

Education at a Glance 2023

Romania

Corinne HECKMANN

OECD Education and Skills Directorate

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Education at a Glance 2023

General overview





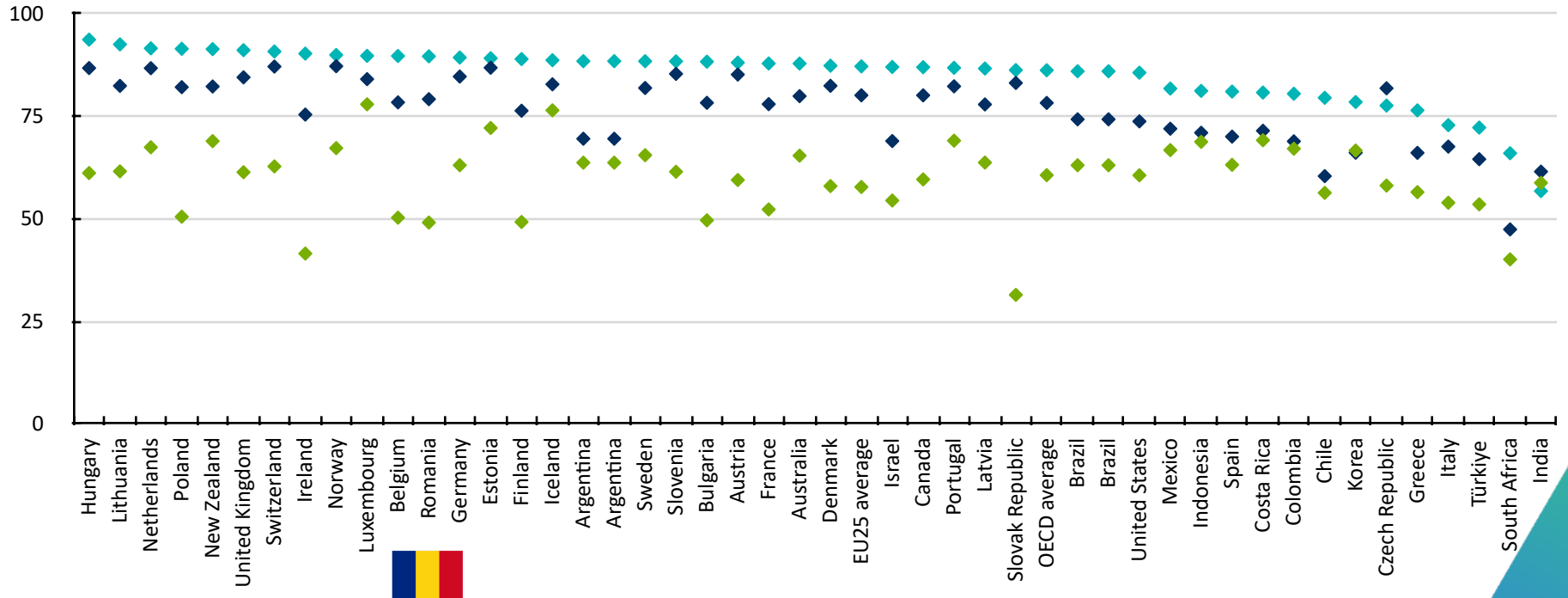
As for most OECD countries, higher levels of educational attainment associate with higher employment rates in Romania

Percentage of employed 25-34 year-olds among all 25-34 year-olds

◆ Below upper secondary

◆ Upper secondary or post-secondary non-tertiary

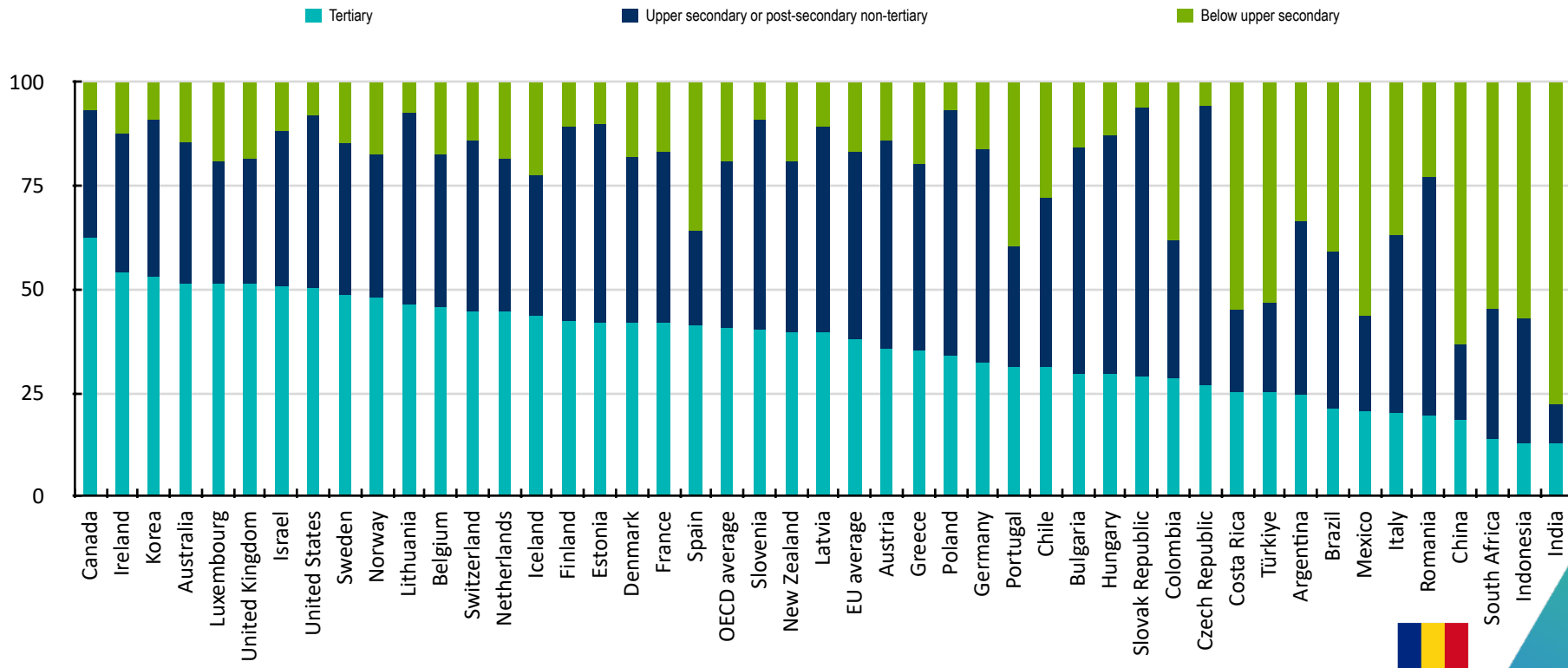
◆ Tertiary





In Romania, 20% of 25-64 year-olds have a tertiary qualification as their highest level attained, which is well below the OECD average of 40%

