



COMENIUS 2.1 Action
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Education and Culture

Socrates

Romanian Paper on Educational and Teaching System



TECHNOLOGICAL RAILWAY
HIGH SCHOOL

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1. Description of education system

1.1 Education population

The general legal framework to organize, administrate and provide education in Romania is established through the Constitution, the Education Law (Law 84/1995) – organic law according to the Constitution, ordinary laws and ordinances of the Government. The specific procedures, rules and regulations in organizing and providing education and training at different levels are established within this general legal framework through legislative acts of lower level: decisions of the Government and orders of the Minister of Education and Research. In 2001/2002, approximately 47,5% of Romanian population aged 29 or under were in education. At the beginning of the school year 2002/2003 we had 2.171.147 young people (representing 93,6 % of the compulsory education age group) were enrolled in compulsory education.

Population:

22,271,839 (July 2003)

Age structure:

0-14 years: 16.9% (male:1,932,204; female:1,838,240)

15-64 years: 69% (male:7,634,481; female:7,739,232)

65 years and over: 14% (male:1,290,343; female:1,837,339)

Nationality:

noun: Romanian(s)

adjective: Romanian

Literacy:

definition: age 15 and over can read and write

total population: 98.4 %

male: 99.1 %

female: 97.7 %

Students enrollment in secondary education (thousands persons)

	2000	2001	2002
Lower secondary	1321	1291	1207
Upper secondary	927,5	963,0	1011
Of which in			
High school	687,9	710,7	740,4
Vocational school	177,4	192,0	217,4
Apprenticeship	62,1	60,3	52,8

Source: Romanian Statistical Yearbook 2000 - 2003

Teaching staff in secondary school

	2000	2001	2002
Lower secondary	102,3	105,9	97,6
Upper secondary	68,9	70,3	67
Of which in			
High school	64,0	64,7	61,0
Vocational school	4,7	4,9	6
Apprenticeship	0,2	0,6	0,6

Source: Romanian Statistical Yearbook 2000 - 2003

Note: Teaching staff includes the number of persons registered in the Staff Lists of the schools. Each teacher is registered once (at the unit where he has his pass). Foremen instructors who carry out training and vocational activity within the educational system are also included.

Romanian education system structure

Age	Grade	ISCED	Educational Levels		Qualification	
>19		65	Post-graduate education		Higher education and post-graduate education	54
			Higher Education			
		4	Tertiary non-university education		Post-secondary education	3
18	XIII	3	Lyceum Upper Cycle	Lyceum Upper Cycle	Upper secondary education	3
17	XII					
16	XI					
15	X	2	Lyceum Lower Cycle	Arts and Trades School	Lower secondary education	1
14	IX					
13	VIII	1	Gymnasium Cycle		Lower secondary education	
12	VII					
11	VI					
10	V					
9	IV					
8	III					
7	II					
6	I	0	Primary Cycle		Primary education	
5	Preparatory					
4	Middle					
3	Beginner		Pre-school Cycle		Pre-school education	

1.2 Language of instruction

The official language of instruction is Romanian but, for all levels, teaching is also given in the language of linguistic minorities (Hungarian, German, Serbian, Ukrainian, Czech, Croatian, Turkish, Romani).

1.3 Planning functions and extent of public-sector funded education

A percentage of 95.6% of all pupils attend public schools funded by the State. Private educational establishments, administered and organized by non-governmental organizations, are more common at higher education level. The Ministry of Education, Research and Youth consists in several departments that are responsible for different tasks and education levels. At regional level, each county has a School Inspectorate managed by a general inspector. Each establishment has a school board and a management board that assist head teachers in fulfilling their managerial tasks.

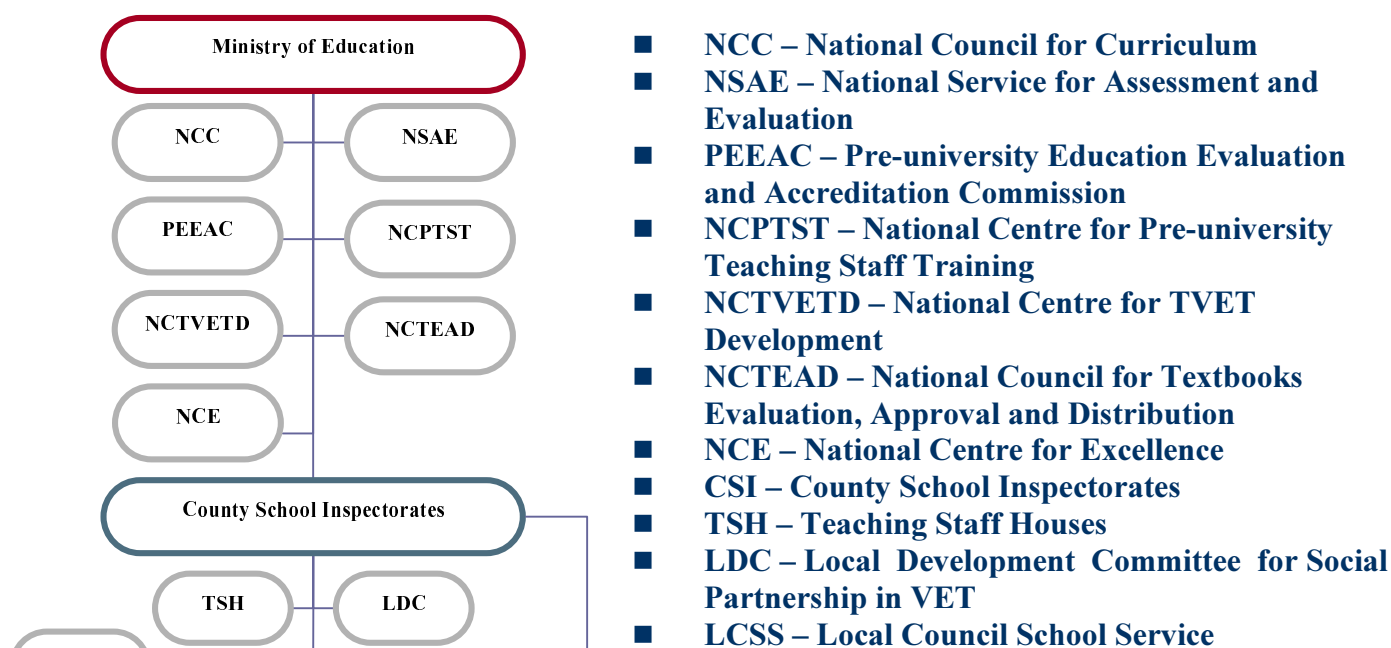
The County School Inspectorates main roles are to ensure **quality of the education process** and **compliance with the legislative framework** in all educational activities. The CSI implements at local level the educational policy endorsed by the Ministry of Education. According to the in-force legislation, the County School Inspectorates have the following **main functions**:

