4. Investing in education and early school leaving

In line with the Europe 2020 Strategy, Romania aims to reduce up to 11.3% the rate of early school leaving (PTS) in the 18-24 age group by 2020 and to increase the graduation rate of tertiary education to 26.7 % in the case of the age group 30-34 years. It is shown in the study "Costs of Insufficient Investment in Education in Romania" UNICEF Project "Let's go to school". These targets will be difficult to achieve given that many children are currently out of the education system, that almost one in five young people in the 18-24 age group do not complete compulsory education (17%) and that more than half of the students in the age cohort fail to finish the 12th grade and pass the baccalaureate exam. Although reform measures have been taken to improve access to and quality of education, it is clear that more interventions and resources are needed given the complexity of the difficulties faced by all these at-risk categories.

2.4.1. Return on investment in education

Increasing investment in the education of younger children can benefit those who cannot afford to attend college. Over time, this will lead to an increase in the number of disadvantaged people (for example, from poor families or Roma communities) who obtain a university degree.

An extra year of school increases income by 8-9%, reduces the risk of becoming unemployed by 8% and the risk of serious health problems by 8.2%. Graduates of upper secondary education earn 25% - 31% more than those who have completed primary and secondary education. The earnings obtained by people who finish a college are almost 67% higher than those of students who drop out of school after upper secondary education. Increasing the proportion of college graduates from 13.6% to 19% in 2025 would increase GDP by about 3.6%. Even a slight increase in the number of secondary school graduates (from 58% to 59.7% in 2025) would generate a 0.52% increase in GDP.

If education spending were to increase gradually to 6% of GDP, economic growth could reach 2.7-2.95% in 2015-2025 instead of 2%, according to official figures. Romania's economy can also receive a boost by improving the results of the PISA test (the impact of the quality of education on economic growth).

The experience of states with economies and participation rates in education similar to those of Romania (such as Latvia and Hungary), but which invest more in education (almost 6% of GDP), shows that Romania could increase the average level of schooling by one year until 2025.

2.4.2. Strategic objectives

Increasing education spending to 6% of GDP is not an end in itself, but a tool for achieving the ambitious goals of the Europe 2020 Strategy and key targets.

Table no. 2.1. Strategic objectives and proposed targets

Road sign	2014	2017	2020	2025
Children outside the education system, primary cycle **	6,3	4	2	0
Leaving school early *	17,3	15	11	10
Proportion of Roma aged 15-18 in education ****	33	50	70	80
Higher education (age group 25-64 years) *	13,6	14	16	19
Proportion of the population included in adult education *	1,4	5	9	15
PISA test results	445	465	485	500
PISA test results	438	465	485	500
Education budget as% of GDP *	4,1	4,8	5,4	6,0

Sources: * Eurostat; ** UNESCO Institute of Statistics; *** OECD / PISA 2012; **** World Bank 2014

It is estimated that not making the investment would lead to a decrease in GDP by 12-17 billion euros in 2025, the equivalent of 7-9% of GDP in 2015.

Simply, we must turn the vicious circle of insufficient investment in education into -a virtuous circle: increasing education spending would encourage economic growth and generate more money for the state budget (National report on the state of quality in public pre-university education units in rural areas 2015, p. 3).

Table no.2.2. Proposal to allocate the education budget by levels of education

% of GDP	Education (all levels)	Pre-school	Primary	Secondary	Post-secondary non-tertiary	Tertiary	Indefinite (includes adult education)

EU Media (2010)	5,34	0,52	1,17	1,99	0,13	0,86	0,67
Latvia (2010)	5,73	0,84	1,1	1,76	…	0,94	1,1
Hungary (2010)	5,18	0,7	0,8	1,69	0,04	1	0,96
Romania (2010)	4,13	0,35	0,96	1,58	0,02	0,87	0,35
Romania (2025)	**6**	**0,7**	**1,31**	**1,99**	**0,13**	**1,2**	**0,67**

Source: Eurostat for current levels and European Commission (2014) for expenditure on pre-school education. Each level of education would benefit from an additional percentage in the education budget between 0.32% and 0.41% of GDP over the next ten years.

2.5. Analysis of the 2019-2020 school year

The 2019-2020 school year is a negative post-December record in the evolution of the number of students in pre-university education, being for the first time when their number falls below three million. Thus, only 2.8 million students started the courses of the 2019-2020 school year, with a teaching staff of 215,289 teachers. This school year, according to the Ministry of Education, there are 17,464 schools, of which 6,293 have legal personality, and 11,171 are structures attached to them.

