



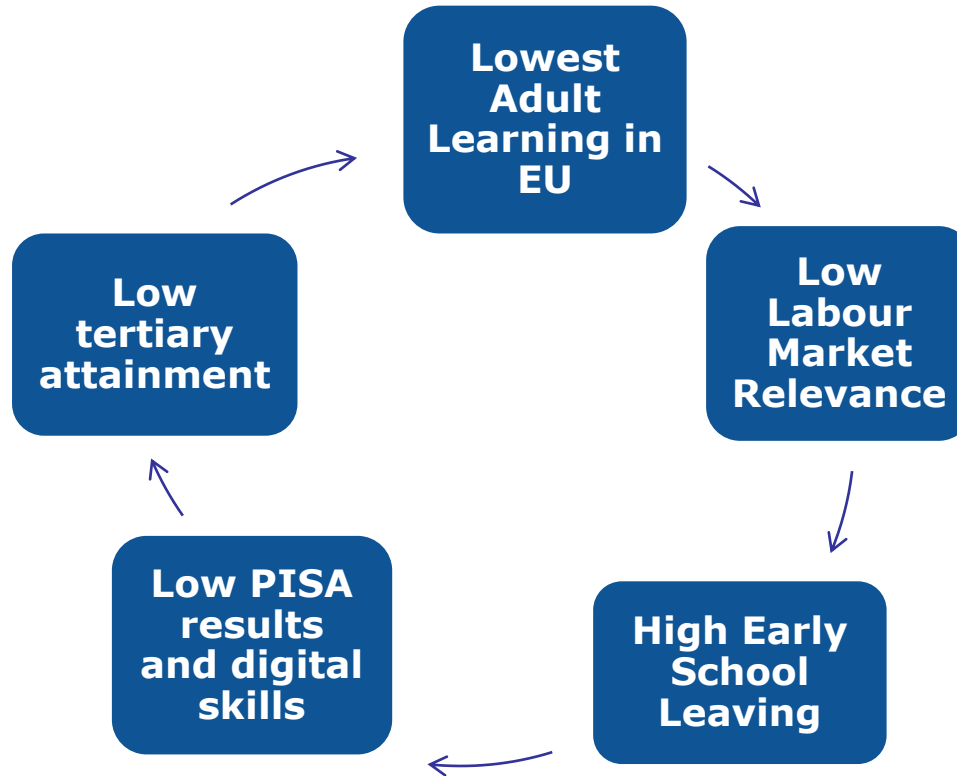
Main reform areas for the Romanian education system

*Key recommendations
of the Education & Training Monitor
and European Semester*

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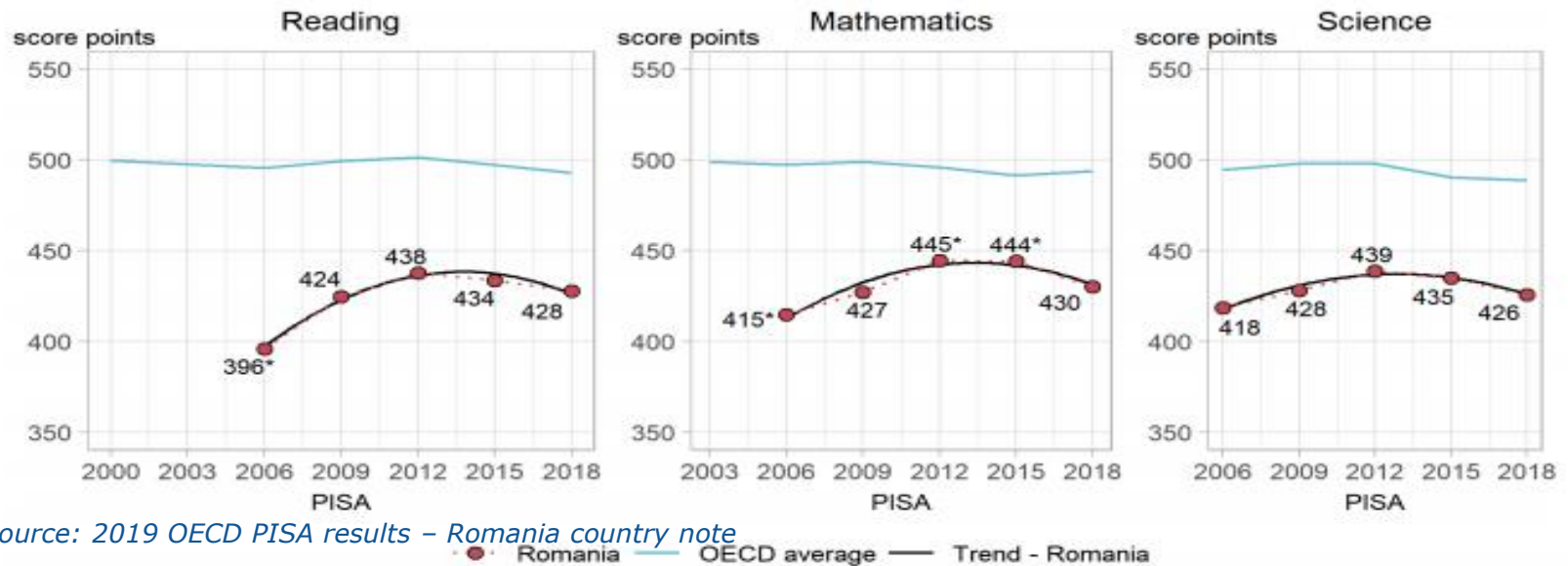
Key challenges in the Romanian Education



