

Creating an Observatory for Raising Social Awareness on EU Social Inclusion Policy in the South-West Region of Romania

Report

- Promoting social inclusion via adequate education -



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12. The Archdiocese of Craiova (Metropolis of Oltenia);
13. Craiova Youth Penitentiary;
14. The Regional Body for Pensions and Social Insurance Rights;
15. The Regional Centre for Professional Guidance and Reconversion.

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I. PROMOTING SOCIAL INCLUSION VIA ADEQUATE EDUCATION

At the end of 90's the main characteristics of the Romanian Higher Education System could have been synthesized (Korka, 2001):

1. It transmits knowledge, but it does not train the graduates well enough for the production of science.
2. It is mostly repetitive and it stimulates too little scientific creativity and innovation.
3. It is based on the separation into rigid subject matters, while interdisciplinarity is nothing but a rhetorical ornament.
4. It is a collectivist type of education and it does not offer significant room to individual courses of training.
5. It is equalitarian, since individual performances enjoy only "festive recognition".
6. It is centralized, since for any decision regarding details requires the approval by the Ministry.
7. It operates with norms of local performance, in the best of cases with national norms, in an age when recognition is global.
8. It still lays the stress on general qualifications at graduate level, while the "battle" for performance in higher education has shifted to the post-graduate level.
9. It promotes an obsolete concept of extensive development (a great amount of knowledge, more classes per week, greater number of examinations, etc.) in an age when the "encyclopedic ideal" has been

replaced by the rules generating competitive advantage and performance on the real labor market.

10. It is used with the pressure of corruption (from the granting of grades, the organization of examinations, of competitions for vacant jobs, the way of obtaining scholarships to the mechanism of budget funding on a monthly basis ‘upon request’) at a time when competition, transparency, accountability and trust in the partner are the rules of the game.

The conceived plan of reform for education comprises a set of main lines of action, as follows:

- 1. Curricular reform for secondary schools, high schools, and universities, with accent on:**

- a. the reform of teaching plans, programmes of disciplines, and the design of original textbooks;
- b. a new structure for the school year and the reform of the methodology of knowledge evaluation; the setting up of institutional evaluation;
- c. the training of trainers; the development of professional standards;
- d. the restructuring of the school network; the expansion of vocational schools;
- e. the implementation of a transferable credit system; the reorganization of academic study programs;
- f. the reform of postgraduate studies;
- g. the co-ordination of lifelong and distance education;
- h. the linking of universities;
- i. curricular compatibility.

- 2. The reform of education in favor of problem solution and the reform of:**
 - a. the role of research in universities, including the lightening and the renewal of the programmes for specific disciplines;
 - b. the setting up of center of excellence in universities;
 - c. the identification of new thematic priorities in scientific research;
 - d. the generalization of funding based upon project competitiveness;
 - e. the setting up of schools of advanced studies;
 - f. provisions for the international compatibility of the evaluation of scientific research.
- 3. Initiation of renewed interaction between education and its economic and social environment by the involvement of the whole family in the design of secondary and high school projects, by:**
 - a. the organization of professional reconversion;
 - b. the facilitating of technological transfer;
 - c. the granting of scholarships by the private sector and by local authorities;
 - d. the organization of trade schools to be set up by entrepreneurs;
 - e. projects performed by educational units under contract to local communities.
- 4. Improvement of infrastructure and connection to the electronic information highway through:**
 - a. the implementation of the school rehabilitation programme;
 - b. local investments in secondary and high schools;
 - c. a programme to revive rural education;

- d. construction and acquisition of university buildings;
- e. creation of an information network in education.

5. The reform of school and university management through:

- a. the granting of complete autonomy in the use of extra-budgetary resources;
- b. passage to global financing; authorization of fee-paying study places in universities;
- c. the rationalization of the spending of budgeted funds;
- d. the granting of institutional and financial autonomy to secondary schools, high schools, and universities; to this autonomy to include instructional matters and staff employment;
- e. renewal on a competitive basis of the staff employed by the Ministry of National Education and the setting up of its specialized bureaus and agencies;
- f. the renewal of the legislation on education.

6. Participation in advanced forms of international co-operation through:

- a. the conclusion of equivalence agreements for study certificates and diplomas;
- b. the expansion of studies in modern languages;
- c. joint curricula;
- d. joint research units;
- e. franchising;
- f. the expansion of international mobility for students and experts.

During last few years, as a continuation of the actions developed in the preceding years, the Ministry of Education

and Research has identified more operational levels in the spirit of the general guidelines here above mentioned, operational levels presented below:

1. In terms of curricular reform, the following such actions are envisaged:

- a. The preparation of discipline programmes for all high school grades in compliance with the New National Curriculum will be completed.
- b. The acquisitions of the PHARE-VET programme will be generalized.
- c. The responsibility for the publication of textbooks will be completely devolved to the private sector.
- d. The Ministry of National Education will, nevertheless, continue to exercise authority in terms of curriculum and, based on expert advice, textbooks.
- e. Disciplines will be promoted according to the choices of given schools (i.e., local development of the curriculum) and of optional disciplines in schools and in high schools.
- f. The standards of professional training will be set to reflect the level of the educational experience of today.
- g. The New National Listing of Trades and Occupations will be approved and applied.
- h. The New National Listing of Academic Specialities will be approved and applied. The initial and continuous education of the teaching staff will be reorganized on a modern basis.
- i. Postgraduate studies will be organized efficiently.

- j. Faculty curricula will reflect European standards.
 - k. University extension services will be provided through franchising.
 - l. Academic double and multi-specialization will be expanded.
 - m. A network of distance education will be organized.
 - n. A pre-school programme will be implemented.
 - o. A programme on education as a second chance will be applied.
 - p. A special programme for school and university education in agriculture will be implemented.
 - q. Pupils enrolled in high schools and vocational high schools will be trained in the use of the information and communication technologies.
- 2. With a view to restructuring the substance of education and of renewing scientific research, the following are to be undertaken:**
- a. School programmes will be lightened according to a comparative analysis of contemporary international experience.
 - b. Learning during class hours will be resumed, and the dependence of school performance on "parallel tutoring" will be reduced.
 - c. The number of examinations will be reduced, and the feasibility of examinations will be increased.
 - d. Mandatory class attendance will be reduced, and individual study will be granted more significance.

- e. A national system of transferable study credits will be put to work.
 - f. Priority financing will be granted to centres of scientific excellence to be established according to international standards.
 - g. Universities will award grants for scientific excellence.
Doctoral schools and new schools for advanced studies will be opened.
 - h. Multi-user laboratories will be organized.
 - i. A special programme for the support of young performing specialists returning home will be implemented.
3. **With regard to the improvement of infrastructure and of linkages to the electronic information networks, the following will be undertaken:**
- a. The implementation of the School Rehabilitation Programme will be continued.
 - b. The Programme for the Revival of Rural Education will continue to be implemented.
 - c. Based on the Special Fund for Education, a programme of school and university investments will be applied.
 - d. The PHARE Programme for the Reform of Administration in level-one universities will be completed.
 - e. High schools will be connected to the ROEDUNET.
 - f. A programme designed to complete the construction activities begun in the 1980s and 1990s that have remained unfinished will be implemented.

- g. Universities will be encouraged to invest in their own infrastructure based on partnerships with economic agents.
 - h. In the case of school investments, property regulations will be applied, meaning that the investor will become the proprietor.
 - i. A programme for school construction financed from local resources is to be implemented.
 - j. A special programme aimed at modernizing school libraries will be developed and implemented.
 - k. New buildings composing so-called university estate will be acquired and jointly financed by the state and the universities concerned.
- 4) **With regard to the improvement of infrastructure and of linkages to the electronic information In terms of the interaction between schools and universities, on the one hand, and their economic, administrative, and cultural environments, on the other, the following steps are to be taken:**
 - a. The restructuring of the school network will reflect demographic and economic factors and local development projects.
 - b. In secondary education, maintenance and capital expenditures are to be financed from local budgets, while local budgets for education will be consolidated.
 - c. Economic agents will be offered contract-based opportunities to finance classes, schools, high schools, departments of university specialization, colleges and faculties.

- d. High schools and universities will develop as systems in service to the community. The programme for the support of the teaching staff residing in rural areas will be applied.
- e. In universities, new centres for technological transfer will be set up.
- f. Parent communities are to be a part of school decision-making bodies with reference to optional disciplines, the financial support of activities, and the development of educational units.
- g. A special programme designed to support the schooling of the Roma communities will be implemented.
- h. The adult education programme will be prepared and put to work.
- i. The human resources programme will be implemented.

5) With reference to the reform of school and university management, the following steps are anticipated:

- a. The number of representative educational units, which, by law, may select their own teaching staffs, will be substantially increased.
- b. The institutional autonomy of schools and high schools will be promoted in terms of establishing the "local share" of the curriculum, of the use of accumulated financial resources, and of staff selection.
- c. In terms of extra-budgetary resources, whether or not to bank with trade/commercial banks will be a decision to be made by the given educational unit or institution.

- d. In the framework of university global financing, global financing will also be applied to faculties.
- e. The new funding system will be applied to pre-academic education.
- f. The fund-raising function of scientific research and professional training programmes will be extended.
- g. The governing and control staff in education will begin specialized management training.
- h. Management training will become a part of the initial training of the teaching staff. Schools will conceive and design their own budgets.
- i. Contract-based relationships will be established between schools and universities and their educational partners.
- j. Stress will be laid on postgraduate training and on the restructuring of its financing.
- k. The student scholarship system will be reorganized in the direction of a consolidating social scholarship system.
- l. Salaries in the system will be raised and differentiated.
- m. Consequences to be expected as a result of the movement from a monopolistic centralized budgeting system to a system of multiple resource financing (the central budget, the local budgets, the special fund for education, study fees, administrative fees, the contribution of local communities, institutional incomes, national and international grants, donations, and sponsorships).

6) With a view to extending international co-operation, the following steps are to be taken:

- a. The educational programme for Southeastern Europe pertaining to the Stability Pact will be implemented.
- b. The special programme for the revival of Latinity will be prepared and launched in co-operation with the so-called Latin countries.
- c. The European Programmes are to be implemented.
- d. University extensions will be set up through franchising.
- e. New agreements for the equivalence of study credentials will be signed with European countries.
- f. Co-operation via joint curricular and research units will be promoted with European and American countries.
- g. Meetings of rectors in Romania with rectors from different European regions will be organized by major higher education institutions.
- h. Full course programmes in English, French, and German will be expanded in the universities.

The Ministry of Education and Research operates at this moment with a structure much reinforced, consisting of the following specialized, autonomous, centres, agencies, and services:

- a. The "Leonardo da Vinci" National Center for Professional Training is the coordinating unit of a programme designed for the professional training of human resources, the

implementation of a European system of professional accreditation, the establishment of close relationships with industry, and the provisional support for innovation and quality in the processes of education.

- b. The National Council for Financing Higher Education designs the system for allotting to the universities the financial resources and monitors the quality of these institutions, via a set of quality indicators.
- c. The National Council for Scientific Research in Higher Education manages the system of research in higher education institutions and in research institutes as well.
- d. The Agency for Partnership between Universities and Business Environment has as main goal the implementation of the entrepreneurship culture within the Universities.
- e. The Romanian Agency for Quality Assurance in Higher Education and The Romanian Agency for Quality Assurance in Undergraduate Education will authorize the study programs and will monitor the quality of the provided educational services.
- f. The National Service for Evaluation and Examination designs projects for the reform of the national system of evaluation of primary and secondary education, for the training of the teaching staff in the new system of evaluation, and for the implementation of formative evaluation methodologies in secondary and high schools.
- g. The SOCRATES National Agency pursues the improvement of education for children,

youth, and young adults through international co-operation and an enlarged access to valuable educational levels in the European Union.

- h. The ROEDUNET Communications Office administers and operates the data communication infrastructure, ROEDUNET.
- i. The Institute for the Romanian Language provides Romanian lectureships abroad with the required logistics, teaching materials, and specialty literature.
- j. The National Bureau for Foreign Grants manages and facilitates the access of Romanian students and specialists to study grants offered by public authorities, foundations, governmental programmes, and donations.
- k. The Federation of School and University Sports co-ordinates the sports activities taking place in the school and university sports clubs.
- l. The National Center for Diploma Recognition and Equivalence recognizes and/or rules on the equivalences of diplomas, scientific titles, and other study credentials. It endorses diplomas, certificates, and matriculation data for foreign citizens and initiates and concludes international agreements on the mutual recognition of diplomas.
- m. The National Agency for School Tourism and Camping co-ordinates the network of school camps, identifies the resources needed for the substantial development of the internal and international tourist activities of students, while contributing to their organization.

- n. The National Curriculum Center conducts curricular research, designs curricular projects, and contributes to the training of the teaching staff in the implementation of the national curriculum.
- o. The Center for Continuous Education in German co-ordinates the continuous training of the German-language teaching staff in Romania.
- p. The National Center for the Continuous Training of the Teaching Staff initiates and develops know-how in terms of the contents and the design of training courses for the teaching staff. It will also develop policies for initial and continuous teacher training.
- q. The Evaluation and Accreditation Commission for Pre-academic Education authorizes and recognizes secondary and high schools.
- r. The Agency for Student Social Support develops ministerial policies regarding scholarships and other forms of social support granted to students as well as strategic options in the management of student facilities on university campuses.
- s. The National Agency for the Training of School Managers co-ordinates and recognizes the units that provide training for school managers.
- t. The National Center for Distance Education co-ordinates the development of distance education in schools and universities.