If in 1990 the number of students was 4.8 million, ten years later it had decreased by 600,000, and in 2009 it had reached 3.3 million, according to INS and MEN data. In 2019, the number of students starting the school year is almost two million lower than in 1990.

Critical and novelty aspects for the 2019-2020 school year:

- There are still schools whose buildings do not have optimal operating conditions, according to official statements there are still 300 schools with toilets in the yard
- According to data from the Ministry of Education, approximately 15.68% of schools do not have an ISU authorization. There are 4,000 schools that do not have a fire safety permit.
- There are difficulties in providing textbooks so the 7th grade students did not have textbooks at the beginning of school, because the tenders for them were contested.

- Changes of programs and exams were operated, thus, in the school year 2019-2020 the students from preschool have a new curriculum for early education (0-6 years), adopted by order of the minister.
- The Ministry decided that in 2020 only students who have taken the National Assessment and whose admission average is at least 5.00 (five) will enter state high schools. Those who fail to have an average of 5 at admission will be directed to vocational schools.
- There are problems with the settlement of subscriptions for the approximately 100,000 students who commute daily to school (Andreea Ofițeru HotNews.ro News | Education https://www.hotnews.ro/ since-90-since-the-structure-calendar-of-national-exams-unresolved-problems.htm Sunday, 8 September 2019, 11:56)

To all these shortcomings was dramatically added the Pandemic caused by COVIT 19 which caused a real upheaval on a global, national and obvious level and on education at all levels in Romania. After two months of crisis, a period in which all schools regardless of level were closed, the shortcomings of the Romanian education system came to light;

- Lack of IT infrastructure,
- Poor endowment with technology of students,
- Weaknesses in the use of platforms by students and teachers,
- Declining interest in learning,
- The increase in the feeling of fear associated with the insecurity that has led to the decrease in the performance of both students and teachers,
- Increasing the level of uncertainty regarding the achievement of the objectives included in the calendar of national examinations and assessments.

2.6. Objective regarding the increase of the percentage of higher education graduates in Romania

There is a strategy for the development of education at European level, namely the "Europe 2020 Strategy" which also provides for an increase in the number of higher education graduates. In this context, the Romanian Court of Accounts made a "Performance Audit Report, Analysis of the substantiation and evolution of

the objective situation regarding the increase of the percentage of higher education graduates, in accordance with the provisions of the Europe 2020 Strategy (http: // www. curteadeconturi.ro)

Knowing that an increase in the number of graduates of higher education is not possible without an increase in the number of graduates in each school year, in the context of improving teaching and school performance, the Court of Accounts of Romania analyzed data for Romania in brought to the requirements of the European strategy.

Table no. 2.3. The share of the population aged 18-24 that has reached at most one level of lower secondary education (gymnasium / 8th grade) and who did not subsequently participate in any form of education or training, in total population of the same age.

State / Year	2000	2005	2010	2011	2012	2013	2014	Aim
UE	17,6	15,7	13,9	13,4	12,6	11,9	11,1	10
RO	22,9	19,6	19,3	18,1	17,8	17,3	18,1	11,3

Source: EUROSTAT source (taken from the Romanian Court of Accounts, Performance audit report, analysis of the substantiation and evolution of the objective situation regarding the increase of the percentage of higher education graduates, in accordance with the provisions of the Europe 2020 Strategy, http://www.curteadeconturi.ro, p .13

It can be seen from the data in table 2.3.: the share of high school graduates has dropped dramatically at the same rate in both Europe and Romania.

Table no. 2.4. The share of the population aged 30-34 that has reached at most one level tertiary education

EU Objective 27	Value initial (2008)	Objective Romania			Final value (2020)
		Preliminary value			
		2010	2013	2015	
Population rate aged 30-34 years with level of education	15,96 %	17,61 %	20,25 %	22,17 %	26,7 %

tertiary education (graduates of higher education) - 40%					

Source: takeover from the Romanian Court of Accounts, Performance Audit Report, analysis of the substantiation and evolution of the objective situation regarding the increase of the percentage of higher education graduates, in accordance with the provisions of the Europe 2020 Strategy, http://www.curteadeconturi.ro, p. 3

Regarding the final objective of the report, it highlights the fact that in Romania it is desired to increase the share of higher education graduates from 15.96% in 2008 to 26.7% in 2020.