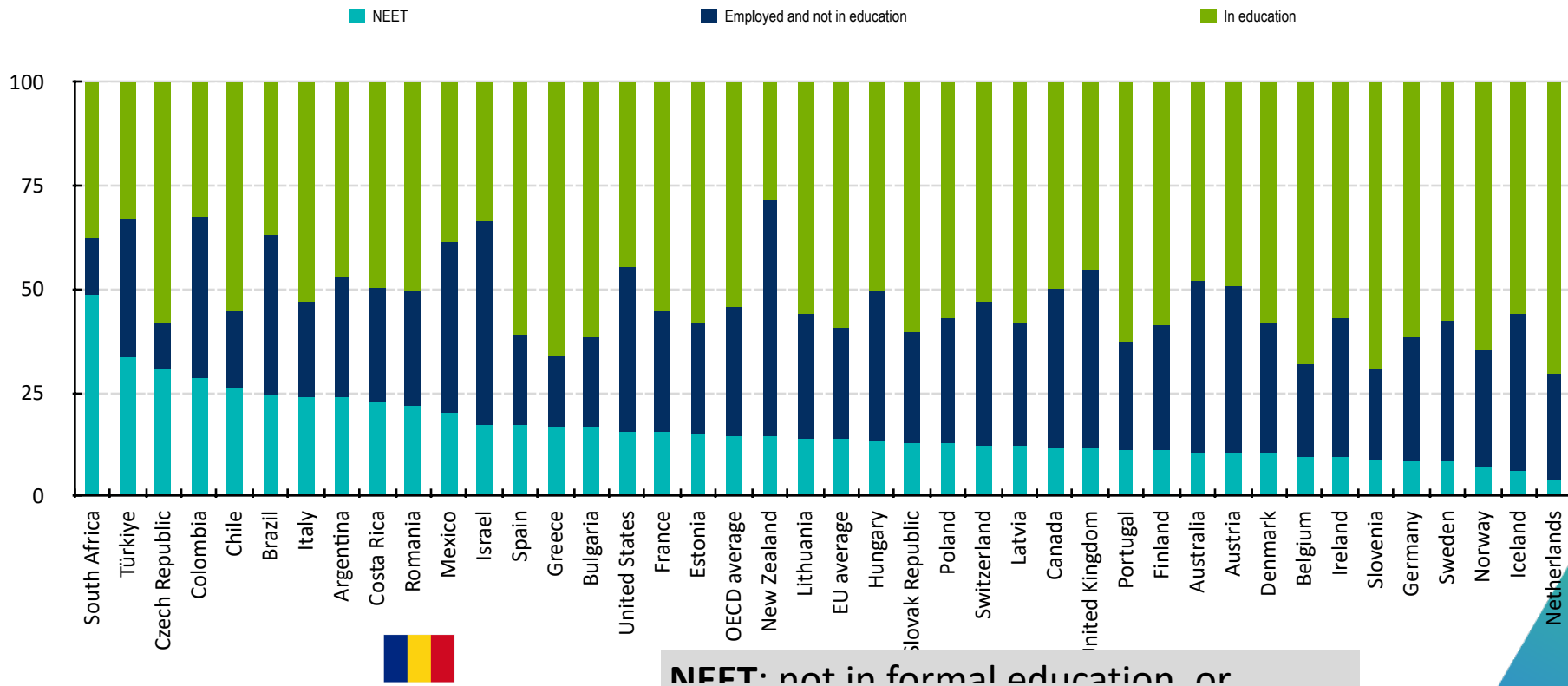
Educational attainment among 25-64 year-olds (2022)





With 22%, the share of NEETs among 18-24 year-olds remains high in Romania

Distribution of 18-24 year-olds by education and work status (2022)



NEET: not in formal education or

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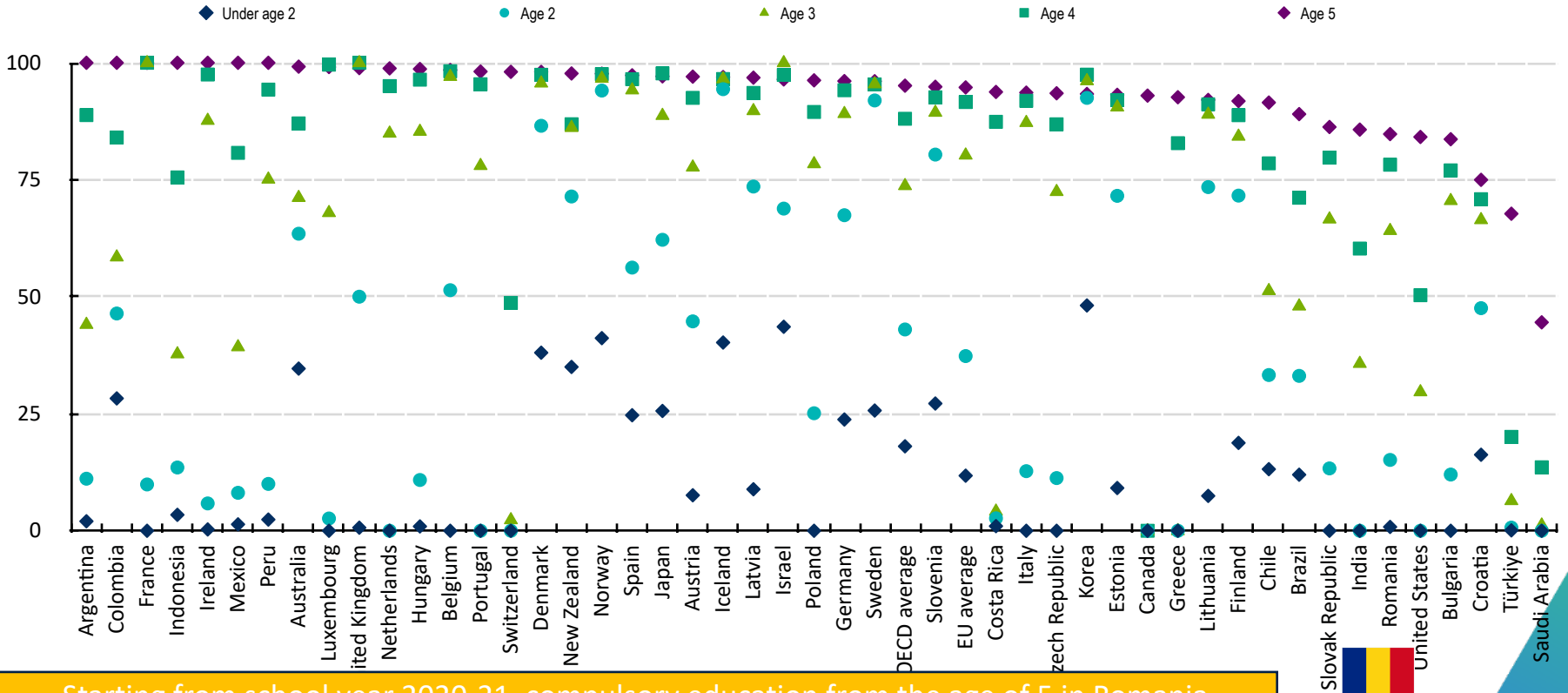
Early childhood education





In Romania, 15% of 2-year-olds are enrolled in ECE and 64% of 3-year-olds

Enrolment rates of young children, by age (2021)