- ❖ *Low and decreasing public spending on education*
- ❖ *Limited performance highlight quality and effectiveness challenges*
- ❖ *Significant differences between socio-economic groups*

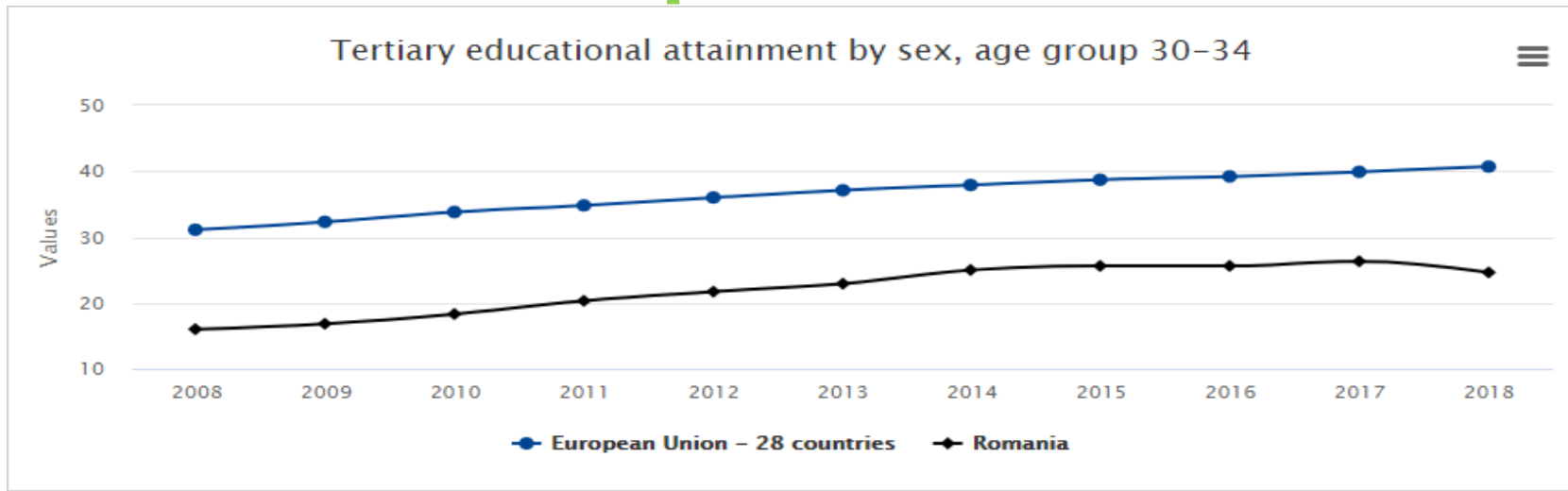
PISA performance (2018)