Conclusion

The state of education in Romania is precarious due to the application of a mix of deficient educational policies in the existing societal context. Measures for the sustainability of the educational system must be correlated with sustainable investments and with the increase of the relevance level of the educational system together with its reflection in the labor market.

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Annex

The structure and size of the pre-university education network in Romania

The structure of statistical indicators of pre-university education in Romania according to INS

The statistical indicators of pre-university education in Romania according to the National Institute of Statistics are completed and reported by each educational institution in order to achieve national statistics in an interconnected system within the system of specific indicators of the European Union. Thus, there are two categories of reporting of indicators, one for primary and secondary education and another for high schools.

1.1.1. Indicators primary education (ISCED level 1) and secondary (lower secondary - ISCED level 2) - formal education - at the end of the school year 20XX-20XX

Section A. Primary education

Chapter 1 Students in PRIMARY education, according to the school situation, by classes and sexes

- Students enrolled at the beginning of the school year (September 15, 20XX)

- Students coming by transfer from other school units (By transfer to other school units, Leaving school, and other situations)

- Students leaving the school

- Highlighted students at the end of the school year (September 15, 20XX), Promoted - Repetitors

Head. 2 4th grade promotions in PRIMARY education, by age and sex

- 4th grade promotions

- Age (9-14 years and over 14 years)

- Full-time education

- Part-time education

Head. 3 students (from Romania) in PRIMARY education, in evidence at the end of the school year, by ethnicities and sexes

- High school students at the end of the school year

- Ethnicity

- Spread

- Repeaters

Section B. Secondary education

Chapter 4 Students in GYMNASIUM education, according to the school situation, by classes and sexes

- Students enrolled at the beginning of the school year (September 15, 20XX)

- Students coming by transfer from other schools

- Students leaving the school unit (By transfer to other school units, Leaving school, other situations)

- High school students at the end of the school year (September 15, 20XX)

Head. 5 Promote the 8th grade in GYMNASIUM education, by age and sex

- 8th grade promotions

- Age (13-19 years and over 19 years)

- Full-time education

- Part-time education

Head. 6 Students (from Romania) in GYMNASIUM education, by ethnicities and sexes

- High school students at the end of the school year

- Ethnicity

- Spread

 - Repeaters

SECTION C. SCHOOL LIBRARY

Head. 7 School library in the school year 20XX-20XX

        Library activity in the school year

- Number of book titles (Printed, Electronic, existing at the end of the school year, of which: entered in the library during the school year, from col.6: number of volumes entered in the library during the school year, with public funding, from other sources)

- Databases (for library users

 Head. 8 Use and users of the school library in the school year 20XX-20XX

- Number of registered users (individuals)

- Number of active users (individuals)

- Number of volumes issued (loan transactions) during the school year

- Number of library visits during the school year (frequency)

Head. 9 School library staff

- Total staff (Full time, Age group, Level of education)

1.1.2. Indicators of learning outcomes in high school (ISCED level 3) - formal education - at the end of the school year 20XX-20XX

Chapter 1 Students according to the school situation by classes and sexes

- Class (9th, 10th, 11th, 12th, 13th)

- Students enrolled at the beginning of the school year (September 15, 20XX)

- Students coming by transfer from other schools)

- Students leaving the school unit (By transfer to other school units, School dropout, Other situations)

- Highlight students at the end of the school year (September 15, 20XX)

- Promoted - Repetition

Chapter 2 Students (from Romania) by ethnicities and sexes

- High school students at the end of the school year

- Ethnicity

- Spread

- Repeaters

Chapter 3 Number of promoted, graduated and successful students, by specializations / professional qualifications and sexes

- Professional specialization / qualification

- Duration (years)

- Class (Class IX, X, XI, XII, XIII)

- Graduates (Graduates 10th grade) / graduates 11th grade Special,, Graduates 12th grade / 13th grade

- Pass the baccalaureate exam

Chapter 4 Graduates and pass the baccalaureate exam, by age and form of education by sex

- Age (17-24 and over 24, of which full-time / part-time education, evening education, part-time education)

- 10th grade graduates table / 11th grade graduates Special

- 12th grade / 13th grade graduates

- Pass the baccalaureate exam

Chapter 5 The results of the baccalaureate exam by sex

- TOTAL of which: current year graduates

- Present

- Reus