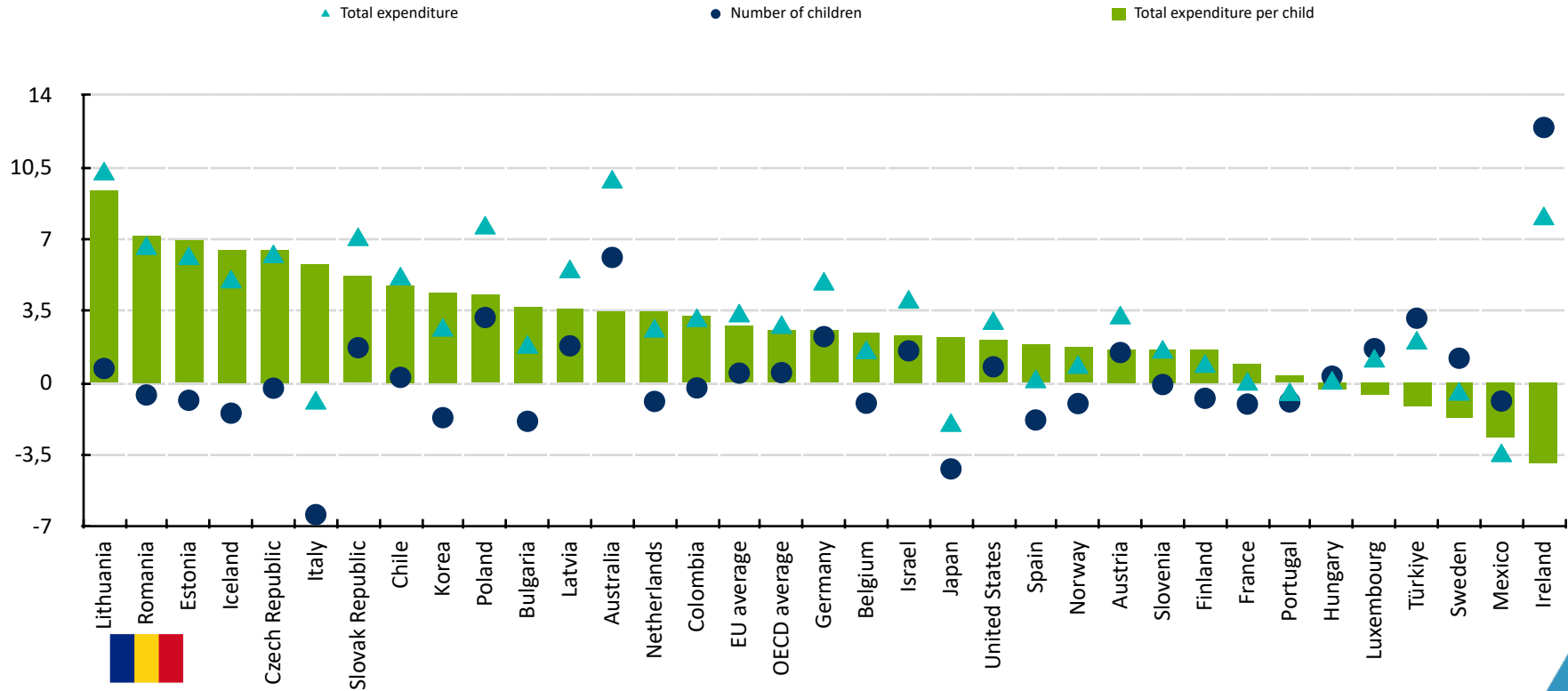
Starting from school year 2020-21, compulsory education from the age of 5 in Romania





Romania is among countries with the highest increase of the investment into early childhood education

Average annual change in total expenditure on pre-primary education per child between 2015 and 2020



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Vocational education and training

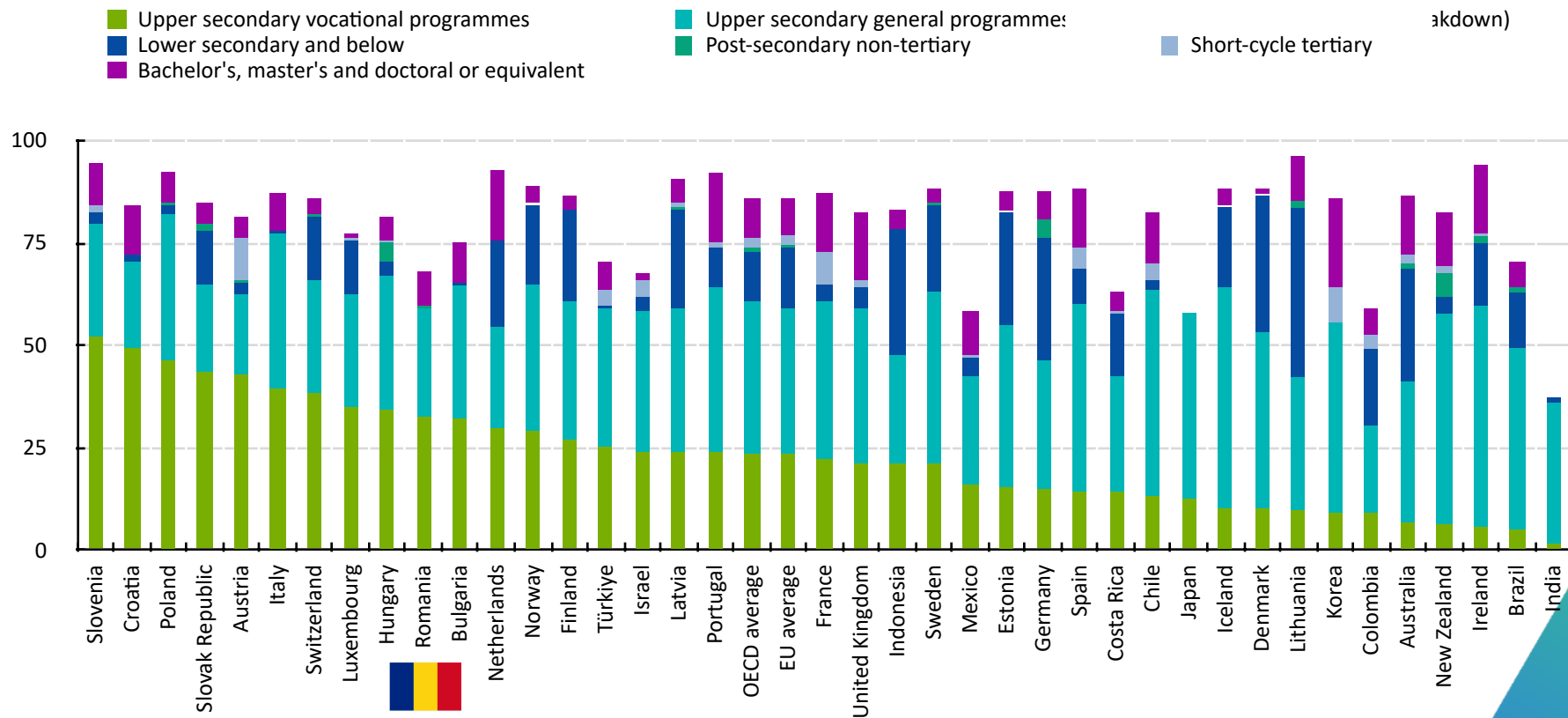
General upper secondary education = theoretical high schools (filiera teoretică);
Vocational upper secondary education = technological + vocational high schools (filierile tehnologică și vocațională) + vocational schools (școlile profesionale din învățământul profesional).





One third of 15–19 year-olds are enrolled in upper secondary VET in Romania

Enrolment rates of 15–19-year-olds, by level of education (2021)