- 1) To monitor, the organization and operation of the pre-university education network and to inspect schools;
- 2) To ensure compliance with the law in the organization, management and provision of education;
- 3) To set up public education units – kindergartens, primary schools, gymnasiums and art and trades schools;

- 4) To propose to the Ministry of Education the local school network under their jurisdiction and the students' enrolment plan;
- 5) To ensure, jointly with the local public administration, school attendance for the duration of compulsory education;
- 6) To ensure that schools are adequately staffed with teachers in accordance with the provisions of the Teaching Staff Statutes;
- 7) To organize and guide the teaching staff's continuous training and professional development, research work and other complementary activities in pre-university education;
- 8) To ensure, jointly with the local public administration, the educational conditions as well as the development of the material resources in all schools, according to the national standards;
- 9) To coordinate admission competitions and graduation examinations in education units, as well as other scholar competitions;
- 10) To monitor all pre-university education activities and services provided by economic agents, foundations, associations, religious denominations and other natural persons or legal entities in the area under their jurisdiction;
- 11) To identify any infringements of the law and take such measures as the law provides;
- 12) To coordinate and guide the activity of libraries in the education units under their subordination;
- 13) To coordinate and monitor the activity of the Teaching Staff House.

In order to exercise the above mentioned functions, each CSI elaborates an annual evaluation of the education system under their jurisdiction and – based on this evaluation – a management plan for the next school year, detailing objectives, activities, resources and responsibilities. The management plan is discussed with the advisory board. After approval in the administration council of the CSI, the management plan becomes compulsory for all CSI staff and schools' managers.

The most important institutional structures involved in the governance of the pre-university Education System in Romania are presented in the following diagram:



NCC – National Council for Curriculum. The NCC establishes the structure of the National Curriculum, the content of the core curriculum and the corresponding syllabi for all the subjects.

NSAE – National Service for Assessment and Evaluation. The NSAE establishes the students' assessment and evaluation national standards for all subjects, the assessment and evaluation syllabi and the content of the National Exams (National Tests for 8th Grade and Baccalaureate).

PEEAC – Pre-university Education Evaluation and Accreditation Commission. The PEEAC establishes the criteria and the methodology for evaluation and accreditation of all pre-university education institutions (both public and private institutions).. The PEEAC, based on the evaluation, can recommend discontinuation of activity of a public or private school. Until the

school year 2003/2004 evaluation and accreditation has been applied only for private institutions – mainly due to the lack of institutional capacity, methodological inconsistencies and function overlapping with the County School Inspectorates. The legal framework and the corresponding set of Procedures, Rules and Regulations are currently under evaluation in order to permit the PEEAC to perform the **system evaluation** – leaving to the County School Inspectorates the role of **process evaluation**.

NCPTST – National Centre for Pre-university Teaching Staff Training. The NCPTST establishes the criteria and the methodology for accreditation of the in-service teacher training providers and teacher training programmers. Based on these criteria and methodology, the NCPTST evaluates and, according to the results of the evaluation, grants accreditation for in-service teacher training providers and/or programmers (upon request) and establishes the corresponding credits. The NCPTST also provides teacher training guidelines inline with the Ministry's strategy.

NCTVETD – National Centre for TVET Development. The NCTVETD establishes and applies the national strategy for developing the TVET. The main roles of the NCTVETD are to elaborate the curriculum for TVET, to establish the assessment and evaluation system for professional qualifications, to recommend in-service teacher training strategies and programmers for teachers working in the TVET, to ensure social partnership at national and local level and to contribute to the projection of the school network and students enrolment.

NCTEAD – National Council for Textbooks Evaluation, Approval and Distribution. The NCTEAD establishes the criteria and the methodology for evaluation and approval of textbooks. It also coordinates the evaluation and approval process of textbooks and proposes to the Minister the list of textbooks to be used in all pre-university education. For compulsory education, as textbooks are provided to all students free of charge, it establishes the Procedures, Rules and Regulations for textbooks distribution.

NCE – National Centre for Excellence. The NCE should be an external structure to the Ministry in charge with the establishment and application of the national strategy for selection and training of the students with advance learning potential ("gifted students"). Based on this strategy, it should elaborate the selection tests and the syllabi for the core-subjects to be used in the selection and training process of the gifted students in extracurricular activities. According to the in-force legislation, it also should organize the subject national competitions ("Olympiads") and provide training and support for the students in order to participate in international competitions.

CSI – County School Inspectorates. The CSI is the representative of the Ministry of Education at local level. The main roles of the CSI will be dealt with later in this paper.

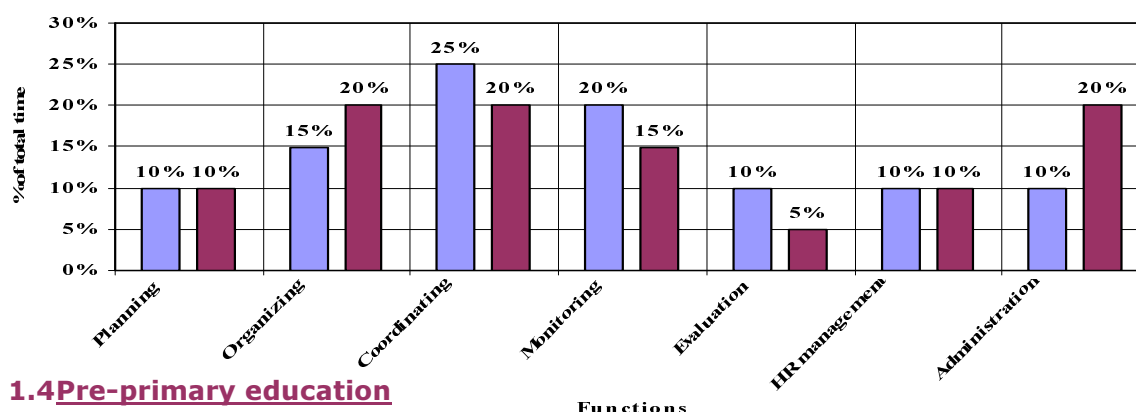
TSH – Teaching Staff Houses. The TSH from each county establishes the in-service teacher training needs at local level, elaborates in-service teacher training programmers according to the identified needs and submits the programmers for accreditation at the NCPTST. Upon accreditation, the TSH – employing local, regional and/or national teacher trainers – provides the in-service teacher training programmers.