II. EDUCATION OF NATIONAL MINORITIES

In Romania, as in other countries, a wise, democratic, and modern management of interactions between majority and ethnic minorities is a condition of success for the reform of education. In this country, an intense nationalist approach to the problems of education and an intense political approach to education have to be avoided in promoting the reform of education. On the other hand, all citizens will only be losers in the absence of reform.

The reform of the education system has to be accomplished without delay by the seeking of solutions to a number of legislative problems, including problems having to do with education in the languages of ethnic minorities. This aspect of reform implies a systematic policy regarding ethnic minorities, which embodies a European approach, and has the following general premises:

- Ethnic assimilation, as expressed by the nationalism of our time, or ethnic division, as postulated in projects with a fragmentary character, are not lasting solutions.
- The recognition of multiculturalism lays down a basis that is better for everybody involved.
- Cultural differences are not limitations of one's own cultural identity, but an incentive for achievement and, in fact, a source of cultural richness.
- Solutions that make use of force (physical and public) are also counterproductive and feeble, just like the solutions that undermine the general

character of freedom through a determination of the enclave effect.

- In a democratic society, lasting solutions cannot be elaborated without the consent and support of the majority of the population, and cultural division remains realistic as a consequence of the recognition of citizen rights of a general character.
- The problems of education in the languages of members of minority groups find a solution within the framework of a comprehensive reform of the education system. Placing these problems outside the scope of reform leads to both the hampering of the reform and to delay in solving the problems in question.
- A policy that deals with education in the languages of ethnic minorities is part of the state policy of Romania and, obviously, needs to be clarified within that sphere. As part of the reform of education, the policy includes legislative options such as:
 - unlimited possibilities for ethnic communities to learn the language and to acquire knowledge of their own culture;
 - a safeguarding of linguistic and cultural identity through education;
 - an increase in the number of school and university students belonging to ethnic minority groups in the context of a general increase in the number of school and university students in this country;
 - the removal of legislative limitations regarding study and qualification opportunities in the languages of minority group members and in the languages of international co-operation;

- international co-operation in the field of school textbooks, the design of "textbooks in European co-operation" , and their translation into European languages;
- academic organizations that enable both the unlimited affirmation of cultural identity and the protection of the intercultural communication frame specific to the present states.

"Education Reform Together" is a privileged premise for finding common solutions to the problems of Romania that are to the advantage of everybody. The reform of education is undertaken collectively with the participation of educators, teachers, and professors in the interest of school and university students, in favor of an accomplished education system. Yet this way of proceeding is not possible so long as the status of the teaching profession itself is not improved.

In school policies on a medium and long term, the Dolj County School Inspectorate (CSI), besides the school standards imposed by the Education Law, MER's orders regarding the integration of Roma pupils in schools, has permanently taken as a guide the county Strategy of application of the Governmental decision no 430/2001 where, out of 43 objectives, 19 aim to improve the education for Roma children.

In approaching the special schooling problems with Roma children, an important point was to correlate the measures taken with regard to the social situation of the families with Roma children in the county. From the statistics available at present we can conclude that the Roma poverty rate is of 79%. In a systematic presentation of the major poverty causes we can focus on: the low educational level and the reduced access to the labour market. Among the causes that lead to this situation we can mention: the analphabetism

rate which is of 94% with men and of 59% with women, the stereotypes regarding the Roma population, the raising hostilities against this ethny, stimulated by press campaigns regarding Roma infractions, lack of participation to public functions. Taking this reality as a starting point, the Romanian Government has established sectorial intervention domains by the “Strategy of Improvement of the Roma Situation”.

At the level of Dolj County, there is a local strategy of social and cultural integration of the Roma population in which there are to be found the main directions of the Governmental Strategy. As far as the activity of CSI Dolj in this direction is concerned, there has been a permanent preoccupation of correlating the school policies with the activities of the other county institutions interested in Roma problems. At the same time, a special attention has been given to the collaboration with the ethnic formations represented in the Parliament. Thus, several situations have been dealt with: sustain activities of some schools in the county by bringing Roma children to school, convincing parents to bring their children to school, reviewing of the total of Roma children, solving special problems regarding the ID, social aids consisting in clothes, food and stationery.

At present, CSI Dolj is involved in all 19 of the 43 directions of action in the school domain circumscribed to the County Strategy of Improvement of the Roma Situation, having already established the premises of the future involvement in 5 of the other suggested directions.

Of the most important activities that took place during the school year 2003-2004 we can mention:

- an ample census of the school Roma population from all the county localities by means of which a radiography of the school situation for this minority was realised;
- for each pupil personal data were registered, as well as data referring to his family situation (economic

situation, number of children whom the parents have to provide for, family environment, social status and so on) in order to create possibilities of intervening in special cases: accentuated poverty, alcoholism, single-parent families. The data from this census are still being processed and capitalized taking into account the scientific correlations which can lead to efficient measures in this direction. From the first processed data we can conclude that:

- at the beginning of the school year 2003/2004 5,001 pupils were registered in the Dolj education system of which: 667 preschool children, 3,056 pupils in the primary school, 1,276 in the secondary school;
- to the number of children participating in fact to the educational process there were added 396 non-schooled children, 278 school abandons;
- out of 5,001 pupils reviewed 393 are affected by the migration of families to European countries, 1,456 are affected by the temporary migration inside the country and because of the seasonal jobs of their parents, only 1,712 pupils registering a satisfactory school frequency.
- During the month of December, 2003, the Project of Rehabilitation and equipment of the schools on Sadova, Ocolna, Lipovu, Popoveni, School no 13 in Craiova, the Primary and Secondary school in Filiasi and School no 27 Popoveni was proposed and laid down to MER (a project within the framework of the PHARE program), raising to the total amount of 500,000 Euro, in which not only the renovation of schools with Roma pupils was foreseen but also solving some social problems of this community (for

example, building up a social centre in Lipovu commune in partnership with Oltenia Metropolitan Church). We have to mention that the project was elaborated by focalising on Roma communities, and that the disfavoured groups in this area, the poor citizens belonging to the majority population

- At the Primary and Secondary School in Segarcea the Auxiliary School Program was initiated by the Protocol signed with the Providence Foundation. After courses, 36 Roma pupils are taken over and helped, under the guidance of a specialized trainer, paid by the foundation, so that the children do all their homework for the next day. A sanitary education program for these children is running parallelly. On the period of the experiment, these children are beneficiaries of a snack type “Milk and croissant” subventioned by the Foundation.
- CSI Dolj supported the continuation of the program “Save the children” begun in 2001 at school no 26 Mofleni. This is a complex action program for the Roma communities involving sanitary programs, family planning programs and programs of child protection and solving of special problems in the education of Roma population.
- CSI Dolj kept the account and guides the activity of the foundation “Emancipation and schooling of Roma children” from the Diosti commune, Radomir village by taking over a number of 6 children with special problems for education and special care.
- The Project of School Development was continued within the framework of the SOCRATES-COMENIUS 1, the project being initiated by School no 13 Ion Budai-Deleanu and School no 19 Lascar Catargiu in partnership with schools in France and Spain. These schools have a majority of Roma

children, and within the exchange programs theme such as “The integration of Roma children”, “The success of Roma children” were debated upon.

- CSI Dolj, in partnership with the Dolj House of the Didactic Staff initiated the program of transnational cooperation VIRGILIO which is focused on the theme of the school abandon in disfavoured communities, especially Roma communities. This project aims to identify some modalities in order to decrease the school abandon rate. It is initiated in partnership with the University of Chieti, the Faculty of Psychology.
- CSI Dolj, in partnership with the Dolj House of the Didactic Staff, initiated the “Study Project of the Roma migration”, with a view to analyse the consequences of this seasonal phenomenon on the schooling of children belonging to Roma families. The project is undertaken in collaboration with specialised institutes from France, Belgium and Spain.
- For the following period a set actions are to be taken into account:
 - setting up social centres, close to schools with a great number of children in which Roma children and children with no schooling possibilities or children affected by the professional migration of their families are to be taken over. At the same time, social workers have in mind to maintain these children as long as possible in the educational school framework and solve some of their social and material problems.
 - vocational education forms will be organized with a view to a rapid specialisation and more efficient professional integration of these people.

III. THE EDUCATION IN SPECIAL SCHOOLS

Since 1990, Romania has been committed to following the principles underlying education for all, particularly inclusive education. There have been three areas of theory-based and practical activity, aiming respectively to:

- harmonize the educational policy and regulatory framework for children's education and welfare to ensure that it complies with child legislation;
- promote and implement the principles and values underlying the legislation (education for all, nondiscrimination, equality in diversity, equal access, participation and integration of all children) through a variety of means;
- develop new initiatives and innovative projects aimed at education for all; use them as models to disseminate the values and practices of inclusive education.

The impact of educational reform on developing inclusive education policy Over the last few years there has been reform in the curriculum, assessment and certification, special education and teacher training.

The new national curriculum is being introduced across the education system in all pre-university education. The curriculum is based on the role of schools in the socialization and personal development of their pupils. There is a core curriculum and the school-based curriculum, which represents 30% of curriculum time and is for individual learning programmes agreed with parents.

There are also new systems for pupil assessment and the evaluation of school performance. The school-based curriculum is determined against the following criteria:

- human and material resources in the school;
- student interests;
- prevailing conditions in the school;
- local community requirements.

Each school has considerable autonomy in deciding the balance of curriculum subjects and how projects should be managed. The aim is to empower schools while increasing their accountability.

Teacher training reform has included:

- setting teacher training goals and developing a new teacher training curriculum;
- drawing up occupational standards for education professionals;
- updating teacher training to take account of curricular reform;
- developing the innovation and research potential of teaching staff
- creating active partnerships between formal and informal education institutions and ensuring they
- operate compatible curricula.

From the point of view of educational reform, implementing the strategic principles of inclusion means to:

- reinforce individual development by the provision of differentiated education and educational pluralism
- to build up “competent individuals, critical, resourceful and open to argued dialogue”;
- enforce equality of opportunity for all children and young people and implement inclusive education criteria for children with special needs;

- reorganize the high school system to meet the needs of both the labour market and the students;
- stress the quality of the educational process and curriculum;
- develop education in disadvantaged areas, particularly in rural communities;
- set up and support psycho-pedagogic support and professional guidance centres in each county;
- lobby for the adequate financing of education nationally and for disadvantaged areas in particular;
- develop second chance education programmes;
- involve local communities and local government in developing inclusive education programmes.

The national system of education includes a strong network of educational institutions for children with special needs. Although it might seem that the existence of two seemingly parallel networks – mainstream and special - could be an obstacle to achieving inclusive education, both networks in fact share the same objective - i.e. the social integration of children.

The convergence of the two “different” networks is illustrated by specific activities carried out jointly by educational institutions from the two sectors. The target of “absorbing” the children with special needs by the system moved from about one third at the beginning of year 2000 to a half nowadays. The schools, the Inspectorates and the Ministry of Education and Research have initiated a number of activities aimed at inclusive education, including:

- joint activities (arts, physical education, manual skills, sports clubs and contests, cultural events);
- the adoption of the mainstream school curriculum by a number of special schools;
- ensuring that everyone has the same conditions for sitting general school graduation and high school

- admission examinations - important factors in increasing the disabled children's self-confidence;
- the provision of vocational training, including joint training activities in mainstream vocational schools
- for a number of children with learning difficulties;
- the setting up of special groups or classes in mainstream kindergartens and schools, but using a differentiated curriculum;
- wherever possible, the transfer of children with special needs to the mainstream educational network.

The psycho-pedagogical assistance provided for children and teachers has been an additional source of support for inclusive education.

New teaching posts have been created to help meet the needs of inclusive education. These are:

- support schoolmaster;
- support teacher;
- special education teacher;
- teacher psychologist.

In order to consolidate the progress of new policies, practice and outlooks promoting the educational inclusion of children with special needs, further targeted action is being taken:

- training teachers to provide specialist support - through courses of inclusive education;
- the Complex Assessment Board's continuous work with parents of children with learning difficulties;
- education of public opinion about the recovery and performance potential of children with special educational needs if given adequate support and specialized assistance.

During the school year 2003-2004 1,091 children and pupils with special needs were schooled. According to their disabilities, the situation reads as follows: 508 pupils suffering from mental deficiency, 425 with hearing disabilities, 158 persons suffering from motor and neuromotor disabilities. In the Interschool Logopedic Center 10, 910 preschool children and pupils were tested, 878 of them being diagnosed with speech and language disorders.

At the Penitentiary for Young people and Minors in Craiova 340 convicts participated in alphabetisation courses within the framework of a program in collaboration with The Foundation "The Word which builds". All the education structures in this institution functioned as a form of integrated special education and benefited from a special curriculum.

In applying the strategy of the Ministry of Education and Research regarding the equalisation of opportunities for children and young people suffering from disabilities, as well as their access to less restrictive education forms, 3 directions have been taken into account:

- children's and pupils' integration in public school education and their maintenance in their natural family;
- integration of children with severe, profound or associated deficiencies, not schooled until present, in special schools, while being maintained in their families, whenever it is possible;
- reorganization/restructuring of special education by opening special schools to the community demands.

IV. QUALITY EDUCATION AND SOCIAL INCLUSION

The concept of exclusion is highly complex because of the lack of competencies and control of essential knowledge to achieve autonomy, and because there are risks of exclusion by themselves in terms of poverty, nutrition, health and education.