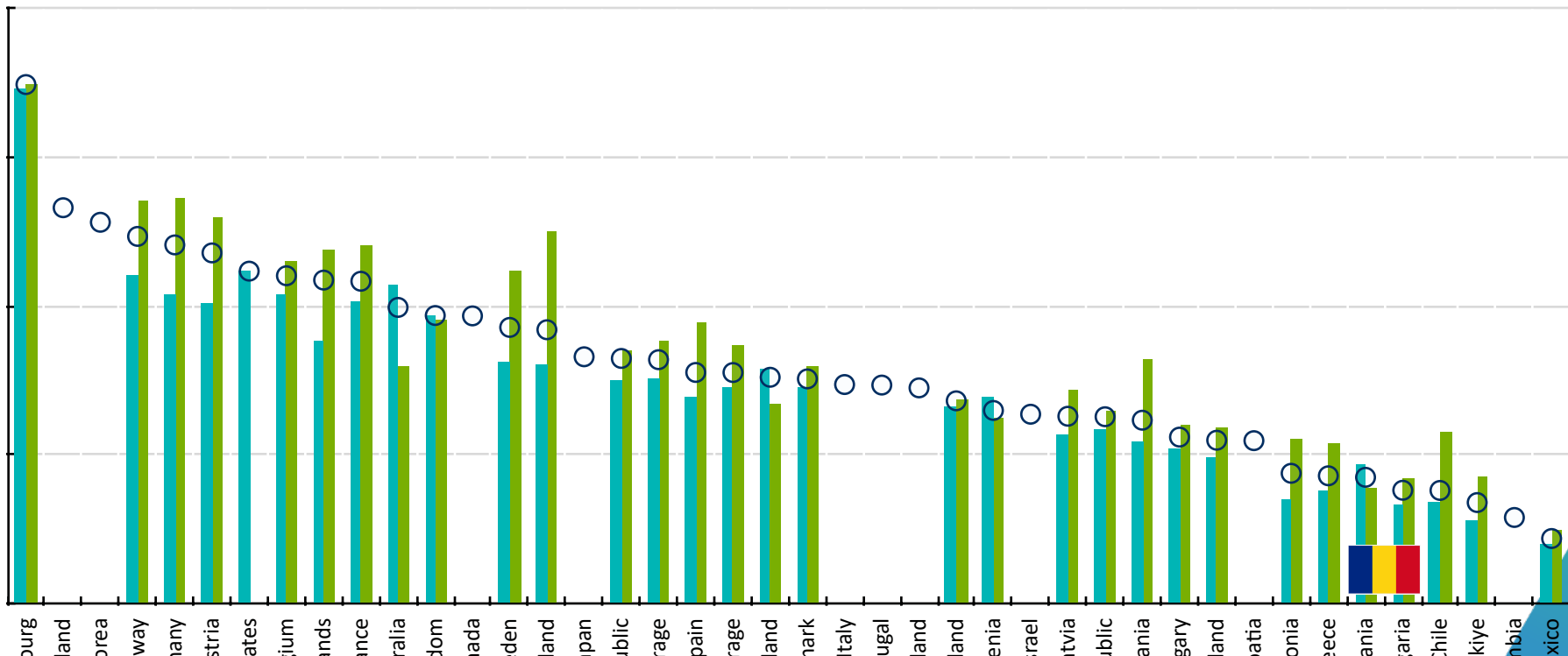




In Romania, expenditure per student is lower in VET programmes than in general upper secondary programmes

Total expenditure per full-time equivalent upper secondary education student, by programme orientation (2020)

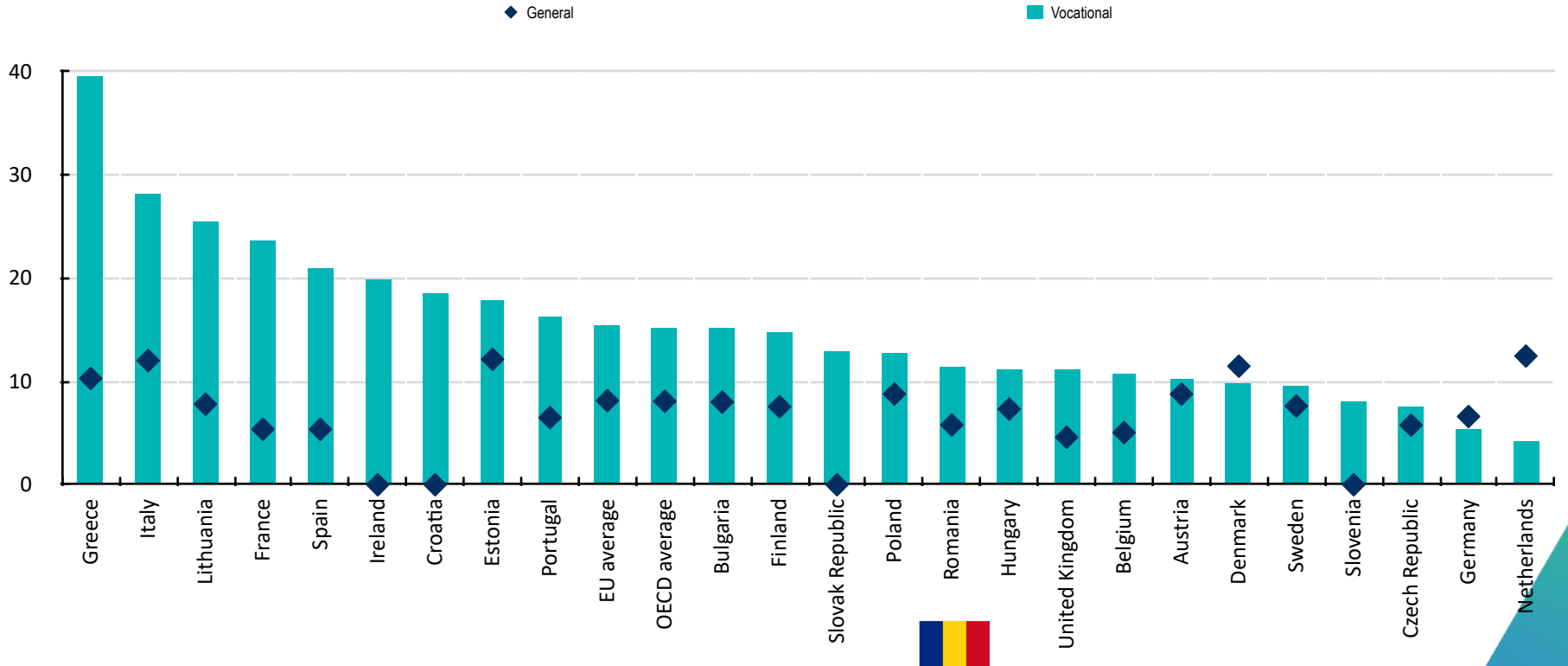
■ General ○ All upper secondary ■ Vocational





11% of vocational graduates are not in employment, education or training after graduating in Romania compared to 15% among EU countries

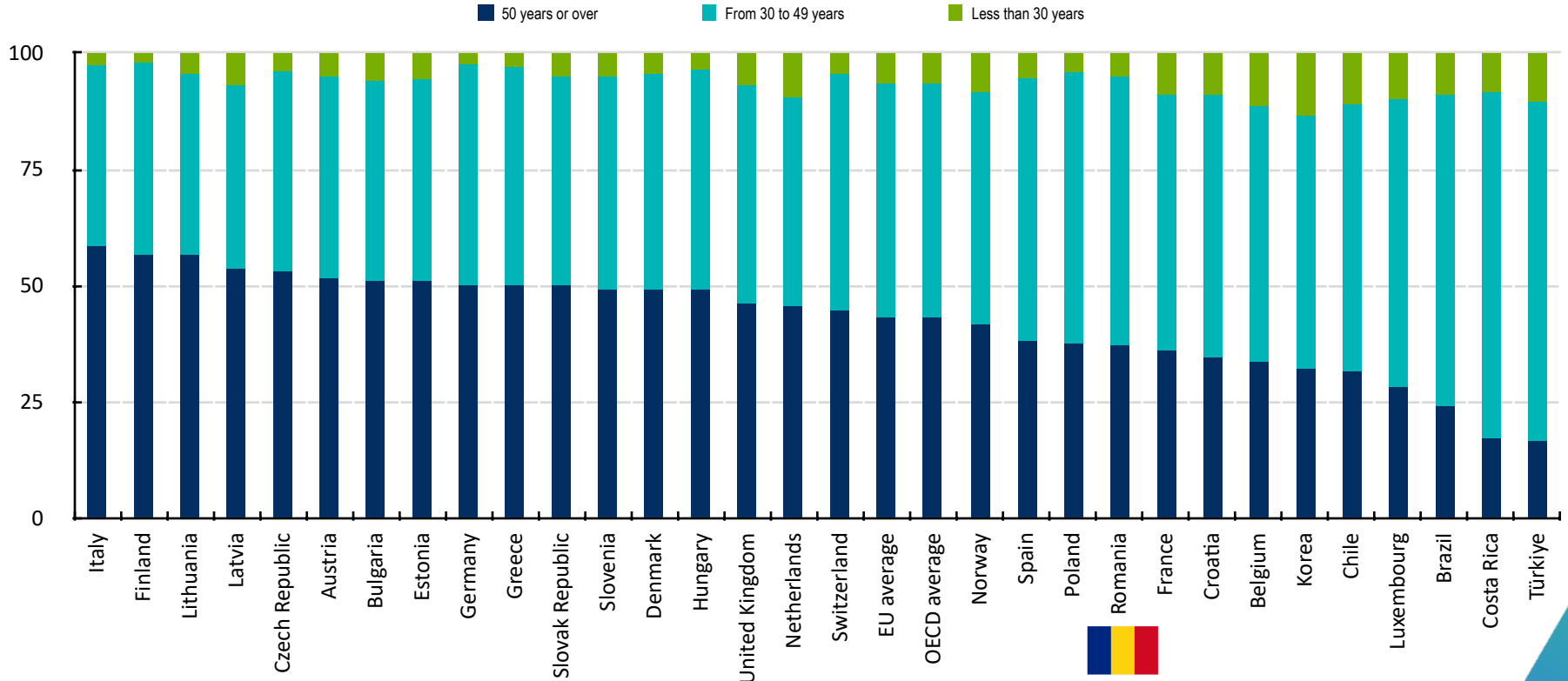
NEET rates among young adults one to three years after completion of upper secondary or post-secondary non-tertiary education, by programme orientation (2022)