LDC – Local Development Committee for Social Partnership in VET. The LDC is a consultative structure established in each county and involving representatives of the County School Inspectorate, of the local public administration and of the local stakeholders. The main role of the LDC is to project each year the school network and student's enrolment according to the local needs of the labor market.

LCSS – Local Council School Service. The LCSS is an institutional structure established at the level of local public administration and acting independently from the County School Inspectorate. According to the in-force legislation, all the buildings of the public schools are the property of the public domain and the public schools are financed from the local budget. It has a administrative staff employed by the Local Council. The LCSS is also referred to as **Local Education Board** or **Local Education Committee**; however, to date, considering the roles of the structure, it rather acts as a community service than a board or committee.

School management

Time management



1.4 Pre-primary education

Functions

In 2003/04 school year, pre-primary education is provided in special institutions – Kindergartens (“*grădinițe*”), most of them public.

Attendance is optional and free of charge. In 2002/03, the attendance rate in pre-school education as a whole was 69.2%.

Both public and private kindergartens offer education activities through: normal programmers (5 hours per day), long-type programmers (10 hours per day) and weekly programmers (5 days per week). Pre-primary education is organized by age groups: 3- to 4-, 4- to 5-, 5- to 6- year-old age groups.

Category	Low and middle group (3 to 5 years old)	School-preparatory group (5 to 6/7 years old)
Normal programme activities		
Common activities:	7	10
Language education	1	2
Mathematics activities	1	2
Knowledge of the environment	1	1
Social education	1	1
Practical and home activities	1	1
Aesthetic education	2	2
Physical education	1	1
Chosen activities, playing and other activities	17	14
Extensions	0-1	1-2
Optional activities	0-1	1-2
Minimum no. of activities	24	26
Maximum no. of activities	25	28

The length of the activities depends on the age-level group: 15-20 minute for the low and middle group and 30-35 minutes for the high, school-preparatory group. All activities organized in pre-primary education have to respect the right of the child to play – as a form of activity, method, procedure and mean to attain educational objectives.

All data refer to the school year 2002/2003

Net enrolment ratios by area:

	Total	3 years old	4 years old	5 years old	6 years old and over
Total					
Population aged 3-6	910,564	229,950	228,991	223,360	228,263
Enrolled children	629,703	98,461	148,866	179,709	202,667
- in %	100.0	15.6	23.7	28.5	32.2
Net enrolment ratio	69.2	42.8	65.0	80.5	88.8

1.5 Compulsory full-time education

1.5.1 Phases

GENERAL COMPULSORY EDUCATION

General compulsory education consists in 10 forms (starting with 2003-2004). The age of entering school is 7 years old (6 years on request from parents or legal guardians). Theoretically, the age of ending general compulsory education is 14, but it cannot be more than 16, according to the law.

***Primary education (forms 1-4)** is organized exclusively as a morning programmer. The main goal of the curriculum at this stage is to provide the basis of the knowledge to be further acquired.

***Lower-secondary education(forms 5-10)** includes Gymnasium cycle and Lyceum lower cycle or Gymnasium cycle and Arts and Trades school. The gymnasium (grades V to VIII) constitutes the second stage of the basic education, following the "elementary education" accomplished during the first four grades. Consequently, gymnasium education is provided as general or comprehensive education. The comprehensive character is ensured through the structure and the content of the National Curriculum: approximately 90% of the teaching-learning time is allocated to the common core curriculum.

	Age group
Primary school (" Școala primară ")	6 – 10 years
First phase of general lower secondary (" Gimnaziu ")	10 – 14 years
Second phase of general or specialized lower secondary (" Liceu " – ciclu inferior) or	14 – 16 years
Vocational lower secondary (" Școala de Arte și Meserii ")	14 – 16 years

Compulsory education lasts 10 years and is divided in three phases: primary education (4 years), first phase of lower secondary education – general (4 years) and second phase of lower secondary education, which provides general, specialized or vocational courses (2 years).

This compulsory education structure, resulted from the modification of the Education Act in June 2003 (Law 268/2003) was implemented starting from 2003/04 school year. Duration of compulsory education is extended with two years after general lower secondary education and pupils may choose to continue their education either in the lower cycle of "*Liceu*", which offers comprehensive education and includes pre-specialization elements necessary for the guidance towards the continuation of studies in upper secondary education, or in "*Școală de Arte și Meserii*" (Arts and Trades School), which provides vocational education, corresponding to various occupational domains and leading to employment; in this case graduates should follow a completion year before entering in upper secondary education. Pupils will enter in the lower cycle of "*Liceu*" (high school) or in the Arts and Trades School, starting from the 2004/05 school year.

1.5.2 Admission criteria

The enrolment quotas for all educational levels in public education are established yearly through Decision of the Government, based on the Ministry of Education and Research proposition. According to the Education Law (Law 84/1995), the Ministry's proposition is preceded by a multi-step consultation-projection process involving: local public authorities,

County School. In each county the exact allocation of placements in public schools is established through Order of the Minister of Education and Research, according to the provisions of the Decision of the Government and the conclusions of the consultation process. Transition from primary to the gymnasium education is conditioned by the completion of the first four grades only. In some cases, schools include in their profile fifth grade classes with intensive study of a modern language. It happens in these situations that the number of pupils passing the fourth grade and wishing to attend the specified fifth grade classes exceeds the actual number of available placements in the school. In these cases schools organize entrance examinations for the fourth grade graduates – including, at the school decision, evaluation of the communication competences in Romanian and in the respective modern language as well as basic competences in mathematics. This situation also occurs in some cases where certain schools – known for high performances – face a higher demand than their actual offer. However, the enrolment quota for the fifth grade is overall at least at the level of the number of the fourth grade graduates in each locality or in neighboring localities in the rural areas. In each county are organized a number of schools providing education with complementary or integral arts/sports programmer. These schools function according to a specific curriculum that ensures both accomplishment of the finalities and educational objectives specific to the educational level and intensive arts/sports training. The admission of pupils in these schools is subject to a testing of their skills according to the specificity of the arts/sports intensive training programmer. The number of classes per week for this type of schooling is bigger than for the normal programmed. The year 2004 brought the following changes in the certification-progression system for the gymnasium graduates:

- The national exam of Capacity was renamed National Tests (same content). The decision to keep a final national exam at the end of the gymnasium, even though compulsory education includes now the subsequent two grades, might be only temporary – until the stabilisation of the system in the new structure;
- The weight in the admission average mark of the mark obtained at the final national exam organised at the end of gymnasium was reduced to 50%.