The roles of the two main components within the teaching and learning process were identified, as follows:

- The school acts as an educative agent for the values of social inclusion.
- The values transmitted by the school many times are different from those formulated by society, especially in relation to the media.
- The formation of alliances between the educative world and the media is needed in order to avoid teaching contradictory values.
- There is a need to promote policies so that schooling occurs with as much equity as possible.
- The teacher, who must have the adequate training to take into consideration the moral, ethical and traditional issues and integrate them in the current context of the ICT.

In this respect, some lines of actions could be depicted:

- Developing solutions so that new media of communication and their content become reliable sources to be used for an inclusive and quality education;
- Evolve towards a model of educative system that guarantees and fosters, through positive actions,

public, free, integrative and laic education, that teaches democratic values and carries notions of social inclusion;

- Revise the contents on diversity the teachers have to acquire;
- Encourage the countries to create a fund to assure the right to education for all and in particular literacy, nutrition, health and primary and secondary education;
- Grant funds to connect to the Internet all the schools, especially in the rural zones.

The main sources of the problem of social exclusion or marginalization could be identified as being:

- globalization
- social segregation caused by economic competition
- increased social divisions at national and international levels
- failure to eradicate extreme poverty
- the resulting marginalization and exclusion leads to violence and insecurity in society
- learners being detached from their environment.

Considering the above mentioned identified problems, education can promote social inclusion by:

- enhancing equality of access to knowledge for a growing number of people;
- being concerned about the most fragile people;
- teaching young people how to learn to live together;
- involving key people such as Ministers and religious leaders in education as well as educationalists;
- establishing stronger connections to the international funding opportunities, as encouraged by UNESCO, to help the poorest countries.

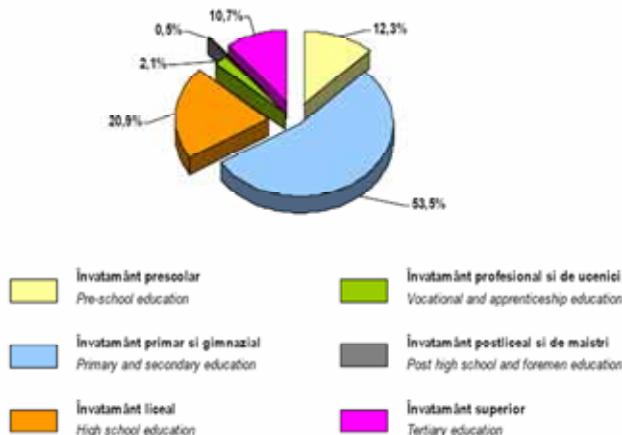
The content and knowledge of formal educational programs should be redefined to ensure young people get a relevant education, being possible to emphasize next directions:

- they should be educated in a way that equips them to fully participate and contribute to the development of their future;
- treating all young people in the same way can generate new inequalities, therefore positive discrimination should be considered in order to promote a level playing field for all young people;
- the role of teachers is fundamental. Teachers should be retrained where so that they are equipped to meet the challenges of today's educational demands.

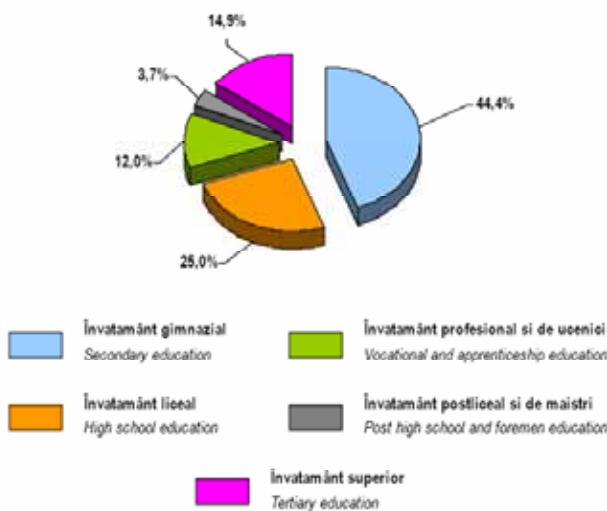
Summarizing, next conclusions could be identified:

- There are important challenges and dangers facing the future of democratic societies;
- There is a need to be dynamic, open and have new ideas;
There is still much to do because of social inequality – the difficulties of schools are largely linked to the familial and social environments of the learners.

PERSONALUL DIDACTIC PE NIVELURI DE EDUCAȚIE, ÎN ANUL ȘCOLAR (UNIVERSITAR) 2003/2004
 TEACHING STAFF BY LEVELS OF EDUCATION, IN 2003/2004 SCHOOL (ACADEMIC) YEAR



ABSOLVENȚII PE NIVELURI DE EDUCAȚIE, ÎN ANUL ȘCOLAR (UNIVERSITAR) 2002/2003
 GRADUATES BY LEVELS OF EDUCATION, IN 2002/2003 SCHOOL (ACADEMIC) YEAR



15.1 ÎNVĂȚĂMÂNTUL PE NIVELURI DE EDUCAȚIE (învățământ de zi, serial, cu frecvență redusă și deschis la distanță
EDUCATION BY LEVELS OF EDUCATION (day, evening, part-time education and learning at distance)

	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004
Unități Units					
Populația școlară Enrolled population	4578383	4565279	4554466	4496786	4472493
Copii în grădinițe Children in Kindergartens	616313	611036	616014	629703	636709
Elevi - total Pupils - total	3509449	3421091	3356231	3270786	3214999
Învățământ de zi Day education	3394763	3311635	3245550	3172506	3115098
Învățământ serial Evening education	101691	87952	86011	65804	59408
Învățământ cu frecvență redusă Part-time education	12975	20047	24154	32012	40493
Învățământ deschis la distanță Learning at distance	-	1457	516	464	-
Studenti Students					
Învățământ de zi Day education	387769	429236	459057	462932	482869
Învățământ serial Evening education	3281	3221	3363	3006	2433
Învățământ cu frecvență redusă Part-time education	51625	62787	72895	70778	66698
Învățământ deschis la distanță Learning at distance	9946	37908	46906	59581	68785
Personal didactic Teaching staff					
Grădinițe de copii Kindergartens	12831	10080	9980	9547	7816
Copii înscrîși Children enrolled	616313	611036	616014	629703	636709
Personal didactic Teaching staff	35619	34023	34631	34307	34585

15.2 POPULAȚIA ȘCOLARĂ PE NIVELURI DE EDUCAȚIE ȘI PE SEXE (învățământ de zi, serial, cu frecvență redusă și deschis la distanță)
 SCHOOL AGED POPULATION BY LEVELS OF EDUCATION AND SEX (day, evening, part-time education and learning at distance)

Total = T / Total = T	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004
Masculin = M / Male = M					
Feminin = F / Female = F					
Populația școlară Enrolled population	T 4578383	4565279	4554466	4496786	4472493
	M 2302994	2289911	2277382	2248698	2236630
	F 2275389	2276368	2277084	2240088	2235863
Învățământ preșcolar Pre-school education	T 616313	611036	616014	629703	636709
	M 311163	308981	314222	318623	323151
	F 305150	302055	304592	311080	313558
Învățământ primar și gimnazial Primary and secondary education	T 2498139	2411565	2320536	2198312	2122226
	M 1281144	1237735	1193281	1131451	1093345
	F 1216995	1173770	1127275	1066881	1028881
din care: / of which:					
Învățământ gimnazial Secondary education	T 1309081	1321333	1291839	1207505	1116693
	M 668338	674621	661286	618841	573978
	F 640743	646712	630553	588664	542715
Din Învățământul primar și gimnazial: Of primary and secondary education:					
Învățământ special Special education	T 36729	34805	30497	27165	23533
	M 22348	21237	18523	16665	14539
	F 14381	13568	11974	10500	8994
Învățământ liceal High school education	T 694376	687919	710663	740404	758917
	M 313147	310983	322177	334147	345004
	F 381229	376936	388486	406257	413913
Învățământ profesional și de ucenici Vocational and apprenticeship education	T 222234	239550	252347	270215	279124
	M 145316	153566	157667	169906	173865
	F 78918	85984	94680	100609	105259
din care: / of which:					
Învățământ de ucenici Apprenticeship education	T 55500	62109	60309	52778	20465
	M 30182	33864	33040	29613	11421
	F 25318	28245	27269	23165	9044
Învățământ postliceal și de maștri Post high school and foremen education	T 94700	82117	72685	61855	54732
	M 34175	30799	27077	23441	20809
	F 60525	51318	45608	38414	33923
din care: / of which:					
Învățământ de maștri Foremen education	T 10444	8988	7492	6747	5005
	M 9511	8209	6955	6224	4659
	F 933	779	537	523	346
Învățământ superior Tertiary education	T 452621	533152	582221	596297	620785
	M 218049	247847	265778	271430	280456
	F 234572	285305	316443	324867	340329
din care: / of which:					
Învățământ de durată scurtă (colegii) Short-term education (colleges)	T 36028	49080	55070	50892	46172
	M 15299	18051	21036	20244	19869
	F 20729	31029	34034	30648	26503

15.3 PERSONALUL DIDACTIC PE NIVELURI DE EDUCAȚIE ȘI PE SEXE
TEACHING STAFF BY LEVELS OF EDUCATION AND SEX

Total = T / Total = T	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004
Masculin = M / Male = M					
Feminin = F / Female = F					
Personal didactic	T	301416	294938	300108	286670
Teaching staff	M	85154	84190	85054	80935
	F	216262	210748	215054	205735
Învățământ preșcolar	T	35619	34023	34631	34307
Pre-school education	M	36	35	54	60
	F	35583	33988	34577	34247
Învățământ primar și gimnazial	T	166332	162606	164820	154197
Primary and secondary education	M	40812	40990	40873	38049
	F	125520	122316	124047	116148
din care: / of which:					
Învățământ special	T	8154	7717	7328	6799
Special education	M	1536	1503	1357	1285
	F	6618	6214	5971	5514
Învățământ liceal	T	67239	64018	64729	60988
High school education	M	25844	24014	23776	21985
	F	41595	40004	40653	39003
Învățământ profesional și de ușorici	T	3845	4894	5578	6063
Vocational and apprenticeship education	M	1800	2403	2710	2965
	F	2045	2491	2868	3108
Învățământ postliceal și de maștri	T	1404	1438	1578	1496
Post high school and foremen education	M	628	600	538	533
	F	776	838	1040	963
din care: / of which:					
Învățământ de maștri	T	148	55	13	43
Foremen education	M	144	22	6	22
	F	4	33	7	21
Învățământ superior	T	26977	27959	28674	29619
Tertiary education	M	16234	17048	17103	17353
	F	10743	10911	11571	12266

15.4 ABSOLVENȚII PE NIVELURI DE EDUCAȚIE (învățământ de zi, serial, cu frecvență redusă și deschis la distanță)
GRADUATES BY LEVELS OF EDUCATION (day, evening, part-time education and learning at distance)

Anul școlar / School year	1999/2000	2000/2001	2001/2002	2002/2003
Învățământ gimnazial	283711	301695	310623	307551
Secondary education				
din care: feminine / of which: female	141529	150999	155291	153303
Licee	174000	161106	147650	173584
High school				
din care: feminine / of which: female	85939	88280	81546	94877
Învățământ profesional și de ușorici	70312	78669	67993	83264
Vocational and apprenticeship education				
din care: feminine / of which: female	24035	26581	25829	30206
Învățământ postliceal și de maștri	39166	33469	28456	25337
Post high school and foremen education				
din care: feminine / of which: female	26292	21523	18298	15425
din care: / of which:				
Învățământ de maștri	3877	3881	2616	2629
Foremen education				
din care: feminine / of which: female	414	408	174	206
Învățământ superior	67940	76230	93467	103402
Tertiary education				
din care: feminine / of which: female	35670	41785	53624	59622

15.5 POPULAȚIA ȘCOLARĂ PE NIVELURI DE EDUCAȚIE ȘI PE TIPURI DE ȘCOLI¹⁾
SCHOOL AGED POPULATION BY LEVELS OF EDUCATION AND TYPE OF SCHOOL¹⁾

procente / percentage

	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	
Total	100,0	100,0	100,0	100,0	100,0	100,0	Total
Preprimar (preșcolar)	13,5	13,4	13,4	13,5	14,0	14,2	Preprimary (preschool)
Gradul I (clase I-IV)	27,7	26,0	23,9	22,6	22,0	22,5	I degree (forms I-IV)
Gradul II (secundar)	50,0	50,7	51,0	51,1	50,7	49,4	II degree (secondary)
Ciclu I (clase V-VIII)	27,5	28,6	28,9	28,4	26,9	25,0	I cycle (forms V-VIII)
Ciclu II	22,5	22,1	22,1	22,7	23,8	24,4	II Cycle
General (liceu teoretic)	6,3	7,5	7,3	7,6	8,0	8,1	General (high school)
Normal (școală normală)	0,4	0,4	0,3	0,3	0,2	0,2	Normal (pedagogical school)
Tehnic	15,8	14,2	14,5	14,8	15,6	16,1	Technical
- liceu	8,9	7,3	7,4	7,7	8,2	8,6	- high school
- profesional	3,9	3,7	3,9	4,2	4,8	5,8	- vocational
- de ucenici	1,0	1,2	1,4	1,3	1,2	0,5	- apprenticeship
- postliceal	1,7	1,8	1,6	1,4	1,2	1,1	- post high school
- de magistri	0,3	0,2	0,2	0,2	0,2	0,1	- foremen
Gradul III (superior)	8,8	9,9	11,7	12,8	13,3	13,8	III degree (higher)
- de lungă durată	8,2	9,2	10,6	11,6	12,2	12,9	- long-term
- de scurta durată (colegii)	0,6	0,7	1,1	1,2	1,1	1,0	- short-term (colleges)

¹⁾ După metodologia UNESCO. / According to UNESCO methodology.