In Romania, 37% of teachers in vocational upper secondary programmes are aged 50 or older, against an EU average of 43%

Age profile of teachers in upper secondary vocational programmes (2021)



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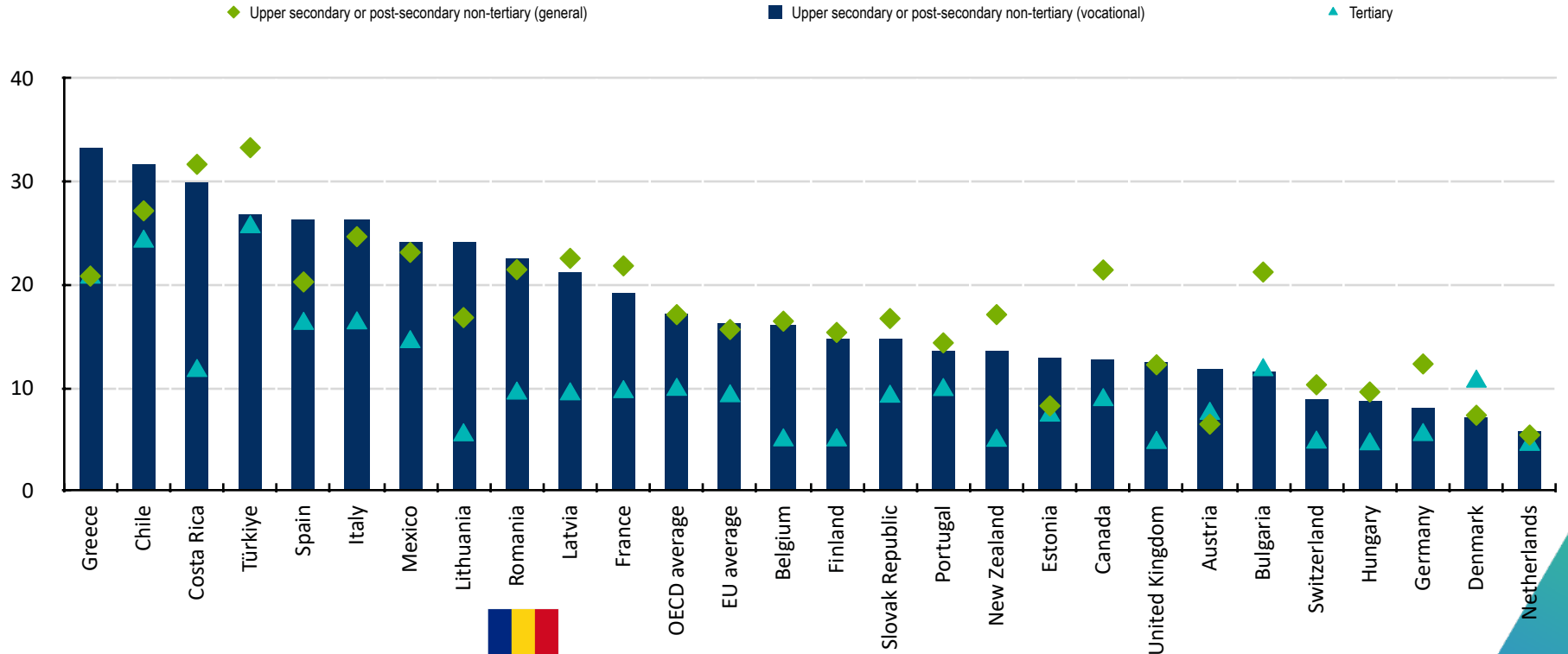
Tertiary education





As for most OECD countries, tertiary graduates are less likely to become NEET in Romania

Share of NEETs among 25-29 year-olds, by educational attainment (2022)

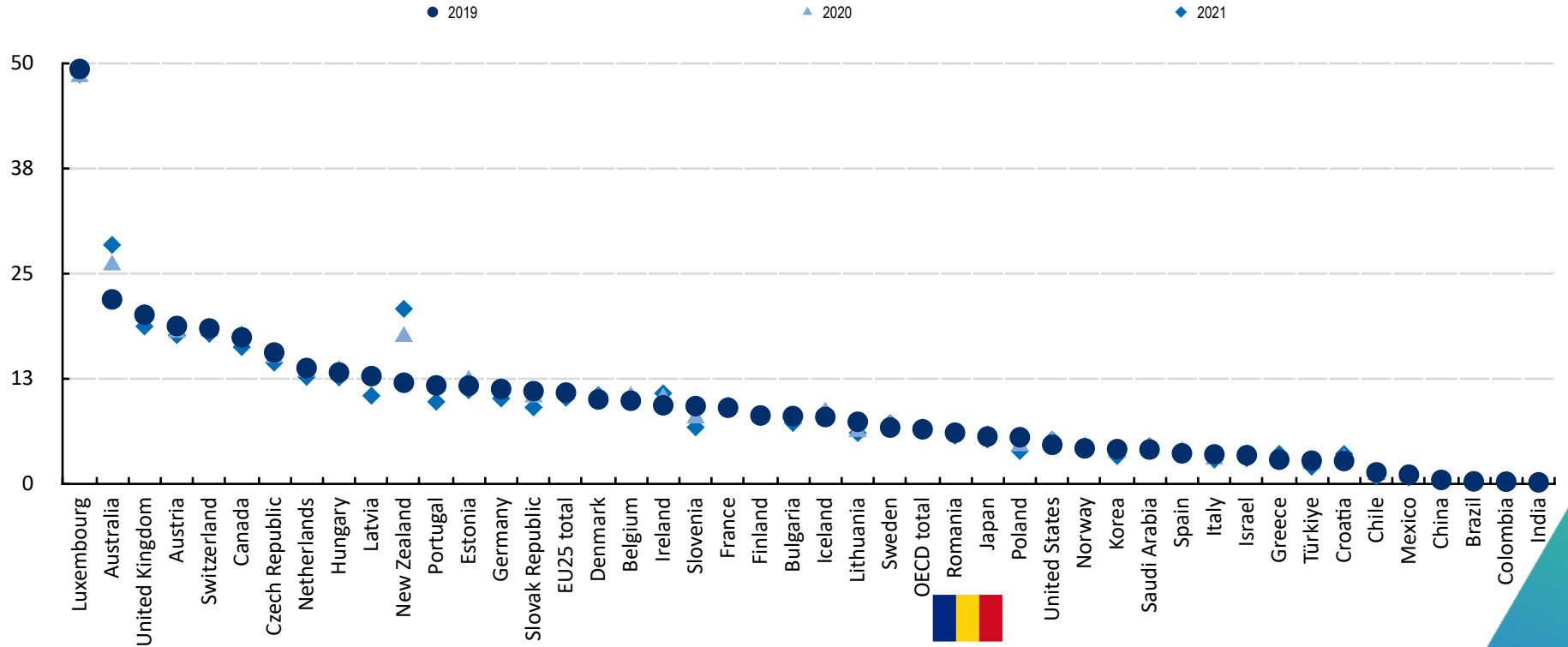


NEET: not in formal education, or training nor in employment



Less than 6% of students in Romania come from abroad

Share of international or foreign students in tertiary education in OECD countries (2019, 2020 and 2021)