The changes in the weights of the two marks contributing to the admission average mark outline the policy of the Ministry of Education and Research to move the emphasis from an external evaluation (the final national exam) to the internal continuous evaluation. Furthermore, for 2005 it is envisaged to renounce to the external evaluation (the final national exam) at the end of the gymnasium totally, and use only the average mark of the gymnasium studies as the main selection criterion.

1.5.3 Length of the school day/week/year

The school year 2003/04 comprises 179 days (36 weeks) of teaching, divided in two semesters.

Courses are distributed over five days a week. The number of periods (lasting 50 minutes) per week varies from 18/20, in the first years of primary education, to 29/30, in the last years of the first phase of general lower secondary education, and up to 30, in Arts and Trades School or 32 in the lower cycle of high school respectively. The minimum number of hours of teaching a year (calculated on basis of the number of periods per week, the number of weeks and the duration of a period) is 540 for primary school, 870 for *Gymnasium* (first phase of general lower secondary school), 900 for Arts and Trades School, and 960 for lower cycle of the high school.

1.5.4 Class size/student grouping (average)

In 2002/03, the number of pupils per teacher was 18 at primary school level and 13 at lower secondary level.

The average class size was 20. The number of pupils per class required by law is between 10 and 30. The classes are co-educational and made up of pupils of the same age. At lower secondary level, pupils who are two years (or more) older than the pupils in the corresponding year can attend evening classes. In primary schools, subjects are taught only by one teacher (except for religion, foreign languages, physical education and music). At lower secondary level, a specialist teacher teaches each subject.

1.5.5 Curricular control and content

Curriculum for the completion year is being designed according to the new structure of the education system. In general and specialized upper education, the curriculum framework set up by the Ministry of Education, Research and Youth covers 7 curricular areas: language and communication, mathematics and natural sciences, people and society, arts, physical education, technologies, counseling and guidance. The importance of each group of subjects varies according to the type of school. The Ministry of Education, Research and Youth and the Ministry of Labor, Social Solidarity and Family set the curricula for post-secondary schools.

The curricula include seven areas:

- **language and communication*
- * *mathematics and sciences*
- * *man and society*
- * *arts*
- * *physical training and sports*
- * *technology*
- * *guidance and counselling* .

1.5.6 Assessment, progression and qualification

Pupils are assessed by teachers continuously, in all subjects, during the whole school year. Teachers decide whether a pupil should repeat the year or not.

Graduates of completion year are awarded a graduation certificate, a portfolio for further education and, by request, a copy of the record containing the marks received. After facing a vocational examination, they may obtain a level two vocational qualification certificate. Graduates of completion year, who possess a graduation certificate and a level two vocational qualification certificate may attend upper secondary education, following the methodology defined a year prior the beginning of each new school year.

1.6 Upper secondary and post-secondary education

1.6.1 Types of education

	Age group
Completion year for Arts and Trades School (vocational upper secondary)	16 – 17 years of age
Lyceum Upper Cycle "Liceu – ciclul superior" (general and specialized upper secondary)	16 – 18/19 years of age
Post Lyceum Upper Cycle "Școală postliceală" (post-secondary education)	18 – 20/21 years of age

Completion year offers the possibility to attain the necessary education level to participate in upper secondary education and to acquire a higher vocational qualification. Upper secondary education (upper cycle of *Lyceum*) provides general and specialized courses leading to the continuation of studies in post-secondary, or higher education. Post-secondary education prepares students for a higher vocational qualification and should lead to employment.

[Upper Secondary Education – Completion year of Arts and Trades School](#)

Starting with the school year 2003/2004 the enrolment of the pupils for the "apprenticeship school" (two years of study leading to a level 1 professional qualification) and the "vocational school" (three years of study leading to a level 2 professional qualification) were discontinued. Vocational Education and Training. The apprenticeship/vocational schools will continue to function in parallel with the new VET system until the graduation of the pupils enrolled in 2002/2003. VET is now provided in the "arts and trades school" (two years of study leading to a level 1 professional qualification) and the "completion year" – "class de passage" for the arts and trades schools graduates leading to a level 2 professional qualification and the possibility to continue the studies in TVET high schools. The new VET system has been introduced with the extension of compulsory education from 8 to 10 years and is a consequence of including the arts and trades school in the educational offer for the last two grades of the compulsory education. Through the institutions mentioned above, VET ensures professional qualification within the following domains:

Apprenticeship school (Decision of the Government 844/2002):

- Industry (56 professional qualifications);
- Small industry (27 professional qualifications);
- Services for the population (39 professional qualifications);
- Activities in agriculture (26 professional qualifications);
- Vocational school (Decision of the Government 844/2002):
 - Mechanics (59 professional qualifications);
 - Electro-mechanics (22 professional qualifications);
 - Electronics, automatics and industrial informatics technology (6 professional qualifications);
 - Industrial chemistry (15 professional qualifications);
 - Electricity (11 professional qualifications);
 - Building and public works (15 professional qualifications);
 - Agriculture (7 professional qualifications);
 - Forestry and protection of the environment (5 professional qualifications);
 - Commerce and services (3 professional qualifications);
 - Public alimentation, tourism and complementary activities (4 professional qualifications);
 - Food industry (8 professional qualifications);
 - Manufacturing of wooden products (8 professional qualifications);
 - Textile and leather industry (13 professional qualifications);
 - Publishing techniques (6 professional qualifications);
 - Hygiene (1 professional qualifications);
 - Theology (1 professional qualifications);
- Arts and trades school and the completion year (Decision of the Government 721/2004; the second figure indicates the number of professional qualifications provided through the completion year – different from the ones provided through the arts and trades school):
 - Mechanics (11/43 professional qualifications);
 - Electro-mechanics (3/12 professional qualifications);
 - Electronics and automatics (1/5 professional qualifications);
 - Industrial chemistry (3/6 professional qualifications);
 - Building materials (3/4 professional qualifications);
 - Electricity (1/9 professional qualifications);
 - Buildings, installations and public works (5/14 professional qualifications);
 - Agriculture (2/7 professional qualifications);
 - Forestry (1/1 professional qualifications);
 - Commerce (1/3 professional qualifications);
 - Tourism and alimentation (2/4 professional qualifications);
 - Food industry (4/7 professional qualifications);
 - Manufacturing of wooden products (3/5 professional qualifications);
 - Textile and leather industry (4/11 professional qualifications);
 - Publishing techniques (1/3 professional qualifications);
 - Human aesthetics and hygiene (1/1 professional qualifications);
 - Theology (1/1 professional qualifications).