15.6 GRADUL DE CUPRINDERE ÎN ÎNVĂȚĂMÂNT A POPULAȚIEI DE VÂRSTĂ ȘCOLARĂ
ENROLLMENT RATE FOR SCHOOL AGED POPULATION

procente / percentage

	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	
Total	66,3	67,3	68,9	70,6	72,9	74,2	Total
3 - 6 ani	68,5	69,5	68,1	72,3	76,5	81,0	3 - 6 years
7 - 10 ani	95,8	95,5	94,2	97,2	96,5	98,2	7 - 10 years
11 - 14 ani	98,1	98,9	95,5	93,2	94,1	94,2	11 - 14 years
15 - 18 ani	63,0	65,9	74,6	73,9	73,7	73,0	15 - 18 years
19 - 23 ani și peste	26,7	28,9	32,9	36,4	40,7	43,3	19 - 23 years and over
Masculin	65,4	66,3	67,7	69,2	71,2	72,5	Male
3 - 6 ani	67,6	68,3	65,1	71,1	75,5	80,1	3 - 6 years
7 - 10 ani	95,9	95,7	94,5	97,4	96,8	98,5	7 - 10 years
11 - 14 ani	99,2	98,9	95,6	93,3	94,0	94,2	11 - 14 years
15 - 18 ani	61,4	64,0	72,5	71,6	71,4	70,8	15 - 18 years
19 - 23 ani și peste	25,2	27,2	30,4	33,3	37,1	39,4	19 - 23 years and over
Feminin	67,2	68,3	70,2	72,1	74,6	75,9	Female
3 - 6 ani	69,6	70,7	67,1	73,5	77,6	82,0	3 - 6 years
7 - 10 ani	95,6	95,2	93,9	97,0	96,2	98,0	7 - 10 years
11 - 14 ani	98,0	97,0	95,4	93,2	94,3	94,2	11 - 14 years
15 - 18 ani	64,6	67,8	76,8	78,3	76,1	75,3	15 - 18 years
19 - 23 ani și peste	28,3	30,7	35,5	39,6	44,5	47,4	19 - 23 years and over

15.11 ÎNVĂȚAMÂNTUL SPECIAL SPECIAL EDUCATION

Total	Din care: în învățământul / Of which: in education					School years
	Preșcolar Preschool	Primer și gimnastic Primary and secondary	Liceal High school	Profesional și de vocație Vocational and apprenticeship	Postliceal și de magistri Post high school and foremen	
268	60	196	7	34	1	
55616	2725	36729	580	13142	234	1999/2000
21343	1277	14381	416	5130	146	
10580	689	8154	309	1421	7	
8357	679	8818	241	818	1	
230	31	160	9	30	Schools	2000/2001
55826	2681	34805	485	12468	187	
29152	1244	13568	419	4836	95	
9475	593	7717	183	1382	-	
7798	584	8214	140	831	-	
219	26	151	8	34	Schools	2001/2002
45470	2709	36691	1078	11592	226	
18933	876	11074	463	4524	94	
9226	479	7328	247	1171	Teaching staff	
7346	466	5871	192	717	-	
297	21	145	9	32	-	
41313	1683	27465	853	11328	Pupils enrolled	2002/2003
16276	774	10500	490	4415	125	
8576	392	6799	224	1158	of which: female	
4798	386	6514	154	696	2 Teaching staff	
298	22	141	10	32	-	
37808	1600	29533	792	11462	Pupils enrolled	2003/2004
14819	717	8599	426	4562	120	
8256	384	8345	277	1210	of which: female	
6504	384	5169	199	736	3 Teaching staff	
					4 of which: female	

**V. THE STRATEGY OF THE VALCEA COUNTY
SCHOOL INSPECTORATE TO ENSURE THE ACCESS
OF DISFAVORED GROUPS TO EDUCATION
-DURING THE PERIOD 2005-2008**

MOTTO

“The child has the right to education, which should be free and compulsory, at least as far as the elementary levels are concerned. He will receive an education which will help him develop his general cultural knowledge and will enable him, on the basis of equal opportunities, to develop his abilities, his own judgment and the moral and social sense of responsibility, in order to become a useful member of the society he is living in. The child’s best interests will be the guiding line for those responsible of his education and formation; this responsibility pertains first of all to his parents. The child will have full rights to play and recreation, which will have to be oriented towards the same aims as education; society together with the public authorities will make efforts with a view to the promotion of this right.”

The strategy to insure the access of disfavored groups to education represents the direct result of a pragmatic evaluation of the education policies as well as of several institutional analyses applied to the modern education system relating to the realities specific to Valcea county.

The realistic solutions which are offered to us suppose an intervention on the relation of causality with the aim of several structural changes compatible with the EU standards.

The strategy is conceived in such a way so as to presuppose essential instrumental valences during the implementation period- as a reference of the desideratum to the result which is obtained.

Vision

Valcea county will have an education system adaptable to the education needs specific to the disfavored groups. We will ensure the conditions necessary to a lasting development and we will act to secure the fundamental right to education of these groups.

Mission

The education system will guarantee equal rights to education on the principle of equitability so that, for every child in Valcea county, there will be facilitated the access to high quality education services, adapted to his personalized needs.

The offer will be presented under various forms, administered by an efficient resource management.

Disfavored groups will become conscious of the important role of education in the personal development, associating this value to those of the local community by establishing partnerships with the responsible factors.

Values

Supply of education services will have common values as reference basis:

- Accessibility and equality of chances;
- Independence and individuality of each person who will exert his freedom of choice;
- Superior quality of the personalized services which are offered;
- Respect for human dignity.

The existence of a modern high quality education system, adapted to the educational standards of the EU countries, supposes equal chances to education for all children, irrespective of their possibilities and particularities.

That is why, one of the priorities of the present reform in the education domain is the promotion of the principle of educational inclusion, according to which disfavored children should be integrated in the common school system.

Taking into account the fact that Valcea county has not elaborated an education plan, which should address exclusively to disfavored groups, the presence of this strategy responds to a real necessity of coherent planning in this domain. With this in view, the strategy clearly establishes the target groups, the objectives and the type of resources which are necessary to ensure the success in the implementation of inclusive education principles.

What do we wish to realize?

The county strategy regarding the equal access to education of disfavored groups is conceived as a practical work instrument and it offers to all those involved a transparent, easy to understand consulting framework.

For the first time, the strategy lays the foundations of a new system, in order to ensure the identification of the educational needs of all children, with a special focus on the peculiarities of disfavored groups.

By this strategy, the General County School Inspectorate wants to achieve the diminution in the number of illiterate people, diminution of school abandonment, reduction of exclusion and marginalization of children from disfavored groups in common schools as well as the realization of inclusive education in the most affected areas.

With this in view, as a prioritary measure for planning this strategy, Valcea County School Inspectorate has clearly defined the syntagm “children coming from disfavored

groups” comprising: Roma children, children with special educational needs (SEN), children from poor families. It is considered that these categories are disadvantaged from a social-economic, educational and cultural point of view.

The present strategy has been realized by Valcea County School Inspectorate after several meetings of the representatives of Valcea County School Inspectorate with the representatives of several local institutions (the County Council, the Prefecture, the General Direction for the Protection of Child's Rights, the Direction of Social Protection), as well as that of several specialized NGOs (Valcea ProFamily Association, the Association of Professional Social Assistants in Valcea County, World Vision Romania) and school directors in Valcea county.

Where do we start from?

First of all, we start by identifying the following statistical data of the school year 2003-2004, regarding these categories of disfavored children from Valcea county.

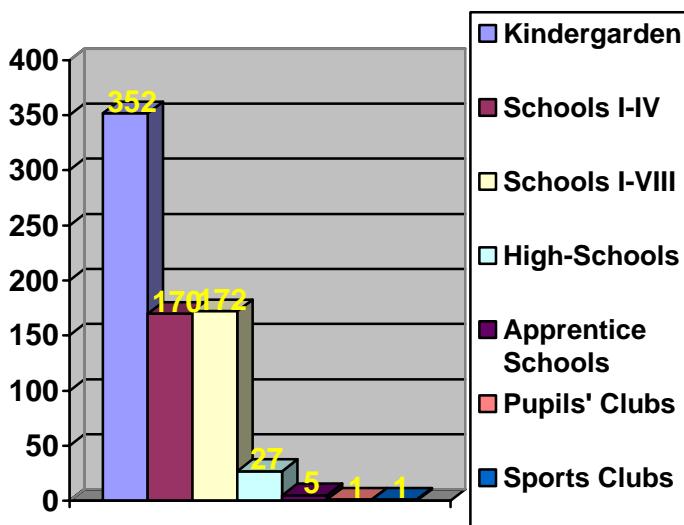
TOTAL INHABITANTS IN VALCEA COUNTY	417,993 OF WHICH URBAN 189,240 (45.27%) AND RURAL 228,753 (54.73%)
POPULATION 0-18	96,513 (23% OF THE COUNTY POPULATION)
ADMINISTRATIVE INFRASTRUCTURE	89 LOCALITIES (2 MUNICIPALITIES, 8 TOWNS, 79 COMMUNES, 560 VILLAGES)
URBANIZATION DEGREE	11.6%
NUMBER OF SCHOOLS	731
ROMA PRESCHOOL CHILDREN IN VALCEA COUNTY (DECLARED)	242
ROMA CHILDREN 1ST TO 4TH GRADE (DECLARED)	539

ROMA CHILDREN 5TH TO 8TH GRADE (DECLARED)	310
POOR CHILDREN WHO ATTEND COURSES (APPLICANTS FOR SOCIAL SCHOLARSHIP)	8.871
NUMBER OF PRESCHOOL CHILDREN IN VALCEA COUNTY	16.755
NUMBER OF PRESCHOOL CHILDREN IN KINDERGARDEN	12.898
NUMBER OF CHILDREN WITH SPECIALE DUCATIONAL NEEDS WHO ATTEND COURSES	617
NUMBER OF ROMA CHILDREN WHO ATTEND COURSES	1,091
SCHOOL ABANDONMENT RATE IN PRIMARY SCHOOL	0.42 TO A THOUSAND
SCHOOL ABANDONMENT RATE IN SECONDARY SCHOOL	2.48 TO A THOUSAND
SCHOOL ABANDONMENT RATE WITH CHILDREN FROM FAMILIES BENEFICIATING OF GMI (ESTIMATION)	0.24 TO A THOUSAND
Facilities	
BENEFICIARIES OF STATIONERY MATERIALS	19 287
SCHOLARSHIPS	7 755
NUMBER OF CHILDREN WHO BENEFICIATE OF SCHOOL TRANSPORT	420

Schooling and pupils' attendance; results obtained at the end of the school year 2003-2004

In 731 educational institutions, a school population of 74,168 pupils and preschool children has been educated. The school population has the following distribution on study levels:

Structure of the school network



The county school network offers the possibility to comprise the entire school population in the system as well as to prepare the workforce according to the social-economic development directions.

In all 731 educational institutions, a school population of 74,168 pupils and preschool children has been instructed.

The school population has the following distribution on study levels: (Table 1)

Table 1- Distribution of school population of study levels and results on the 15th of June, 2004

Study level	Registered at the beginning of the year	Number of pupils at the end of the year	Promoted	
Primary school education	19144	18931	18598	98.24%
Secondary school education	21795	21477	19742	91.92%
Highschool daily education	14211	13967	12850	92%
Highschool night education	1007	934	750	80.30%
Vocational school education	4513	4233	3880	91.66%
Apprentice school education	653	621	548	88.24%

The county school network offers the possibility to comprise the entire school population in the system as well as to prepare the workforce according to the social-economic development directions.

Training and perfectioning of the didactic personnel

Modern school should be as close as possible to social life, ensuring the young people's preparation according to the needs and expectations of the society they live in. The didactic

personnel in modern school should keep up-to-date with the progress of sciences and human knowledge, with the formation demands of their community. In this context, the continuous instruction of the didactic personnel represents an objective necessity.

- a) training and perfectioning by didactic degrees – have been realized according to the methodology elaborated the Ministry of Education and Research in higher education institutions.
- b) Continuous formation at a county level – has been realized in partnership with the Teaching Staff House-the General County School Inspectorate Valcea.

Perfectioning of the teaching staff at the county level has been realized by:

- Pedagogic meetings of the teaching staff, of the school directors and the auxiliary didactic personnel - took place according to the planning published in the Informative Bulletin of the TSH. Within the framework of these meetings, there have been organized several activities with a special impact on the participants' psycho-pedagogical formation and speciality instruction. These aimed to the curricular habilitation for the subjects where changes in the curriculum appeared and, in many cases, to gain competencies in the use of the informatics laboratory for teaching school subjects (AEL Program).
- Inter-county and national symposiums, dissertations and scientific communications.
National symposiums:
 - The agro-tourism, the rural, ecological and cultural tourism - Vaideeni, May 2004;
 - The European Year of Education by Sport-Rm. Valcea, April 2004;

- History and History Didactics in the Pre-university Education System- Rm. Valcea, April 2004;
- Community and Environment-interdisciplinary symposium-Rm. Valcea, May 2004;
- The theoretical and applied geography of Valcea county-Rm. Valcea, November 2004;
- The age of 6, a window open onto the world-Calimanesti, November 2003;
- 3 Stages of Continuous Formation (seminaries);
- Prevention and Fighting against the Traffic in Human Beings- seminary organized by *Gib Mihaescu* National College, Dragasani;
- School Management- training organized for directors;
- Counselling and school orientation- training organized for the didactic personnel who teaches in the curricular area from Dragasani and Rm. Valcea;
- The use of the computer in the teaching process- training organized by the *Petrache Poenaru* School Group in Balcesti;
- Didactics of teaching physics and chemistry in the pre-university education system;
- School integration of children with special educational needs.