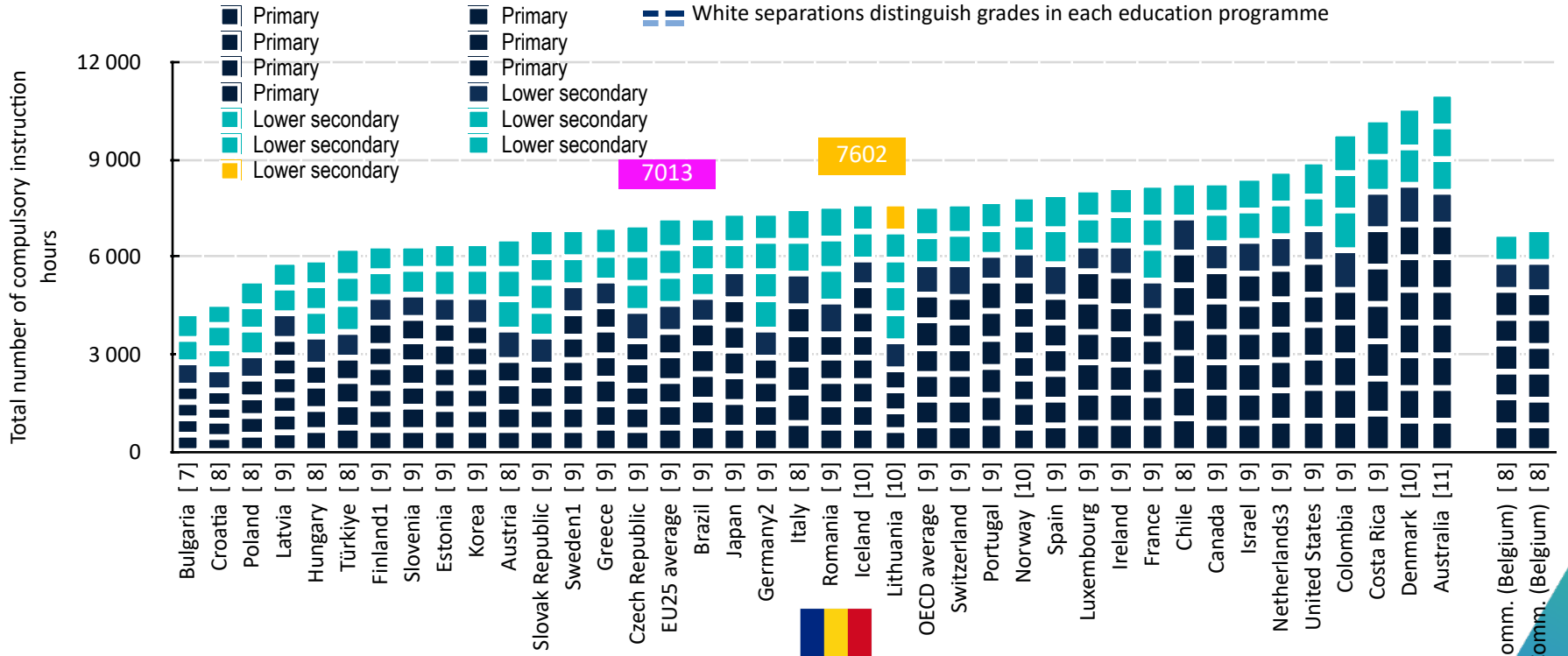
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The organisation of school education



In Romania, the total number of compulsory instruction hours is at 7 602 hours, over nine grades

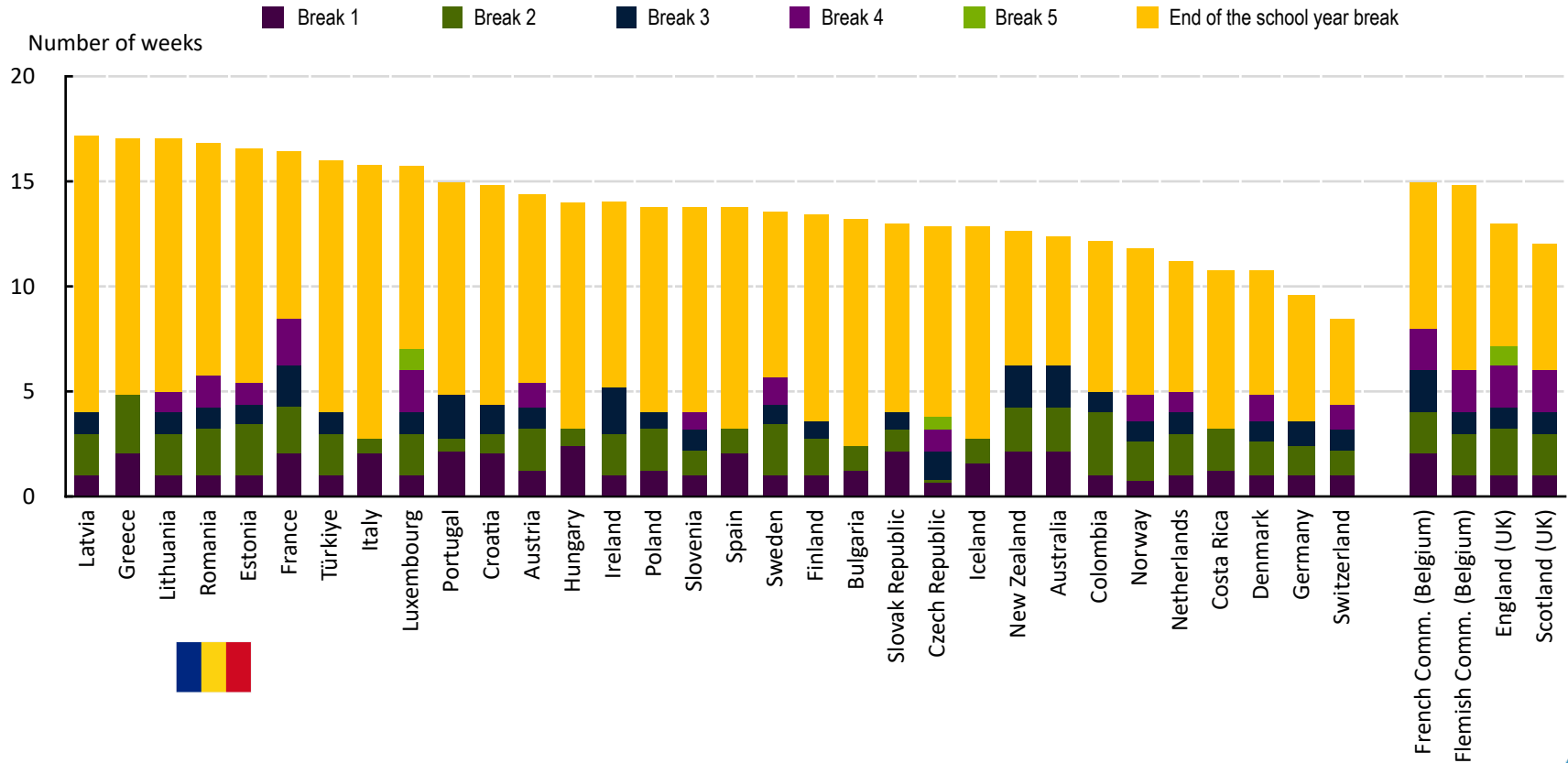
Compulsory instruction time in general education (2023)





School breaks in Romania last for about 17 weeks

School breaks in compulsory primary education (2023)