The domains provided for professional qualification are identical for arts and trades school and the completion year in order to ensure vertical coherence of the VET system and to facilitate and encourage the continuation of the studies for the arts and trades school graduates. According to the new provisions (2003) of the Education Law (Law 84/1995), the completion year is part of the upper secondary education, whilst the arts and trades school is part of the lower secondary education. The duration of VET is extended by 1 year for the evening classes form and for special education.

Upper Secondary Education – “Liceu” (High school)

Until the year 2003, upper secondary education included the entire high school (grades IX to XII/XIII). Due to the fact that in 2003 compulsory education has been extended from 8 to 10 years, the grades IX and X have been included in the lower secondary education. Grades IX and X

constitute now the "second cycle of lower secondary education" and are provided within two alternative educational routes: the "high school lower cycle" and the "arts and trades school" (VET). Consequently, beginning with the school year 2003/2004, upper secondary education includes high school grades XI to XII/XIII ("high school upper cycle") and the "completion year" (the "class de passage" for the graduates of the "arts and trades school" in order to continue their education within TVET "high school upper cycle"). Nevertheless, both lower and upper cycle of the high school are organized with the same branches of study, educational profiles and specializations, and for the time being they function in the same educational units – namely high schools ("lyceums"). The high school education offers to all compulsory education graduates the possibility to specialize in various domains and to prepare for the labor market and/or to continue their studies in the subsequent educational levels – post-secondary tertiary and/or non-tertiary education. High school education is organized in three branches of study:

- The theoretical branch of study providing two educational profiles: humanities and sciences;
- The technological and vocational education and training (TVET) branch of study providing three educational profiles: technical, services, and exploitation of the natural resources and protection of the environment;
- The specific education and training branch of study providing five educational profiles: military, theological, sports, arts and pedagogical.

Each educational profile is further divided into narrower specializations. The theoretical branch of study is organized in theoretical high schools and is mainly meant to ensure preparation for higher education. The TVET branch of study is organized in technological high schools with one or more profiles and several specializations – offering for the compulsory education graduates the possibility to both attain a level 3 professional qualification and to prepare for post-secondary tertiary and/or non-tertiary education. In a rather important number of cases, VET schools, TVET high schools and post-secondary non-tertiary educational units of the same or similar profiles are concentrated in "cluster schools" organized and functioning as single educational units (with a single management and a single budget, etc.). Clustering school types with a common sector focus has been a way of optimizing the T/VET network. More specifically, this concentration of the educational activities is meant to make better use of the existing material basis (equipments, workshops, other resources) and human resources and to improve financial efficiency. In most cases, pupils following the specific education and training branch of study (military, theological, sports, arts and pedagogical educational profiles) carry on their studies in the same school, profile and specialization in order to attain a professional qualification and to continue their studies in post-secondary education (tertiary and/or non-tertiary). According to the provisions of the Education Law (Law 84/1995), military and theological education can be organized only for pupils graduating the gymnasium education and is provided in separate educational units – military high schools and theological high schools. Arts and sports specific education and training are usually organized in educational units covering both primary and secondary educational levels as pre-specialization within these educational routes begins from primary education or grade V. Finally, the pedagogical profile is meant to ensure initial training for pre-primary and primary education teachers as well as training for certain occupations (librarian assistant, animator, instructor for after school activities and school pedagogue) and is organized in pedagogical high schools.

High School

Branch of study	Educational profile	Educational specialization
Theoretical	Humanities ("uman")	Philology
		Social sciences
	Sciences ("real")	Mathematics-informatics
		Natural sciences
TVET	Technical	Telecommunications, electronics, automatics and electro-techniques
		Mechanics
		Public works – buildings

		Textile and leather
	Services	Tourism and public alimentation
		Administrative
		Postal services
		Economic
	Natural resources exploitation and protection of the environment	Food industry
		Protection of the environment
		Industrial chemistry
		Agriculture, agro-mountain and veterinary
		Forestry and wood processing
Specific education and training	Military	Military music
		Mathematics-informatics
		Social sciences
	Theological	Orthodoxy
		Cultural patrimony
		Catholic
		Evangelic-Lutheran
		Baptist
		Pentecostal
		Adventist
		Unitarian
		Reformed
	Moslem	
	Sports	Various sports specializations
	Arts	Architecture, ambient arts and design
		Fine arts and decoration
		Choreography
		Music
		Theatre
	Pedagogical	Pre-primary and primary teacher
Librarian, animator, instructor for after school activities, school pedagogue		

Graduates of the TVET and specific education and training can obtain a level 3 professional qualification in certain specializations – as established by the Ministry of Education and Research in cooperation with the Ministry of Labor, Social Solidarity and Family and set through Decision of the Government. The nomenclature of the specialization domains and the corresponding professional qualifications provided through TVET and specific education and training was established for the school years 2002/2003 and 2003/2004 through the Decision of the Government 844/2002 (amended through the Decision of the Government 1555/2003), and for the school year 2004/2005 is established through the Decision of the Government 721/2004. The duration of the high school studies is of 4 years for day classes. For evening classes the duration of the studies is extended by 1 year. Following the reform of compulsory education, starting with the school year 2003/2004 grades IX and X of the high school are included in the educational offer for the last two grades of compulsory education. According to the new provisions (2003) of the Education Law (Law 84/1995), grades IX and X of the high school constitute the "high school lower cycle" and are part of the lower secondary education.

1.6.2 Admission criteria

Admission in the completion year (Arts and Trades School) and in the upper cycle of High School (*Lyceum*) is based on the methodology defined by the Ministry of Education, Research and Youth, and announced a year prior the beginning of a new school year.

In post-secondary education, only medical post-secondary schools require the baccalaureate diploma, awarded at the end of *Liceu*. As a general rule, all the post-secondary schools organize entrance examinations.

From this year (2005), the admission in upper secondary education (for Lyceum Upper Cycle) is made only by using a calculus formula for admission average:

$$Ma = \frac{Mg (IX + X)/2 + Mp (IX + X)/2}{2} \quad \text{Where:}$$

Ma – Admission average

Mg – General average for the forms IX and X

Mp – General average for the curricular field specific for the selected profile

The admission in upper secondary education (for Completion Year of Arts and Trades School) is made by using the same calculus formula after the students pass their exam to obtain the professional skills certificate.

So, the students are placed on the approved seats according to the decreasing average mark of admission. (calculated by using the formula presented.)