By the interpretation of data presented in the Annexes, as well as by the inquiries and by the actions of public counselling, we have identified the following critical points at the educational level in Valcea county:

A) PARTICIPATION TO EDUCATION

CAUSES OF NONPARTICIPATION TO EDUCATION:

- **Poverty:** Family poverty level (poverty indicator: Law 416, beneficiary from monoparental families, demands of social grants);
 - **Reduced access to public facilities and services** (health services and transport services); inadequate dwelling conditions;
 - **Mentality:** Mentality – cultural level (customs, Roma culture, the auto-protection mentality/ lack of access to information, isolation, precocious marriages, precocious births);
 - **Use of children as workforce:** precocious labour and child exploitation; occupational migration, nomadism, home workshops, taking care of one's brothers/sisters;
 - **Social-geographic conditions:** low degree of social-economic development of the region (lack of occupational opportunities), geographical isolation (distances too long to be covered);
 - **Internal school causes:** low interest in inclusion, lack of support personnel, lack of an inclusive culture and of an inclusive practice.

THE SCHOOL ABANDONMENT PHENOMENON

If in the situation of non-participation to education, the school cannot directly intervene in the fight against the phenomenon, in the case of school abandonment, the educational institutions have the chance to prevent this phenomenon.

In the case of children with special educational needs, it comes out that there is a causality directed on two components:

a) The lack of school offers adapted to the needs of children from the target group:

- lack of logopaedic specialists (there are only three logopaedic specialists in Valcea county);
- lack of school counsellors in the education institutions (not only in Valcea county);
- the inclusion in the system is conditioned by the existence of school orientation certificates (determined by bureaucracy and lack of information);
- lack of adapted programs, lack of an integrated special education plan (some school, some teachers don't know it or don't apply it);
- an insufficient number of teachers trained to work with these children;
- low number of support and itinerant teachers;

b) The existence of a reluctant attitude towards the inclusion of children with special educational needs manifested by:

- the teaching staff (because of the lack of motivation, or lack of specific training);
- parents of children who are classmates of the pupils with special educational needs;
- children from the classes with children with special educational needs.

In the case of **Roma children**, the phenomenon of school abandonment is generated by a complex causality:

a) External school conditions play an important role:

- values, traditions and practices specific to an ethny (precocious marriages, occupational migration of the parents- seasonal work, precocious work);

- illiteracy or low education degree of the parents;
 - the impossibility to sustain schooling costs (food, clothes, stationery materials, transport).
- b) Conditions related to the educational climate:
- lack of counsellors and school mediators;
 - migration of qualified teaching staff from schools with Roma pupils;
 - a high degree of unqualified teaching staff in schools with a majority of Roma pupils.

The stage of generalization of the preschool preparatory group

Most often, Roma children and children with disabilities do not attend the preschool preparatory group of kindergartens or complete just one or two years of study. That is why, the lack of preschool education leads to some flaws during the schooling period, as well as to non-adaptation, school failure. The reasons are the same as those which determine non-participation to education (the reasons mentioned above).

Low frequency of attendance or the phenomenon of school failure

The frequency of attendance with Roma children is relatively low. The causes of this low frequency are determined by their involvement in household activities, different kinds of work, travels outside the town in other localities with their parents, school failure, the parents' non-involvement in order to ensure their children's school attendance. For children with disabilities, school attendance is maintained within normal limits, these pupils do not skip classes more frequently than pupils without disabilities. Nevertheless, school failure is relatively high, due the causes

mentioned above. Most often, this leads to school abandonment, reorientations towards special education.

The access to education in minority languages; the study of Romany language

In our county, children don't study Romany in schools. This is due to the low number of specialized teachers, as well as to Roma children's refusal to study the language, by their refusal to recognize their pertaining to the Roma ethny.

The access to education of children with special educational needs (registered in special schools and integrated in mass schools)

In Valcea county there is a number of 617 children with special educational needs registered in 2004. Of these 617 children, there are:

-26 preschool children;

-181 school children;

-145 pupils from high school and professional education

On types of education (special education, mass education), we have:

-265 children integrated in mass education;

-228 children within the child protection system in the county special education (children with mental or associated deficiencies);

-58 children with sensorial deficiencies in other counties' special education system.

Special integrated classes:

- in mass schools: 2 (School no 13 Rm Valcea (1st to 8th grade)- 5th grade, School no 9, Rm Valcea (1st to 8th grade)- 8th grade)
- affiliated to a special school: 5- in Rm. Valcea (*Matei Basarab* High School, Rm. Valcea- 2nd grade, one 4th grade, two 7th grades, one 8th grade)

Special education

The number of children registered in special educational institutions (which receive children with mental or associated deficiency) is of:

- 201 pupils- The Support School Babeni-> 201 pupils out of which:
- 181 in school education;
- 20 in preschool education;
- Bistrita Group-school (vocational education)- 145.

B) HUMAN RESOURCES

In Valcea county, teaching jobs are represented by 5,199.84 norms out of which 3,230.6 are in the urban environment and 2,078.28 are in the rural environment. Appointed teachers, professors in ordinary cover 2,565.02 norms in the urban environment and 1,486.55 in the rural environment. There are 662 substitute qualified teachers out of which 400 in the urban environment and 262 in the rural environment.

The access of disfavored groups to education is blocked by the following situations:

Occupational difficulties with jobs of qualified teaching personnel - at the county level

- there is a low number of specialized teachers in this domain: 2 teachers speaking Romany; 2 itinerant unqualified teachers;

Situation of the appointed personnel

- lack of specialized teachers for certain subjects: English, French, Romanian; this leads to the lack of appointed teachers in certain schools;
- expensive transport for commuter teachers which determines a permanent fluctuation of teaching staff.

Situation of teachers who teach Romany or Roma history and Roma customs- we haven't hired teachers in this domain

Situation of support and itinerant teachers

We have hired 2 unqualified itinerant teachers who provide home schooling for 8 children who cannot leave their homes: 5 children (1st to 4th grade) (one norm) and 4 children (one deceased in November) 5th to 8th grade (half a norm). **We do not have support teachers.**

Training programs organized by TSH or other institutions providing education and which approach themes according to the aim of the project:

- Last year, in Valcea county, TSH with CJAPP organized a training module in inclusive education, a course realized with 31 schoolteachers from mass schools.
- At the level of preschool education there are 15 trainers and 44 instructors for parents who periodically teach lessons for parents, within the framework of the program *Education for parents*, by the method *We teach like that!*. The trainers and instructors are schoolteachers.
- 25 teachers from 15 schools in the urban and rural area (9 schoolteachers and 16 professors) were taught lessons within the framework of the program *Education for Democratic Citizenship*.
- 150 teachers were trained within the program *Information and Sensitizing towards AIDS*.

C) PROGRAMS OF REMEDYING EDUCATION IMPLEMENTED IN THE COUNTY: PROGRAMS ORGANIZED BY THE VALCEA COUNTY SCHOOL INSPECTORATE WITH THE AID OF NGOS aiming to improve the access to education and the school results of children/pupils from disfavored groups

In the period December 2003-September 2004, the project *Support and Education for all* took place in Valcea, being organized by RENINCO Romania, in collaboration with the County School Inspectorate Valcea and DJPDC Valcea. The project's main activities consisted of support activities for children with disabilities, integrated in mass education in Rm Valcea, Tomsani, Francesti, Voineasa, Muereasca, Cernisoara, as well as in Bucharest. The beneficiaries were 69 children with disabilities from our county.

D) THE SITUATION OF DISFAVORED GROUPS (Roma children, children with special educational needs, children from a disfavored social-economic environment) at **the county level**.

In the case of children with disabilities, the situation is characterized by:

1. Late schooling due to attempts of medical recovery considered as priority by the family (repeated hospitalizations, sickness)
2. mass schools' refusal to receive children with disabilities;
3. the existence of a low number of groups of special education integrated in schools (there are only 7 classes of Integrated Special Education, no preschool group with Integrated Special Education);

4. the existence of special education schools only in Babeni (school – 1st to 8th grade, kindergarten), without any possibility of accommodation/food (boarding school pertaining to DJPDC), transport with difficulty and sustained by the family;
5. wrong mentality of some parents regarding the use of school for children with disabilities;
6. schools' low accessibility to the nature of the disability (specialized teachers, appliances specific to sensorial education)
7. Difficulties in informing, difficulties in the professional training pertaining to the domain of integrated education, obstacles generated by the mentality from schools in rural areas.

The idea to adapt school and curriculum to the needs of children with disabilities integrated in mass education is not sufficiently exploited. The causes are both objective and subjective. Most often integration is perceived as a privilege granted to children with disabilities and to their family, not as their right. The main cause is the lack of preliminary preparation of teachers, in order to approach the integration process as well as the support structures necessary to sustain the school integration of children with disabilities.

In some cases, the integration of children with disabilities was only formally done. This refers only to a physical integration of the child with disabilities in school, in the classroom. Yet, the simple presence of the child with disabilities can constitute the beginning of integration. For a real integration we need to change the attitude towards the child with disabilities, to understand participation and to ensure success in learning and development for the child in school, and indirectly, for his family. Thus, most of the teachers, the parents of children with disabilities speak about an acute need of support regarding the realization of

integration. Valcea County School Inspectorate, by TSH, realized a series of courses with a view to improve work with these children. The lack of support teachers, the lack of logopaedic specialists, of a resource centre at the county level, the lack of internal committees at the level of mass schools, the lack of funds are also evident.

Lately, integrated special education has developed by the organization of special integrated classes or affiliated to special schools. This way, we can make sure that the child remains in his family, and an education framework can be ensured for children with mental disabilities. We could not nevertheless realize an integrated group in preschool education, and we could not realize the individual integration of these children for several preschool children were not received in mass preschool education.

We emphasize the fact that the number of children registered in special education has diminished in the last few years, while people focused on the integration of children with disabilities from mass education under the form of individual integration, group integration and integration in special classes. Because special education created a quality expertise for itself, and this to the advantage of children, the tendency is that of partnerships with mass schools, with NGOs specialized in the work with children with disabilities.

In the case of Roma children, the situation is characterized by:

1. parents' old-fashioned mentalities regarding the usefulness of school, mentalities determined, first of all, by parents' illiteracy;
2. poverty-lack of funds for stationery materials, clothes, food and so on;
3. children's involvement in various activities: household work, travelling to other cities, precocious work;

4. precocious marriages (at 12, 13 years old) which lead to school abandonment;
5. informal segregation of some schools revealed by the teachers' refusal to receive Roma children;
6. long distances from home to school, without any means of transport.

In Roma's cultural tradition everything turns round the family. In general, Roma families have small incomes, since parents are unqualified and they do not have a stable workplace. Occasional incomes are determined by daily work in their community or in other communities, which implies that family members travel to other localities (nomadism). Their dwelling places are most frequently isolated and dirty (tents, mud huts), and do not have access to the sewerage network, to drinking water, electricity and public services. As far as family dimension is concerned, we can say that most family have many members, indirectly proportional to the lodging conditions and to the family resources.

In general, Roma's cultural level is very low, leading to a high degree of illiteracy among them or them being unable to finish their compulsory schooling. Traditional Roma families do not value formal education, with qualifications, but consider as priority the knowledge children learn from their parents and from their community in order to later be hired as workmen (men) and to successfully assume parents' roles at an early age (men and women).

Data gathered from 2002 census revealed the fact that in Valcea county Roma people do not recognize their allegiance to the Roma ethny, resisting to it, although they still speak Romany.

Roma children's non-registration to school is caused by precarious family conditions, geographical isolation and wrong mentality regarding the necessity of education. We have to mention the fact that there is segregation in school on

behalf of the teachers, of the children and on behalf of their parents.

There were no connections with Roma NGOs by partnerships with the County School Inspectorate for there was nothing known about their active involvement in order to improve the group's situation.

From our discussions with headmasters and with authorities from the Town Hall, the following priority areas have been emphasized:

- Zone 1: Brezoi: Valea lui Stan, Racovita, Caineni;
- Zone 2 : Valcea : Colonia nuci, Babeni-Valea Mare, Francesti, Jiblea Veche, Bujoreni, Paunesti Maglasi ;
- Zone 3 : Horezu : Romani, Vaideeni-Atarnati ;
- Zone 4 : Dragasani : cartier Birsanu-Colonia, Dobrusa-Stefanesti, Zlatarei ;
- Zone 5 : Balcesti, Lalosu.

Strategic objectives

In defining strategic objectives we have taken into account the following documents:

- UNO Convention regarding child's rights
- Romanian Government's Strategy to improve Roma situation
- National Strategy for Child Rights Protection
- MER's Strategy for Pre-university education
- Government's program for the period 2005-2008, chapter V and VII regarding education and social assistance

The Strategy of the Ministry of Education and Research for Pre-university Education

- Equal access to education for all children by ensuring elementary education;

- Organize the educational act according to pupils' needs of personal and professional development in order to provide social and economic cohesion;
- Ensuring the complementarity of formal, non-formal and informal education; long-life learning as a major dimension of the educational policy.