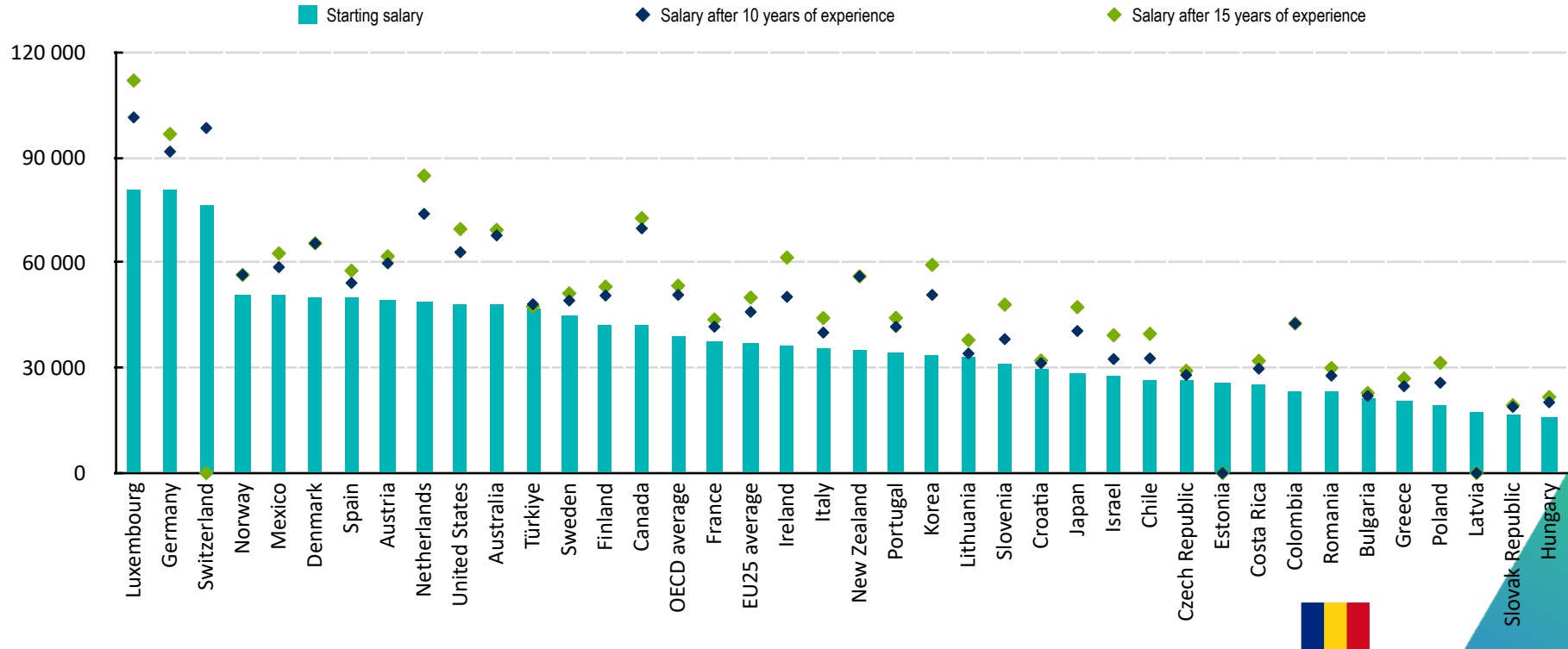
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Teachers salaries remain low in many countries



Teacher salaries vary strongly across countries

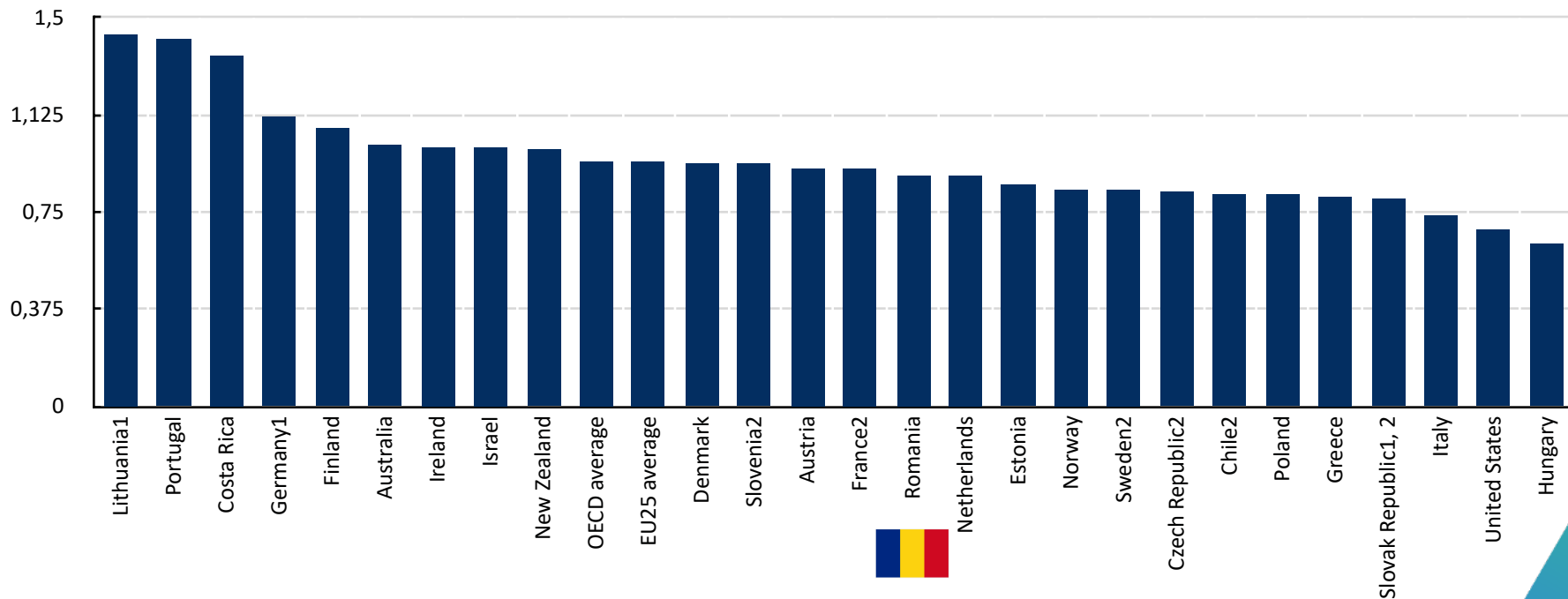
Upper secondary teachers' statutory salaries, based on the most prevalent qualifications at different points in teachers' careers (2022)





In Romania, as for many other countries, teacher salaries are lower than the salaries of other tertiary educated workers

Actual salaries of upper secondary teachers (in general programmes) relative to earnings of tertiary-educated workers (2022)