1.6.3 Curricular control and content

In Romania, the structure of the curriculum and most part of its content (roughly 75%) are established at national level. For all pre-university education, the in-force curriculum has the following structure:

Core curriculum (Common trunk) Structured in 7 areas (*Language and communication, Math and natural sciences, Social sciences, Arts, Sports, Technologies and Counseling*), the core curriculum is based on the **key-competencies** and is **compulsory for all the students** in order to ensure **equal chances to education**. In post-compulsory education the core curriculum is identical over the same educational route (profile) and different from one educational route to another. Time allocation for the different areas and for the different subjects within each area depends on the educational level and educational route. The syllabi for the subjects in the core curriculum are established at national level. The National Exams are entirely based on the core curriculum.

School-based curriculum. The school-based curriculum is an ensemble of programmes, activities and educational processes organized at the level of each school and proposed within the school's educational offer. This component of the curriculum is entirely locally organized and aims to ensure differentiated performances and to respond to specific educational needs and/or to respond to specific local needs. For TVET the school based curriculum has the specific role to ensure specialization of the students according to the current local labor market needs. The syllabi for the school-based curriculum are established locally (can be based on the syllabi for the subject's part of the core curriculum). Content taught within the school-based curriculum can not be assessed through National Exams. Implementation of the compulsory education reform will require specific changes in the curriculum, mostly for the last two years of the compulsory education. It is envisaged that, beside the core curriculum and the school-based curriculum, a third component will be added.

This is the **differentiated curriculum** that will ensure in the last two years of the compulsory education the pre-specialization and the orientation of the students for further studies. The differentiated curriculum will reduce the part allocated to the core curriculum and will be established locally based on the existing needs and resources. The school board will decide from a nationally established list the group of subjects to be proposed in Curriculum for the completion year is being designed according to the new structure of the education system.

1.6.4 Assessment, progression and qualifications

Graduates of completion year are awarded a graduation certificate, a portfolio for further education and, by request, a copy of the record containing the marks received. After facing a vocational examination, they may obtain a level two vocational qualification certificate. Graduates of completion year, who possess a graduation certificate and a level two vocational qualification

certificate may attend upper secondary education, following the methodology defined a year prior the beginning of each new school year.

There is a final examination ("*examen de bacalaureat*") at the end of the upper cycle of *Lyceum*. The diploma accompanying this examination ("*diplomă de bacalaureat*") allows pupils to apply to take the entrance examination for higher education. Any pupil who completes upper secondary education, with or without a final leaving certificate, can apply to take the entrance examination for post-secondary education (however, medical post-secondary schools require the "*diplomă de bacalaureat*"). The postsecondary leaving certificate ("*certificat de absolvire*") grants students access to the labor market.

2. Education systems for people in special needs

During the school year 2003/2004 the number of children with special educational needs (SEN) in special schools was 27.299 and 11,493 were enrolled in mainstream schools.

Special education is organized according to the type of deficiency (mental, hearing, visual, motor and associated) and at all levels of the pre-university education. Some special schools offer tuition in the language of minorities.

According to the type of deficiency, children participating in special education may follow the mainstream curriculum, a slightly adapted curriculum or a special curriculum. Schools do – gradually and to a different extent - open up to the demands for a change in pedagogical work arising from integration and inclusion. Despite the support, some severely disabled children and youths with SEN do not attend school. Some of them are educated at home by teachers of the respective school; some of them attend day centers and receive their education there. Others still do not receive any school education.

3. Methods of teaching

Teaching methods are not imposed by official regulations, but there are some recommendations concerning alternative textbooks, homework, and didactic use of ICT.

Methods of teaching and learning vary from course to course, according to their academic content. The methods of teaching aim in Romania :

- To build up a variety of problematic contexts able to generate links to the other fields related to the subject matter studied;
- To promote diversity in approaching problem solving
- To organize diverse learning activities
- To build up learning sequences enabling activities of exploration/investigation on the concepts studied

The methods that may be considered are numerous, traditional include: study case, workbooks, diaries, and lab notebooks, computer-based methods (see below), individual study and group work (team teaching), euristical conversation, exercise, workshops and demonstrations, independent learning tasks, portfolios, essays, dissertations and projects, distance learning,

Teaching methods are the most important elements of the didactic strategy, representing its executive side, by which a certain curriculum is being put into practice.

Choosing a certain method is closely related to the teacher's personality, his professional training, his calling, as well as the learning skills of the group of pupils he works with. According to this perspective, the methods of teaching for active learning could be classified into:

- I. Methods that lead to the comprehension of concepts and ideas, value students' experience, develop communication, relational and mental skills and aim to the formation of an active attitude towards learning: discussion, debate, role playing, etc.
- II. Methods that challenge the students' intelligence and creativity, determine them to search for and develop solutions for various issues and encourage them to compare and analyze different given situations: case study, problem solving, didactic games, exercise, etc.
- III. Methods through which the students are taught to engage in productive work with others and to develop their skills for collaboration and mutual help: mosaic, projects for small groups, etc.

Examples of methods aiming to an attitude towards the learning process

The debate is based on a mutual and organized exchange of ideas and

information, impressions and views, criticisms and options regarding a certain subject. When using the debate, the students exercise their active listening and dialogue skills.

Role playing is based on the idea that learning comes both from direct experience and simulated one. Simulation through role playing increases adaptability and encourages interpersonal relationships. At the same time, this method helps develop critical thinking, speaking and emphatic skills.

Problem solving is one of the most useful learning methods and it is based on certain practical or theoretical difficulties whose solution has to be the result of the subject's own research. This method encourages exploration, the student's independence and courage to sustain his position and ideas, as well as an active working style.

Discussion network is basically used for humanistic fields, where the given subject allows contradictory approaches. Discussion network can actually become the starting point for a debate, giving the students a chance to re-think their position and analyze their arguments regarding the issue to be debated upon.

Brainstorming is one of the most largely used methods, not only in education, but also in business and advertising environments, as it stimulates creativity. Brainstorming optimizes the development of interpersonal relationships: we realize that people we work with can be efficient, valuable and important. When using this method, the students are challenged to become actively involved in the learning process.

Mosaic is a learning method that implies collaboration in which a large group of students is divided into smaller groups, all coordinated by the teacher. This method stimulates self-esteem, as well as logical, critical and independent thinking. It helps develop relational and communication skills within the group.

"Graphic organizer" is an active learning method through which a scheme or a plan of ideas is drawn for a certain material or information that is to be analyzed orally or in writing. The graphic organizer is very useful for the teacher when he plans and evaluates his activities.

The global meaning of active learning methods can be summarized in the following ideas: the focus is on the person (viewed as the purpose or the active subject- as opposed to the person viewed as the means or the object), on the complexity of its existence and on interpersonal relationships.