Government's strategy regarding the improvement of Roma condition:

- Make local authorities responsible in applying concrete measures for the improvement of Roma children's situation;
- Sustenance in the education of Roma intellectuals who will activate as facilitators of policies for the social-educational integration of Roma children and their families;
- Elimination/ diminution of the effects of stereotypes and prejudices which lead to discrimination against Roma children.

National Strategy for Child Rights Protection

- Reduce the number of children from public child protection institutions by reintegrating them in their native family and in their community
- Reorientation of financial, material and human resources towards social-educational services at the level of local communities
- Develop human resources involved in social-educational services organized at a community level

Taking into account the objectives of governmental programs, CSIV's aims at: the improvement of access to education and the increase in quality of the educational act of children from disfavored groups by creating inclusive schools which should be open, friendly, tolerant and democratic,

schools which do not select or exclude anyone and where there is a pervasive multicultural climate.

In order to realize this goal, the following priorities have been identified in Valcea county:

P1. Stimulating registration and attendance at all educational levels: preschool, obligatory education, the *Second Chance* Program (for young people who abandoned obligatory education);

P2. Increase the quality of the educational act and of the educational offer for disfavored groups;

P3. Improve the relationship school-disfavored communities.

Target groups: direct and indirect beneficiaries

Direct beneficiaries:

- Roma children from the communities identified by CSIV as being in desperate need for access to education;

- children with SEN being taken care of by their own families or by the professional maternal assistants integrated in mass education;

- children from families with high social risk or in material difficulty;

- parents of these children;

- teachers from schools in which we can find children from the target groups.

Indirect beneficiaries:

- the other children;
- local communities;
- local authorities.

Directions and actions

1ST PRIORITY : <i>Stimulation of registration and attendance at all educational levels: preschool, obligatory education, Second Chance Program</i>	
DIRECTIONS	ACTIONS
Increase in the percentage of school participation of preschool children from disfavored categories in kindergarten	<p>Stimulation of early registration in the preschool education system</p> <p>Improvement of didactic-material conditions in preschool institutions.</p> <p>Courses for parents applying the method <i>We teach like that!</i></p>
Increase in the degree of inclusion of children with special educational needs in mass education	<p>Promotion of a personalized education grading system with a view to stimulate school performance of children with special educational needs</p> <p>Development of an extracurricular activity system which should involve children with special educational needs together with the other children</p> <p>Annual psycho-pedagogic examination of children with special educational needs</p>

	<p>Development of an inclusive climate by introducing remedying educational programs</p> <p>Consolidating parents' involvement in the educational process of children with special educational needs</p> <p>Building up a Day Care Center for children with special educational needs from socially disadvantaged families</p>
Increase in the degree of school participation of Roma children and of children from socially disadvantaged families	<p>Implementation of the <i>Second Chance</i> program for primary school aiming to reduce marginalization of persons between 14-25 years old who face problems of previous school abandonment</p> <p>Develop counseling and professional orientation services which should take into account the particularities of children from each disadvantaged category</p> <p>Develop inclusive practices at the local level and generalize them at the level of schools frequented by children from socially disadvantaged groups</p> <p>Promotion of alternative semi-boarding-school programs which should increase child's contact with the active school environment and should stimulate his interest in school</p> <p>Desegregation of schools and segregated classes</p>

	<p>Identification of supplementary resources with a view to the material sustenance of families with high poverty rate (including Roma families)- in order to partially cover the expenses necessary for children's schooling (stationery materials, food and so on)</p> <p>Improvement of the educational level of the parents of children from target groups- with a special focus on illiterate Roma parents- and stimulation of their participation in school activities</p>
Reduce school abandonment in obligatory education	<p>Monitorization together with the General Direction of Social Assistance and Child Protection of street children with a view to prevent school abandonment and to reintegrate them into school and into their family</p> <p>Parental counseling regarding the future effects of school abandonment on child's instruction level and on child's vocational career development</p> <p>Development of public/private partnership with a view to the material and financial sustenance of children from disadvantaged families, monoparental families or from marginalized groups, in order to determine their attendance to school courses</p>

2nd Priority- Increase in the quality of the educational act and of the educational offer for disadvantaged groups	
<i>DIRECTIONS</i>	<i>ACTIONS</i>
Increase in the quality of instructive-educative process for preschool children and school children from disadvantaged groups by training and instruction of the teaching staff	<p>Develop a sustained training program for teachers aiming to promote inclusive education principles</p> <p>Increase in the number of itinerant and support teachers for children with special educational needs by the identification and formation of 10 persons in these jobs</p> <p>Identification and instruction of a network of school mediators in disadvantaged communities</p>
	<p>Organize -within the framework of the Resource County Center for inclusive education- training courses for teachers with a special focus on social assistance elements concerning the child and the disadvantaged family and child rights promotion</p>
Improvement in the quality of the instructive-educative process by ensuring didactic-material basis	<p>Rehabilitation of all schools which have a percentage higher than 70% represented by children from disadvantaged groups</p> <p>Set up <i>Student Clubs</i> to house extracurricular activities</p> <p>Providing at least one computer for 20 children in each school and connect them to the Internet</p>

Improvement of technical assistance and educational services offer	<p>Set up a county Resource Center for inclusive education</p> <p>Hot-line for parents</p> <p>Specialty library</p> <p>Psychological Counseling Offices for parents</p>
3rd Priority- Improvement of school-disadvantaged community relationship	
DIRECTIONS	ACTIONS
Realization of viable partnerships: school-community, CSI- local public institutions; local institutions- NGOs	<p>Start up sensitizing and informative campaigns addressing the communities and regarding the necessity to integrate beneficiary children</p> <p>Organization of a commune database of CSI Valcea together with assistance and child protection institutions with a view to monitorize case management for children with special educational needs from the native family, professional family or from public and private child protection institutions</p> <p>Campaigns to attract supplementary resources (external/internal)</p>
Participation of the parents of children from the target groups to the activities proposed by educational institutions	<p>Parents' education</p>

	Promotion of child rights to education, religion and own culture and free expression of opinion according with the provisions of UNO Convention regarding child rights
	Involvement of the family in order to sustain their child's schooling

Plan of measures

No. crt.	Activities	Deadline	Responsibles
Period January-March 2005-accomplished activities			
1.	Set up a work team and partners (County Council, DJPDC Valcea, Prefecture, NGOs, Town Halls)	March 2005	CSI Valcea
2.	Real evaluation of the needs in priority areas (Brezoii- Valea lui Stan, Rm. Valcea – Colonie Nuci, Băbeni – Valcea Mare, Frânceşti, Horezu – Romani, Vaideeni – Atârnăti, Drăgăşani, Dobruşa – Ștefăneşti, Jiblea Veche, Racoviţa, Câineni, Bujoreni)	March 2005	CSI, NGOs
3.	Identified problems will be priority.		CSI
4.	Selection of pilot schools to become inclusive schools (desegregation of schools and of segregated classes): School (1st to 8th grade) Valea Cheii - Pausesesti Maglasi	March	CSI and partners

	School (1st to 8th grade) Valea Mare - Băbeni Kindergarten Valea lui Stan - Brezoi School (1st to 8th grade) Jiblea Veche – Călimănești Kindergarten no 8 – Drăgășani School (1st to 8th grade) Dezrobiți Frâncești School (1st to 8th grade) Romanii de Sus – Horezu School (1st to 8th grade) no. 8 (Colonie Nuci) - Râmnicu Vâlcea		
5.	Evaluation of the rehabilitation works necessary for the educational institutions mentioned above.		
6.	Financing for rehabilitation works (setting up of technical standards)		CSI
No. crt.	Activities	Indicators/Results	Deadline
Proposed activities			
7.	Presentation of territorial rehabilitation needs to the Town Hall, especially those rehabilitation needs regarding the educational institution buildings and evaluation of local resources to support these rehabilitations	•Local Authorities' reaction	July, the 1st, 2005 CSI, Headmasters

8.	Deciding, at the level of educational institutions, the necessary of modern education means, adapted to the new curriculum, the necessary of furniture and the necessary of rehabilitation/modernization works for educational buildings which receive children from disadvantaged families/Roma children	•List of necessities	June, the 15th, 2005	CSI Headmasters
9.	Schools Rehabilitation	•Number of rehabilitated schools •Quantity and quality of rehabilitation works	Permanently	CSI
10.	Opening of the County Resource Center for Inclusive Education	•Quantity and quality of works necessary to equip the center and to provide the necessary facilities • Number of	June - September 2005	CSI TSH

		<p>activities organized inside CRCIE and number of activities organized by CRCIE in the county</p> <ul style="list-style-type: none"> ● Number of teachers involved in CRCIE activites ● Number of parents involved in CRCIE activities ● Number of CRCIE visitors ● Quantity and quality of informative materials printed and distributed by CRCIE 		
11.	Organization, at the level of educational institutions, of several remedying	<ul style="list-style-type: none"> ● Increase level of school performances 	Permanently – beginning	Headmasters

	education programs with a view to stimulate school participation and reduce school abandonment, especially with poor segments of Roma population	<ul style="list-style-type: none"> ● Number of involved children ● Decrease rate of school abandonment ● Decrease rate of nonparticipation ● Degree of involvement in extracurricular activities 	with September 2005	
12.	Realization of programs to encourage parents' participation to the educational processes from school and from outside the school	<ul style="list-style-type: none"> ● Number of involved parents ● Number of activities realized with parents' support 	2005-2008	Headmasters
13.	Organization of training/formation programs for teachers on inclusive education, in order to provide an adequate educational climate in schools with multiethnic environment	<ul style="list-style-type: none"> ● Number of participants to courses ● Knowledge and abilities developed 	2005-2008	CSI

		during the instruction (measured by evaluation tests)		
14.	Extension of inclusive practices and policies at the level of educational institutions in Valcea county	<ul style="list-style-type: none"> ● Number of pupils from disadvantaged communities annually registered in mass education 	2005-2008	CSI
15.	Constitute a network of school mediators and a network of local partnerships	<ul style="list-style-type: none"> ● Number of network active member ● Degree of mediators' involvement inside the network 	Till the 1st of July, 2005	CSI, Town Halls
16.	Realization of the Second Chance Program for gymnasium education	<ul style="list-style-type: none"> ● Number of children and young people involved in the program 	2005-2008	CSI
17.	Create and develop Day Centers at the	<ul style="list-style-type: none"> ● Number of 	2005-2008	CSI

	level of pre-university educational institutions, in order to support pupils from disfavored groups to complete obligatory education.	<p>schools which set up Day centers</p> <ul style="list-style-type: none"> ● Number of children included in day centers 		Local community
18.	Attract NGOs with activities in the educational domain and Roma NGOs and sign up for partnerships with these NGOs in order to facilitate the access to education of disadvantaged groups	<ul style="list-style-type: none"> ● Number of signed partnerships ● Number of activities in collaboration with NGOs 	April 2005	CSI
19.	Implementation of programs to encourage Roma parents' participation to the educational processes from their child's school and from outside school	<ul style="list-style-type: none"> ● Number of involved parents ● Number of activities organized in collaboration with parents or at parents' initiative 	2005-2008	CSI
20.	Realization of Parents' School at a pre-university education level in order to dynamize school-parents partnership	<ul style="list-style-type: none"> ● Number of involved parents ● Number of 	2005-2008	CSI Preuniversity educational

		annually organized activities ● Degree of improvement in school-parents communication		institutions
21.	Organization of campaigns to sensitize and inform the community about the problematic of school and community integration of disadvantaged groups	● Number of distributed informative materials ● Number of mass-media appearances ● Number of informed persons ● Impact of messages	Permanently, during the period 2005-2008	CSI
22.	Dissemination of examples of success, at the level of community partners, in solving the problems of disadvantaged communities.	● Degree of results' multiplication	Permanently, during the period 2005-2008	CSI

Assuming risks

Hypotheses:

- The creation of an inclusive framework for children from disadvantaged groups leads to increase the self-respect of children and to ensure decent life standards by equalization of chances;
- Inclusive schools will become good know-how models for other educational institutions;
- By ensuring access to education of disfavored groups, they will become more conscious of the role of education in personal development, which will lead to their social integration;
- The involvement of local communities in identifying and solving the needs of disadvantaged groups improves the collective development of these groups.
- CSI Valcea together with its partners will improve managerial and technical capacities regarding the school inclusion of every child.

Risks:

- Lack of financial resources (un-approval of EU funds program, non-acceptation of local contribution);
- Difficulties in ensuring sustainability for activities;
- Teachers' and parents' resistance to change;
- School's resistance to change;
- Community's noninvolvement in finding and solving needs;
- Teaching staff fluctuation from schools where actions are being carried out.

Identified Resources

The implementation of this strategy implies a lot of resources (human, material, financial resources). That is why we take into account county financial resources (CSI county budget, CC budget), the possibility to access European funds and other funds by grant programs of national and international donors, and contributions of Local councils, NGOs resources. We all have in mind to ensure sustainability of actions.

Partnerships with local councils represent a viable support for activities proposed for the support of education based on inclusive education, inclusive education being an important resource at the community's disposal.

The county strategy relies on the operational capacity of the following NGOs which have a lot of experience in implementing, at a county level, projects regarding social assistance and education for all: ProFamily (the program *Support and Education for all*), the Association of Professional Social Assistants, World Vision Romania. This program has aroused the interest of Roma communities and of NGOs which have activities in this domain.