Figure 2. Trends in performance in reading, mathematics and science



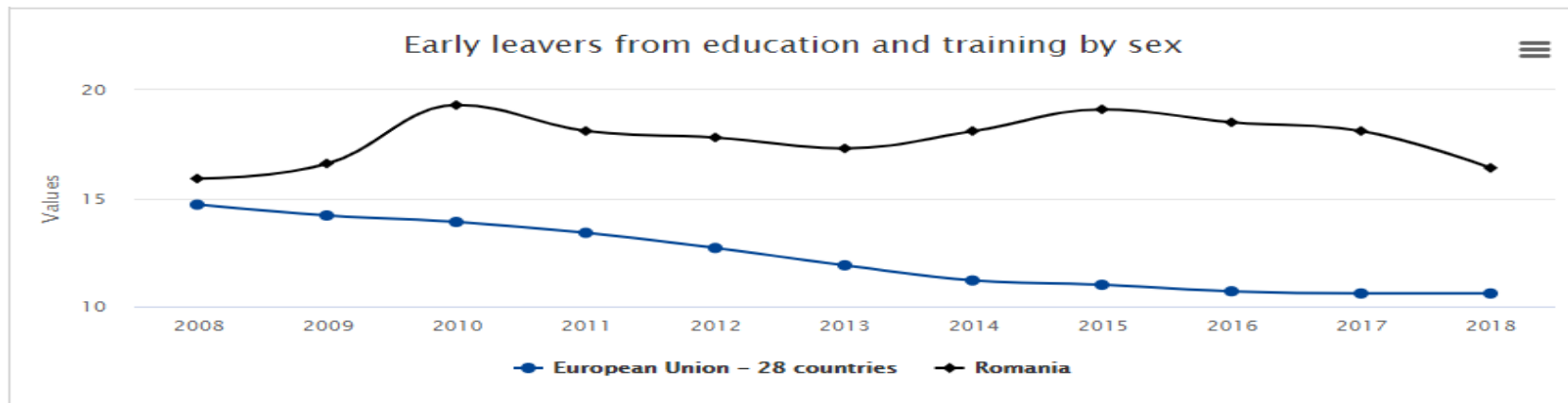
- **Decreased performance and low level across all 3 disciplines**
- Disadvantaged students concentrated in schools with no top performers
- One in four high-achieving disadvantaged students do not expect to complete tertiary education

Progress towards 2020 targets – European Semester –



EU target: >40% having completed tertiary education

National target: 26.7% having completed tertiary education



EU target: <10% drop-out rate - National target: 11.3% drop-out rate

Key Reform Areas in Romanian Education System

*2019 Country Specific
Recommendations*

Improve the **quality and inclusiveness** of education, in particular for Roma and other disadvantaged groups

Improve **skills**, including digital, notably by increasing the **labour market relevance of VET and higher education**

*2018 Country
Specific
Recommendation*

Improve **upskilling** and the provision of **quality** mainstream education, in particular for Roma and children in rural areas



European
Commission

EU SUPPORT - ESF

Approx. 1.25bn EUR allocated during the current programming period, out of which:

- **Approx. 30% contracted**
- **We are still expecting interventions in key reform areas by the end of the programming period**

Main areas of intervention:

- **ESL:** "bani de liceu" and "school for all" launched (integrated measures are still missing however);
- **Second Chance:** relaunch in 2019 -> to assess whether lessons learned were used;
- **VET:** projects launched (including in 2019) -> to assess results;
- **Higher education:** Projects launched in last few years -> to assess results;

*Given the **low impact of past measures** in areas such as **ESL or equity of education**, reflection is needed on improving effectiveness of projects;*

***Past evaluations** (e.g. POSDRU) highlighted the **need for better targeted and results-oriented interventions**;*

High differences between socio-economic groups

*The differences in educational
outcome disproportionately
affect certain groups:*

PISA: socio-economic status is a strong predictor of results (more than the OECD average)

ESL: significantly higher in rural areas and for certain disadvantaged groups (including Roma)

Teacher shortages: shortages in rural areas and availability of support staff remains a challenge

Tertiary education: lowest participation rate for women in the EU

Future period - ESF+

- We consider **education and skills** development to be **key areas of investment** for the next programming period (ESF+);
- We should therefore **aim for better results** from the interventions to be envisioned, taking into consideration lessons learned;
- Where possible, the **experience of other countries with successful experiences in sensitive areas** (such as ESL) **should be taken into consideration** (example – Ireland – “Delivering Equality of Opportunity in Schools”)

Thank you for your attention