4. The use of ICT in the educational system

E-learning is a term that refers to different methods of using technology to deliver training and instructional materials.

E-learning methods range from the use of mainframe computers, radio, television, multimedia CD-ROMs, or DVDs, interactive videos, and web based technology.

Commonly used acronyms include computer-based training (CBT), computer-based learning (CBL), computer-based instruction (CBI), computer-based education (CBE), Web-based training (WBT), Internet-based training and Intranet-based training (IBT). Distance learning platforms like (e-college, Blackboard, WebCT, and most recently Moodle) are used for instructor-led, web-based education for online classes.

E-Learning is comes in many variations and often a combination of the following:

- Purely online - no face-to-face meetings
- Blended Learning - combination of online and face-to-face
- Synchronous
- Asynchronous
- Instructor-led group
- Self-study
- Self-study with subject matter expert
- Web-based
- Computer-based (CD-ROM)
- Video/audio tape

Delivery Methods

E-Learning is done over the WORLD WIDE WEB (WWW) or by CD-ROM, and some variations (distance learning) incorporate traditional media. Here are common delivery methods used in e-learning:

For print:

- e-text

- textbooks

Video:	Audio:	Review and
Exams		
- Video streaming	- Streaming audio	-
Electronic		
- Video tape	- Audio tape	
- Interactive		
- Satellite transmission		-
Paper		
- Cable		

Communication:

Asynchronous	Synchronous
- Email	- Chat
- List serves	- Videoconferencing
- Threaded discussion	- Teleconferencing
- Web logs	
- Forums	

We will discuss about the e-learning methods even from the psychological aspects that the students who use it have. Lifestyles play a big role in the success of online learners too. These are the traits that successful online students possess, to varying degrees:

- Self-Directed
- Motivated
- Comfortable with computers
- Able to use email, internet browser, word processor
- Like to read and write
- Inquisitive
- Disciplined
- Independent
- Able to stay on task

- **SEI Program**

IT Based Educational System (SEI) is a complex program initiated by the Ministry of Education and Research in 2001, aiming to offer ITC support for the Romanian education system. The program supports the educational reform objectives according to the eEurope 2005 action plan initiated by the European Union and conforms to the European eLearning initiative. SEI is implemented by a public-private partnership. The main companies involved in SEI implementation are SIVECO Romania, HP Romania and IBM Romania.

The IT-Based Educational System (SEI - from Romanian "Sistem Educational Informatizat") is a complex program developed by the Romanian Ministry of Education and Research (RMER) with the main purpose of sustaining the teaching/learning process with high technology in secondary schools and high schools. SEI is aiming to provide all schools in Romania with complete IT solutions for use in the teaching/learning process. Also, the SEI program promotes IT&C in education through specific projects designed both for administrative and educational purposes. SEI is designed as an integrated nation-wide solution, composed of an integrated network of local and regional solutions. Each IT laboratory provided to schools is itself an integrated solution, ready to be used by teachers and pupils. The IT laboratories (local solutions) are integrated into a logical network comprising all the schools in a region. All Romanian regions are integrated into a national network connected to and coordinated by the SEI management unit located in RMER. The SEI Program aims to offer access to IT (computers and Internet) for all teachers and pupils in primary, secondary and high school in Romania. One of the main forecasted benefits of the Program is insuring that all graduates will be "IT literate". SEI triggers modifications to the school curricula, integrating new learning methods based on ITC. The main components of the solution are:

- hardware (IT laboratories)
- Learning & Content Management Solution (the AEL software system)
- Educational software and electronic educational content;

- Teacher training;
- Internet connectivity.

The standardized high-school IT classroom is composed of 1 server, 25 workstations, printer, scanner, equipment for networking and Internet connectivity. Manufacturers configure the computers with basic operating software: operating system, email server and email clients, software firewall, office software and anti-virus software. The backbone of the program was the Learning and Content Management System AEL – Advanced eLearning, which was implemented in all 1,510 Romanian high schools. AEL eLearning platform is an integrated teaching/learning program and content management system, based on modern educational principles and technologies. The AEL eLearning platform offers support for teaching and learning, for tests and evaluations, for managing the educational content, for monitoring the educational system and creating the curricula. The implementation of the Program is a complex process and there have been many critical aspects to be dealt with during its various phases, derived both from the Program's scope and scale. The basic problems faced by the Program at this moment are:

- Providing sufficient access to technology for teachers and pupils;
- Elaboration and validation of an official methodology for the use of IT in education; and
- Teacher training.

The challenge remains to support this national wave and to attract the parts of the system that have not yet been involved.

- **AEL - Advanced eLearning**

The e-Learning AEL system is a modern learning and management instrument for staff training and development within a company. AEL is intended for Computer Assisted Learning – CAL that may be also used for Computer Based Learning. The system is built according to a flexible model both organizationally and with a view to the manageable learning materials (interactive sessions may be accomplished via multimedia facilities, video-conferences, and the presentations may contain most types of known MS Office documents, (movies and other multimedia materials). AEL is a primarily flexible system that may be used in various languages, regions, per studying level and types of organizations. AEL is optimized for:

- Synchronous learning**, the trainer entirely controls the lesson, create, coordinates, adjusts and monitors the educational environment;
- Asynchronous learning** – studying according to the personal rhythm of the trainees, collaboration projects and computer based learning. In addition, AEL has testing facilities, in order to anticipate the needs of the organizations for measuring the impact and effectiveness of the learning programs with a view to the ongoing improvement of employee performances.

So far, SEI has brought to the Romanian schools more than 530 electronic lessons. The eContent is now available for free for teachers and students who are using it in class. The subjects approached in the multimedia educational materials were selected by the Ministry's commissions, together with SIVCO Romania - the software house who developed the eLearning platform-specialists. The content packages can be downloaded for free.

1. The curricula of science and computer science in the primary and secondary school

During the first years of the primary school, one teacher is responsible for teaching everything within one subject (integrated teaching). At this educational level ICT elements are poorly represented in the existing curricula. We can find only some general remarks as, that *"pupils should be able to use ICT and find information in different sources, among others in the Internet"*.

2. In gymnasium and in the upper secondary school (lyceum) pupils become acquainted with particular science disciplines separately, e.g. chemistry, physics and biology and they participate also in the so-called "interdisciplinary paths" – integrated activities (for example ecological, health, media and culture paths). Besides, at the gymnasium level pupils are exposed to 2 hours a week of obligatory subject "computer science", which is called in Romania "informatica".