1.1. Classification of educational institutions in the county on levels and types of institutions, taking into account the phenomenon of nonparticipation to education, school abandonment and the existence of an appointed/qualified teaching staff

	% schools in this category of the total schools in the county	Nonparticipation rate			School abandonment rate		
		There is no participation	Less than 5%	More than 5%	There is no abandon	Less than 5%	More than 5%
Type of school							
Schools 1st to 4th grade	47%					x	
Schools 1st to 8th grade	48,5%					x	
Schools 5th to 8th grade	0,28%					x	
Schools 1st to 12th grade	3,97%					x	
School's status							

Coordinating school	33,10%					x	
Subordinate school	67,90%					x	
Teaching type							
Normal	46%					x	
Simultaneous	54%					x	
Situation of qualified teaching staff							
under 50%	-						
between 50-95%	-						
peste 95%	97%					x	
Situation of appointed teaching staff							
under 50%	-						
between 50-75%	-						
between 75-95%	76%					x	

1.2. Registration of preschool children for kindergarten, at county level, in the school year 2003-2004

	TOTAL	URBAN AREA	RURAL AREA
<i>Number of children between 3-6/7 years old in the census</i>	16 755		
<i>No. of children of 5/7 years old who do not attend kindergarten</i>	1284		
<i>No. of children between 3-6/7 years old registered in kindergarten</i>	12 898	5 720	7 178
<i>No. of children between 5-6/7 years old registered in kindergarten</i>	7117	3419	3698
<i>No. of children between 5-6/7 years old registered in kindergarten who haven't previously attended kindergarten</i>			

1.3. Children registered in the 1st grade, at county level, in the school year 2003-2004

	Urban area	Rural area	total
No. of children of 6/7 years old from the census			
No. of children of 6/7 years old registered in primary school	1924	2320	4244
No. of children of 6/7 years old registered in primary school who have also been to kindergarten	1902	2214	4116

1.4. Ensuring the access to the study of Romany language at the county level

<i>No. of children/pupils registered in classes/groups in which they are taught Romany</i>	Residence environment	Preschool Education	Primary school	Secondary school
	URBAN	-	-	-
	rural	-	-	-
<i>No. of schoolteachers/teachers who teach Romany</i>	urban	-	-	-
	rural	-	-	-

1.5 Integration of children with special educational needs integrated in mass schools:

No. of children with SEN integrated in mass schools	MENTAL DEFICIENCY		VISUAL DEFICIENCY		AUDITIVE DEFICIENCY		MOTOR/NEUROMOTOR DEFICIENCY		DEFICIENȚE ASOCIAȚE	
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
Kindergarten	0	0	0	0	0	0	0	0	0	0
Primary school	16	8	4	-	-	-	2	2	6	3
Secondary school	17	24	-	-	-	-	1	-	5	7

1.6. Providing necessary support for children with SEN integrated in mass schools at a county level :

	preschool		Primary school		Gymnasium/secondary school	
	rural	urban	rural	urban	rural	urban
No of integrative kindergartens/schools	12	6	21	8	-	3
No of support/itinerant teachers	-	-	-	1	-	1
No. of teachers from mass education who have attended training courses regarding the work with pupils with deficiencies integrated in mass schools	-	-	20	21	-	-

ANNEXE 1

FACILITIES GRANTED TO PUPILS

The social program approved by G.D. no 811/the 31st of August, 2002 comprises a series of social measures in the education system. Valcea county School Inspectorate in partnership with the county Council and the local councils has realized the program's provisions:

A) PROVIDING FREE STATIONERY MATERIALS FOR CHILDREN FROM LOW-INCOME FAMILIES

The stationery materials for the school year 2003-2004 were received and distributed to pupils from families with small incomes at the beginning of this year. This year, the number of beneficiaries is with 1,371 persons bigger than last year's total beneficiaries.

EDUCATION LEVEL	School year 2001-2002	School year 2002-2003	School year 2003-2004
1ST GRADE	1,918	2,152	3,500
2ND TO 4TH GRADE	6,105	6,351	6,350
5TH TO 6TH GRADE	9,387	9,426	9,450
Total	17,410	17,929	19,300

B) PROVIDE DAIRY AND BREAD PRODUCTS FRO CHILDREN FROM PRESCHOOL EDUCATION AND PUPILS FROM PRIMARY SCHOOL (*MILK AND CROISSANT PROGRAM*)

Education level	School year 2002-2003	School year 2003-2004
Preprimary education	-	13,205
Primary education	19,001	21,432

We notice that at the level of our county the program took place in normal limits, small problems appeared but they have been eventually overcome. Some local councils and educational institutions have made special efforts to ensure depositing spaces and to provide refrigerating devices to keep dairy products cool.

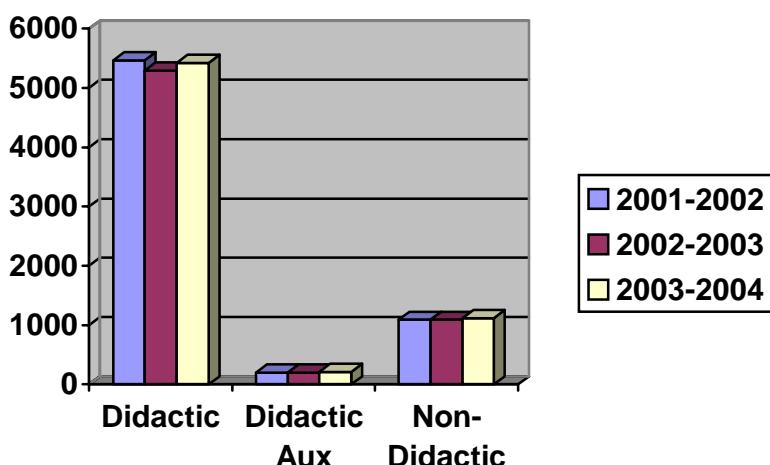
ANNEXE 2

RESOURCES AND THEIR USE

A. Human resources

- Teaching staff

Types of personnel	2001-2002	2002-2003	2003-2004
Didactic personnel	5,468	5,291	5,420
Auxiliary didactic personnel	20	198	209
Nondidactic personnel	1,091	1,090	1,117
Total personnel	6,760	6,579	6,746



During the school year 2003-2004, we can notice in the personnel structure in Valcea education:

- high number of qualified teaching staff and absence of unqualified teaching staff;
- a better distribution of personnel on: didactic personnel, auxiliary didactic personnel and nondidactic personnel;
- personnel norms established by the Budget Law were observed.

In September, CSI Valcea made efforts to ensure qualified teaching staff for educational institutions and observed the Methodology elaborated by the Ministry of Education and Research regarding the distribution on jobs/departments of these teachers.

•School population

Education level	2001-2002	2002-2003	2003-2004
Preschool education	13,251	13,268	14,205
Primary education	19,795	18,992	18,931
Gymnasium education	24,428	23,411	21,477
High-school education	13,094	14,957	14,901
Vocational and apprentice education	4,615	5,293	4,854
Total	75,183	75,921	74,168

It comes out that in the school year 2003-2004 school population begins to decrease as compared to previous years.

B. Financial resources

The same as last year, financing Valcea education system has been realized from the following sources:

- 1) Local budgets provided funds necessary for material expenditure and to pay personnel from educational institutions. The amounts allocated for material expenses haven't always been sufficient and could not ensure hygienic conditions for school spaces. As far as the incomes of the didactic personnel and of the auxiliary didactic personnel and non-didactic personnel are concerned, the amount allocated were enough to pay all the wages inclusively their indexation beginning with the 1st of January,2004.
- 2) The republican budget ensured the financing of CSI Valcea, TSH Valcea, sport school clubs and pupils' clubs.

ANNEXE 3

Investment programs

- 1.1. ► *Rural education relaunching program*
 - 1.1.1.1. The program is divided in two parts and comprises a number of 25 educational institutions in Valcea county:
 - 1.1.2. *Schools included in the program (1st Part, from April 2004 – to November 2005):*

2. **School 1st to 8 th grade in Glăvile**
3. **School 1st to 8 th grade Râmeşti – Şuşani**
4. **School 1st to 8 th grade Boişoara**
5. **School 1st to 8 th grade Runcu**
6. **School 1st to 8 th grade Titeşti**
7. **School 1st to 8 th grade Stoeneşti**
8. **School 1st to 8 th grade Dobricea Grădiştea**
9. **School 1st to 8 th grade Uşurei Şuşani**
10. **School 1st to 8 th grade Udreşti – Dănicei**
11. **School 1st to 8 th grade Galicea**

11.1.1. Schools included in the program (Second part, November 2004 – September 2006)

12. **School 1st to 8 th grade Frânceşti**
13. **School 1st to 8 th grade Mateeşti**
14. **School 1st to 8 th grade Hotărasa Copăceni**
15. **School 1st to 8 th grade Roşiiile**
16. **School 1st to 8 th grade Valea Mare**
17. **School 1st to 8 th grade Muereasca de Sus**
18. **School 1st to 8 th grade Zătreni**
19. **School 1st to 8 th grade Ghioroiu**
20. **School 1st to 8 th grade Bărbăteşti**
21. **Urşii, Popeşti School and kindergarten**
22. **School 1st to 8 th grade Blidari Goleşti**
23. **School 1st to 8 th grade Rotărăşti, Nicolae Bălcescu**

- 24. School 1st to 8 th grade Armășești, Cernișoara**
- 25. School 1st to 8 th grade Crețeni**
- 26. School 1st to 8 th grade Stroești**

► *School infrastructure rehabilitation program*

Schools selected for this program:

1. Urban area :

- 1) Brezoi HighSchool (School 1st to 4th grade)
- 2) School 1st to 8 th grade Călimănești
- 3) School 1st to 8 th grade no. 3 Zlătărei, Drăgășani

► „Phare – Tvet Program”

No. crt.	Educational institutions included in the program	Amount
1	Service Economic Administrative Group School Călimănești	100,000 Euro
2	„Brătianu” Group-School Drăgășani	724,000 Euro
3	„Petrache Poenaru” Group School in Bălcești	547,000 Euro

► „Governmental Program for Sports Hall construction - mill. lei-

No. crt.	Educational institutions in the program	Contracted Value
1	„Alexandru Lahovari” National College – Rm. Vâlcea	12439
2	„Take Ionescu” School 1st to 8th grade – Rm. Vâlcea	11835
3	School no. 10 1st to 8th grade– Rm. Vâlcea	12416
4	„Constantin Brâncoveanu” Group School	9313

	– Horezu	
5	„Preda Buzescu” Group School – Berbești	9264
6	„Brătianu” – Group School Drăgășani	11851
7	Sutești school 1st to 8th grade	13583
8	Călimănești School 1st to 8th grade	9303
	Total	90004

Program of investments financed by the Romanian Government, the Ministry of Education and research and the local budget

OBJECTIVE	YEAR WHEN THE INVESTMENT BEGAN	VALUE (THOUSAND LEI)	ALLOCATED AMOUNT FOR 2004 (THOUSAND LEI)
„C-TIN BRÂNCOVEANU” GROUP SCHOOL – HOREZU	1996	52,171,000	7,000,000
CONSOLIDATION OF CHILDREN’S PALACE – RM. VÂLCEA	2002	4,869,000	5,000,000
„TUDOR VLADIMIRESCU” SCHOOL- DRĂGĂȘANI	2004	1,000,000	1,000,000
REHABILITATION OF CSI PREMISES, VÂLCEA	2004	2,000,000	1,000,000

VI. SOCIAL EXCLUSION: PROBLEMATIC ISSUES EDUCATION AS THE ENGINE TO FIGHT AGAINST SOCIAL EXCLUSION

by

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Romanian society is evidently in a crucial moment, characterized by the relaunching of a complex development process aiming to transform it in a modern competitive society with a high degree of social cohesion. This is, in fact, a common objective of European construction, an objective for the realization of which our country has also engaged itself.

The strategy to follow is not a simple plan of action against poverty, but a program of social construction with a view to the realization of a European society- an objective common to the entire continent. Its philosophy is not that of catching up with, but that of constructing together.

1. Poverty and social exclusion in the context of social exclusion

If in the first decades of the twentieth century, socialism produced a certain prosperity equitably distributed, in the last decade, the failure of the Scoala-Ceausescu model lead population to poverty and disappear.

The period of transition which followed was accompanied by an explosion of poverty and by a dramatic accentuation of social exclusion processes, the social policy focusing on privatization and reorganization.

Poverty seemed to represent an inevitable social cost of transition, rather than a excessive focus on it, a obstacle in the way of effective transition.

In 1998, at the initiative of PNUD in Romania, the Commission of prevention and fight against poverty was set up under the patronage of the Romanian President; in April 2001, the anti-poverty and social inclusion commission was set up, its product being represented by the anti-poverty and social inclusion national plan, called ASINP or the PLAN.

With a constant preoccupation for the social component, the European Union has launched a common program for the fight against poverty and promotion of social inclusion, as a main instrument of the common social construction.

The strategic objective for the next decade is a competitive and dynamic economy, based on knowledge, capable of sustainable economic development, with more and better work places, with a higher degree of social cohesion.

Population pauperization is a process determined by the erosion of incomes and by the constant degradation of accumulations (especially of the locative stock) as well as by the increase in consumption aspirations due to the contact with world market and western societies.

The accumulation of debts, especially with upkeep rates leads to desperate situations for the family which is in danger of losing the only anchor to a normal life- the dwelling place.

Besides situations with an enormous emotional impact - street children, families without a dwelling place, living on the street or near garbage pits, in improvised insalubrious lodgings, there are still a lot of persons who find themselves in

critical situations such as: severe decrease of alimentation, the lack of access to a minimum health care, the impossibility of access to education. Due to the paralysis of recovering capacities, social exclusion represents a process with powerful negative social effects.