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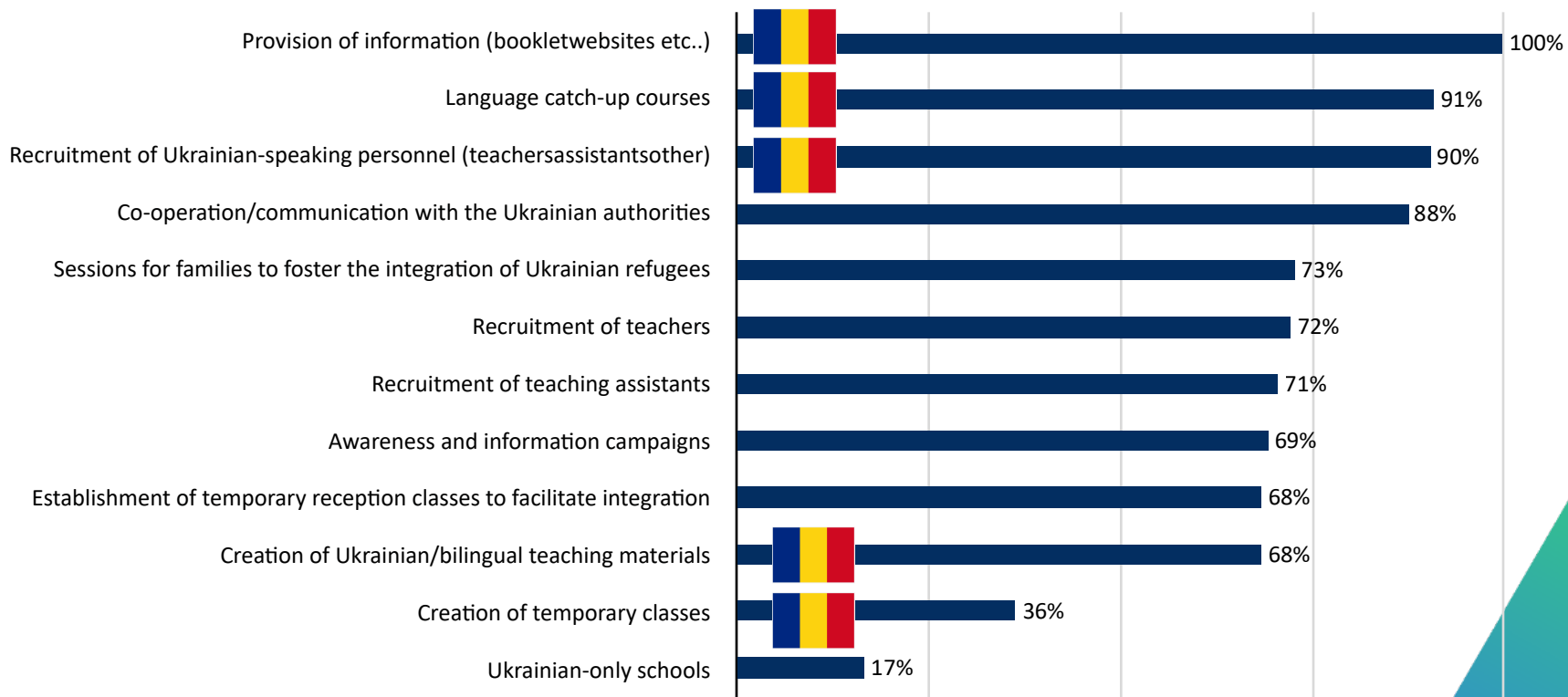
Education policies to support Ukrainian refugees





Measures to support the enrolment of Ukrainian refugee students in schools in OECD countries

Share of countries implementing a measure



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Other materials to go deeper into our data



Ukraine, ECEC, Upper secondary education: interactive visualisations

Ensuring continued learning for Ukrainian refugee students

Russia's large-scale war of aggression against Ukraine has caused the forced displacement of millions of Ukrainians across the world, many of whom have been received by OECD countries. As of June 2023, the number of Ukrainian refugees across the OECD stands at approximately 4.7 million, with around 3.7 million registered in EU/OECD countries. In absolute terms, Germany, Poland, and the United States accommodate the largest number of Ukrainian refugees, while Estonia, the Czech Republic, and Lithuania have received the highest proportion of refugees relative to their population (OECD, forthcoming). An estimated 40% of these refugees are children, whose futures and education have been disrupted.

OECD countries have taken many measures in order to effectively receive and manage the influx of Ukrainian arrivals. In European countries, Ukrainians benefit from the European Union's EU temporary protection scheme, launched on 4 March 2022 (European Union, 2022). The EU temporary protection scheme allows those fleeing the war and devastation in Ukraine to benefit from harmonised rights across the EU. This includes residency rights, access to the labour market, medical assistance and freedom of movement within the EU. In particular, this allowed Ukrainians under 18 to benefit from the same education policies as nationals and EU citizens and to continue their education during the school year 2021/22. This situation has been challenging for countries and has created capacity problems in schools and higher education institutions.

In May 2022, the OECD Secretariat launched its first data collection on the emergency policies OECD countries had put in place to accommodate Ukrainian refugee students in their education systems at the onset of the war. As the war continued beyond the 2021/22 academic year, OECD host countries had to change their policy responses from emergency measures to measures which ensure the lasting inclusion of Ukrainian refugees in education. Considering this, the OECD Secretariat launched a new data collection in February 2023, in which 26 countries and other participants took part.

The 2023 OECD Survey on Ensuring Continued Learning for Ukrainian Refugee Students collected data on the barriers and measures taken by countries with regard to integrating Ukrainian refugees in their education systems. This dashboard covers the main findings of this data collection which focused on five topics: (i) enrolment information on compulsory education, (ii) the response to the ECEC needs of Ukrainian refugee children, (iii) the provision of vocational education and training for Ukrainian refugees, (iv) remote learning delivered by Ukrainian

From Primary to upper secondary

Early childhood education and care (ECEC)

Vocational education and training (VET)

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Early Childhood Education and Care (ECEC) Systems

There is a growing consensus among OECD countries about the importance of high-quality early childhood education and care (ECEC). In 2021, across the OECD countries, on average, 73% of 3-year-olds, 88% of 4-year-olds and 84% of 5-year-olds were enrolled in formal ECE settings.

The dashboard on Early Childhood Education and Care systems covers the following topics:

- Programmes in ECEC.** The types of ECEC/ECE services available to children and parents in OECD countries differ greatly. Some may comply with the ISCED 2011 classification as early childhood education (ECE) programmes, while others may not.
- Entitlements.** As of 2022, early childhood education is a mandatory in 18 OECD countries. There is universal provision of such services in one-third of OECD countries where it is not mandatory. The age of access to these entitlements varies significantly across countries.
- Type of institutions.** ECEC programmes in ISCED 0 are usually school-based or institutionalised for a group of children. The type of institutions authorised to provide these programmes vary between jurisdictions (e.g. centre-based, community-based, home-based).
- Regulatory framework.** A regulatory framework for ECEC programmes in ISCED 0 is defined as legislation, guidelines, standards, instructions issued or recognised by various authorities (e.g. a ministry of education, other relevant ministry or affiliated institution). The authority governs the provision of educational programmes to very young children and prescribes types of intentional educational activities.
- Teacher qualifications.** Teachers play a central role during children's early years, helping them develop in many aspects of their lives: cognitively, socially and emotionally. Additionally, in most countries, there are teachers' aides who support teachers and who have lower levels of responsibility and autonomy but perform educational functions on a regular basis. Both have varying levels of qualification across countries.

Programmes in ECEC

Entitlements

Type of institutions

Regulatory framework

Teacher qualifications

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Upper secondary education systems

Across the OECD countries, 84% of 15-19 year olds were enrolled in education on average in 2021. The education level at which teenagers in this age group are enrolled varies according to the different structures of national education systems. However, the majority are enrolled in upper secondary education.

The dashboard on Upper secondary education systems covers the following topics:

- Programmes in upper secondary education.** In many countries upper secondary education includes separate general and vocational pathways, and aims to prepare students to enter further levels of education or the labour market.
- Selection mechanisms.** In a context of globally increasing demand for upper secondary education, designing inclusive selection mechanisms into this level of education remains a challenge, particularly in countries with diverse education pathways.
- Graduation criteria.** Graduating from upper secondary education has become increasingly important in all countries due to the rising demand for knowledge-based skills in the labour market. Ensuring universal completion of upper secondary education is therefore a common goal for many countries.
- Transition pathways.** Many countries target to increase progression to tertiary levels, including among VET graduates. Countries have taken different approaches to structuring upper secondary education and VET, as well as associated progression opportunities.
- Impact of COVID-19 on completion rates.** The COVID-19 pandemic has had a substantial impact on global education systems. Upper secondary completion rate is one of the education indicators that have been affected by various factors such as changes in graduation requirements, psychological and health conditions impacting academic performance, and challenges in fulfilling the work-based components of vocational education and training (VET) programs.

Programmes in upper secondary education

Selection mechanisms

Graduation criteria

Transition pathways

Impact of COVID-19 on completion rates

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EAG site contains also other materials as individual country notes, infographics, blog, database, ...

Thank you