Other processes which can lead to exclusion are: criminality, as well by the authors, as by the victims, entering criminal systems and humanly degrading systems, the evolution of closed collectivity, based on life patterns which are rather marginal in their nature, thus blocking the capacity to fructify the opportunities offered by a modern society. The groups with high risk of social exclusion are: street children, young people who leave Child care Homes, families which have lost their home, and with minimum of chances to get another home, disorganized families, families with chronic unemployed people, drug abuse cases and alcoholism cases, families from poor areas characterized by major processes of disorganization/social degradation, children with handicap, school un-enrollment (rare cases), school enrollment delays (cases of enrollment after the age of 9-10 years old), insufficient school education as compared to one's own possibilities; isolated and poor rural areas with low access to high-quality education, with a difficult access to secondary education; finally, a significant part of Roma population which cumulates a wide range of social handicaps: low education, lack of qualification, o history of nonparticipation to formal economy, lack of dwelling place, lack of land in property for rural inhabitants.

In approaching minority group-majority group relationships a great importance resides in the way in which these groups perceive alterity, which stereotypes and modalities of social attribution are found in their perception and what influence do these stereotypes have on their behavior, on their attitudes manifested towards the other minorities. In trying to construct an explicative model of

acceptance/social exclusion which functions manifestly or latently in Romanian society, we have analyzed three minorities: Hungarian, Jewish and Roma people. The study aimed to seize some social-psychological differences (perceptions, attitudes, opinions, behaviors, stereotypes and so on) not only in these ethnic groups, but also towards another ethnic group. The results of this study suggest a significant tendency: Roma people have to face the lowest degree of social acceptance, a fact which proves once more their marginal situation. These people are on the last place amongst minorities, as well as the Jewish and the Hungarians. Another paradoxical aspect is that Romanian people who represent the majority, as well as Jewish and Hungarian people are those who keep a shorter distance amongst them which is the contrary of the great distance they keep towards Roma minority. It has come out that Roma are almost totally excluded from the social intimate network (family, friends), their place being attributed in the network of other referential (neighbor, inhabitant of the same town, citizen of the same country, tourist in the same country), and with whom social interaction is rather reduced. In fact, relating to this type of interactions shows that these tendencies correspond to images previously formed and crystallized in time (prejudices, stereotypes), so that the group is not endowed with a real objective image. Even if an example of strength of our education system is represented by the inexistence of gender disparities, girl participation to school tending, at some levels, to be superior to that of boys' participation, there are still some groups with high school risk, the groups which were previously mentioned.

The position on the work market, life quality and access to education are the main signs of social exclusion identified by studies of sociology on this phenomenon.

To the income deficit and to the erosion of accumulated goods we add the negative effects cumulated, and

difficult to absorb, of degradation/underdevelopment of capacities. And that which is worst, the new generation appeared with a severe deficit of capacities of efficient insertion on the work market: low education and a low value, lack of qualification, lack of experience in the systematic economic activity. Population pauperization became more severe by the conversion in persistent social exclusion, the consumption deficit being added to the deficit in capacities, another fact which leads to the chronicization of poverty.

2. Education as the engine to fight against social exclusion

Insuring access to education - a fundamental right, remains a priority to which new dimensions are added by the program **Insurance of equity to education** in the framework **Preuniversity education development strategy**.

Any approach on the role of education and of social formation in the fight against social exclusion must start from the process by which individuals and their families face the lack of resources, are confronted to the inability to integrate in society, their relations with the larger community or with the society being broken.

We have to keep in mind that any strategy regarding the ACCESS TO EDUCATION should take into account directions of action which should derive from a careful situational analysis (the group's specificity, identification of the causes and so on).

Educational institutions in Romania should insure the democratic access to education, should see to it that human being rights are observed, and that child rights are also observed, and should demonstrate that minorities are respected and protected.

According to article 29 of THE UNITED NATIONS CONVENTION regarding HUMAN BEING RIGHTS, child's education should be oriented towards:

1. development of child's personality, talents and mental and physical abilities to a maximum potential;
2. develop a sense of respect for human being rights and fundamental freedom rights;
3. develop a sense of respect for the child's parents, for his cultural identity, his language and traditional values, for the national values of the country in which the child lives, for the national values of the native country and for different cultures;
4. prepare the child for a responsible life, in a free society, in the spirit of understanding, peace, tolerance, gender equality and friendship between all citizens, ethnies or national or religious groups and persons of indigenous origin;
5. develop a sense of respect for the environment.

Why this strategy? To fight against any forms of discrimination. In education, discrimination is defined according to the European and international legislation, as any “ *cataloguing, limitation or bias based on race, gender, language or religion whose aim and effect are the unequal treatment in education.*” When the quality of education or the school space is not correspondent, we have to deal with discrimination forms. In the common vision of the Ministry of education and research and of the European Union, the following principles appear to be compulsory:

- we do not block the access to education of any group;
- we do not limit the education level to an inferior level for anybody;
- we do not set up separate levels for anybody.

Education represents a key element in the prevention of high-risk poverty and of social exclusion, in the insurance of human development and promotion of an inclusive society.

Even if it is rather well institutionalized and organized on modern bases, the Romanian school system has been

severely affected in the transition period, on the one hand, by the continuation of chronic sub-financings, and on the other hand, by the shock transmitted by processes of disorganization which have affected Romanian society. Furthermore, the school system faces the challenge of adaptation to a society in rapid and permanent change. At the confluence of a society under the stress of multiple crises and a school which finds with difficulty its resources of response to multiple challenges, there was an erosion of the significance of school participation, characteristic to the poor segments of population. In its turn, this is an important factor for perpetuating poverty and social exclusion.

3. Exclusion from education?

Education is not just a fundamental right, it is also an instrument of promotion of social inclusion. Although from an institutional point of view, the education reform in Romania has developed an educational system adapted to European standards, the domain of education was severely affected, in the past few years, by the continuation of chronic sub-financings (the percentage of 4% of the IBP for education was never achieved after the Revolution, public expenses for education varying between 3-3.6% of the IBP), as well as by the effect of social desegregation phenomena. The consequences of sub-financing are to be found in precarious devices and the low degree of payment of salaries for the teaching staff, and the advanced degradation of many educational institutions, and a low quality of the educational process.

At the level of school performances, the situation reveals a polarization between a minority which obtains high results in internal and International contests and the level of performances of the majority which is lower, with a differentiation on residential environment. The results of

examination of pupils in the 4th grade in the year 2000 indicates differences of performance depending on the residential environment for residential environment is a source of polarization in education as far as the quality of instruction, the differences of school and professional chance between rural and urban pupils are concerned. After 1990, inequalities between performances and education levels of rural pupils as compared to urban pupils deepened. Another example in this sense is the low percentage of rural pupils enrolled into superior education. That is why PIR comes as a solution for this disfavored category.

On the other hand, provenience from a family with a lot of children or cumulating other difficulties has an determinate effect on the education level achieved by children. The more the child comes from a disfavored social-economic environment, the less chances he has to accede to superior education levels.

Despite all this, school cannot be considered as the only responsible for the school abandonment and the school failure of disfavored children.

4. Key-problems of the school system from the point of view of prevention of poverty and social exclusion

1. There are a lot of children who are not enrolled in the education system. These are children who do not have ID (especially in Roma communities), and who live in socially disorganized families and are confronted to extreme poverty or children with handicap.
2. There are children who do not finish compulsory education because of school abandonment and school failure. Gymnasium participation rate was of 4% in 1999/2000. After a substantial decrease of school participation to the elementary cycle and

to gymnasium during 1990-1996, in the last period there was a redressing of the situation. Extreme poverty and social disorganization, as main sources of school abandonment and school failure, are amplified by internal deficiencies of the school process.

3. Degradation of performance of the obligatory education system. In 1997, at the International contests for pupils in the 7th grade, Romania was on the penultimate position in Europe, before Turkey, as far as performances of 7th-grade pupils are concerned.
4. A gap - impossible to absorb – between school preparation and the demands of the Romanian society in rapid change. If the university system has adapted rapidly to the new needs of the work market, secondary education, especially vocational education, has not managed to offer an adequate response to the demands of a market under a huge stress generated by the economic crash. The school has not really managed to offer the preparation necessary to an active social participation, in order to avoid the engagement in the cycle of poverty and social exclusion, the effective confrontation with new challenges such as the increase of violence and delinquency, the increase of drug abuse.
5. The crisis of the pre-university professional preparation, as a reflection of the decrease of demand of workers with medium qualification on the work market. If the actual economic crisis hasn't stimulated professional preparation on medium levels, this deficit of school-professional preparation will affect the economic relaunching. Nonparticipation to post-obligatory education is

- maintained in high percentage. The percentage of young people who manage to obtain a diploma other than capacity diploma is between 15 to 16% in a generation.
6. The accentuation of educational polarization which will become one of the most important factors of future social polarization. If, on the one hand, participation to superior education has rapidly increased (approximatively 25% of a generation attends university courses), the percentage of young people who abandon the school process before obtaining a final school-professional preparation has also increased. We foreshadow a risk of fragmentation of young generations in two segments: those who attend university courses and those who do not even enter high-school or vocational school.
 7. The accentuation of inequalities in opportunities of school participation. The accentuation of social-economic polarization has inevitably deepened the inequality of educational chances. A supplementary source in the increase of inequality of chances is represented by the deepening of the urban/rural gap. The school in the rural environment confronts itself with serious problems: the precarious state of buildings, the lack of qualified teaching staff in most rural areas, far distances to school, difficulties in participating to secondary education forms.
 8. Deficit in the interaction between school and community. On the one hand, school has reduced its capacity to influence the family and the community, in order to be able to develop a supportive attitude for school participation, and on the other hand, the community sustains school in

an insufficient manner. Nowadays, along with the process of des-centralization of pre-university education, school-family, school-community becomes a natural sine qua non relationship, a guarantee of participation of all disfavored, vulnerable groups to education- a guarantee of the decrease/limitation of social exclusion and promotion of social inclusion.

5. Directions of action regarding anti-poverty and promotion of social inclusion

Promotion of social inclusion needs a long term effort, part of a national strategy of social development. Along with measures of fight against risks of social exclusion, the promotion of social inclusion supposes preventive direction of intervention, in which the social support, irrespective of its form- should be regarded as a social investment. A first step in this direction is to reduce the gap between the social and the economic sphere, simultaneously with the accentuation of the interconditionality between the two domains. A second step is represented by the conception of social protection system as a unitary system.

The reference points to the INTERVENTION with a view to the PROMOTION OF SOCIAL INCLUSION are included in ASINP which includes the following STRATEGIC OBJECTIVES:

1. Eradication of several situations of extreme, morally unacceptable poverty in a modern, civilized society: living near garbage pits, human being traffic, street children, abuse and domestic violence.
2. Decrease of the risk of poverty for occupied persons and for those who have finished the active life cycle.

3. Diminution of regional disequilibria, revitalizing and prevention of emergence of economically inert areas.
4. Insure the access of all population categories to a minimum of health services, education, occupation and social assistance.
5. Approaching the problematic of children and young people as an investment and not as expenditure, by providing equal access to education for all children, maintenance of health state, offer of sustained support for the integration of young people in adult life (professional preparation according to the work market demands, housing conditions, stimulation of social and political participation).
6. Decentralization, encouragement of local initiatives by motivation and development of local capacities of identification and administration of social problems.
7. Activation of community forces, by stimulation of collective initiatives and social partnership, promotion of an inclusive society, with a high degree of social cohesion.

6. Preconditions to a systematic approach

To render effective the social protection programs means, first of all, to adequately identify the segment “in need”. This identification presupposes in its turn:

1. an instrument as adequate as possible to measure the resources of individuals; a correct evidence of the social risk types, their being imposed on public conscience if there is the case; an evidence of the groups which can come under their incidence.
2. correct identification of the groups under the incidence of several factors of social risk;
3. identification of usable institutional resources and of those involved in attenuating the incidence of social risk factors;
4. an optimum distribution between the financial support and the social services offer addressed to those in need, with a view to optimize social intervention (devaluation of social support);
5. a correct and realist distribution of responsibilities in ensuring welfare, between the state and the individual, and also between the local and central level;

The PROJECTION of a coherent, unitary SYSTEM OF SOCIAL PROTECTION MEASURES brings about several preliminary REQUIREMENTS amongst which the maintenance of social problems under the attention of government people/specialized institutions, of NGOs and of public opinion. By a sustained dialogue between all these actors, we can identify on time new factors of social risk, in order to prevent the marginalization and social exclusion of vulnerable groups.

MODERN OBJECTIVES of EDUCATIONAL POLICIES aim to ensure a high quality education to which all citizens have equal chances of access. Furthermore, modern developments speak about the equality of chances to attend educational forms which should not discriminate from the point of view of the quality and quantity of obtained

knowledge in the framework of school, at least as far as obligatory education is concerned.

The main modern dilemmas of educational policies not directly linked to pedagogic practices are those determined by the wish to increase the importance of social choice on the form and contents of education, to ensure the non-discriminating character of education and to develop life-long education.

The quality of education represents a permanent priority for every educational institution or organization as well as for the teaching staff. High-quality teaching and learning contribute to the personal development of pupils, students and of other beneficiaries of education, to the society welfare and to the maintenance and improvement of the environment.

The policies promoted by the Ministry of Education and Research and the strategies specific to their application contribute to the evaluation, control and permanent improvement of the quality in education.

Financing from public sources of education is, first of all, done depending on quality.

Educational institutions should function so that, by the quality of their activity, they should satisfy public trust, and education should affirm itself as a public good.

Romanian policies of quality assurance for education are permanently correlated with the actions promoted at a European and world level.

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