3. After gymnasium the students are obliged to pass a national test. Positive results of this examination will allow pupils to study at the higher schools (Lyceum Lower Cycle or Lyceum Upper Cycle). The curricula of this subject include the following issues:

- Operating systems.
- Work with the computer.
- Utility software (graphics editors, text editors, spreadsheets, databases).

- Multimedia sources of information.
- Algorithms.
- Languages of programming (Turbo Pascal, C++ , Fox Pro)
- Simulation and modelling.

5. Ongoing Reforms and Topics of Debate on Education in Romania

Romanian education system is under continuous changes and improvements in various domains and levels, according to economic, social, political and cultural changes identified within the society.

A. Pre-university education

1. Extension of compulsory education

Beginning with the 2003/04 school year, compulsory education has been extended from 8 to 10 years as a result of the changes in the Education Act.

2. Decreasing in the age limit for starting compulsory education

Beginning with 2003/04 school year, pupils start compulsory education at the age of 6 instead of 7. However, pupils may begin compulsory education at the age of 7 provided that their parents or legal representatives put forward a written request. They may also start before the age of 6 if they will reach the age of 6 until the end of the year and their psychosomatic development is adequate enough.

3. A new structure for lower secondary education

As a result of the modification of the Education Act, starting from the 2003/04 school year, lower secondary education is composed of 4 years of general lower secondary education provided by *Gymnasium*, followed by 2 years of either general or specialized lower secondary education provided by the lower cycle of high school ("*Liceu*"), or vocational lower secondary education provided by the Arts and Trades School ("*Școală de Arte și Meserii*").

4. A new structure for post-compulsory upper secondary education

As a result of the new legislation, post-compulsory upper secondary education includes:

- A completion year – following the graduation of Arts and Trades School and offering courses for continuation of studies in the upper cycle of high school ("*Liceu*") and a higher vocational qualification;
- The upper cycle of high school – providing general and specialized courses and lasting 2 to 3 years, depending on the domain of specialization.

5. Curriculum reform aims at:

- Flexibility enhancement of curriculum and syllabi;
- Adaptation of the curriculum for primary education according to the new age group (6-10 years);
- Designing of the new curriculum for the two cycles of high school, this will be implemented in the 2004/05 school year;
- Designing of the new curriculum for the Arts and Trades School and for the completion year, this will be implemented in the 2004/05 school year, respectively in the 2006/07 school year;
- Convenient curriculum adjustment to individual learning and training needs and in accordance with the changes taking place in society;
- Skills development for: creative and critical thinking, use of modern technologies, problem-solving,
- Use of acquired knowledge and competencies in new contexts, related to concrete situations of real life;
- Use of compulsory education as a basis for the development of necessary skills and the guidance towards life long learning.

6. Initial and In-service Training for Teachers and School Managers

The reform of initial and in-service teacher training enables teachers:

- To adopt adequate teaching-learning strategies, related to new objectives and contents specified in the new curriculum framework plan;
- To use new evaluation methods of the education process and of its outcomes.

Two national bodies have been set up and empowered to monitor changes in initial and in-service training for teachers and school managers: the National Centre for Training Pre-university Teachers and the National Centre for Training Pre-university Managers. They have the following main tasks:

- To develop initial and in-service training standards;
- To set up criteria and methods for accreditation of training programmers;
- To accredit various in-service training programmers based on national standards;

- To elaborate the project for in-service training financing from various sources;
- To supervise the development of in-service training activities;
- To conceive training programmers for awarding on the job confirmation and/or didactical degrees;
- To elaborate the new methodology for in-service training;
- To elaborate support programmers for junior teachers;
- To establish development routes for the teaching profession;
- To conceive strategies for pre-university initial and in-service training;
- To assure a balance between supply and demand on the training market;
- To analyze the outcomes of training activities;
- To support in-service training activities performed in Teacher Resource Centers.

Besides the updating courses for professional development, initial and in-service teacher training include training sessions for the use of computers as a teaching tool.

7. Improvement of School Management and Financing

Reform actions related to the improvement of school management and financing include:

- Training of school managers – so that they can assume responsibilities associated with the management of curricular, financial and human resources;
- Modernization of information system needed for educational management at all levels;
- Improvement of evaluation systems concerning the education process;
- Development of administrative and financial competencies of school managers.

The National Council for Financing of Pre-university Education proposes financing strategies and methods for public pre-university educational institutions.

8. Vocational Education and Training (VET)

The VET reform concerns the following main aspects:

– Establishment of Arts and Trades School

The new Arts and Trades School will replace the initial training institutions at upper secondary level. It will provide compulsory vocational education to pupils wishing to attend their vocational stream. After graduation, pupils will be awarded a diploma certifying their vocational competencies, corresponding to the first level of vocational qualification.

– Establishment of completion year

The completion year is conceived to facilitate to continuation of studies in the upper cycle of high school (post-compulsory upper secondary education) and to provide a higher vocational qualification.

- Curriculum changes

Under the circumstances of still weak signals coming from the labor market, main stream curricular areas are established allowing for multilevel poly qualification. This strategic option ensures increased vocational mobility qualifications and enhances opportunities for social integration. Narrow specialization modules can then be used within further vocational training. New subjects have been introduced in curriculum, in order to promote equal opportunities and to give VET graduates the possibility to continue their studies, e.g. ICT, Entrepreneurial Education, Civic Culture, Foreign Languages, Vocational Guidance and Counseling.

- Development of social partnerships

The local community providing reliable information about the local labor market can suggest adequate ways for meeting the demand of certain qualifications. Further vocational training is carried out within the educational system, using specific programmes initiated and organized by public or private institutions, in the spirit of social partnership.

B. Higher education

Higher education reform is intended to facilitate the access to higher education studies, to improve the quality of education and of scientific research, to decentralize the academic and financial management and to encourage academic and social partnerships.

The development strategy of Romanian higher education, defined for the period 2002-2010, is focused on the compatibility assurance between Romanian higher education system and other European systems. Some of the main reform actions, related especially to Bologna Declaration, concern the following aspects:

Quality assurance

- Higher expectations concerning managerial responsibilities of university leaders;
- Higher exigency related to university staff promotion and improvement of contests for the selection of high level staff;
- A better selection and motivation of students;
- Promotion of internal and external evaluation, as instruments useful for quality assurance.

Qualifications

- A better correlation between higher education qualifications and the labor market;
- Monitoring of graduates' insertion within the labor market.

Reorganization of the teaching process

- Promotion of modular systems based on university courses packs;
- Development of education policies related to e-Learning;
- A clear education structure based on three cycles (Bachelor, Master, Doctorate);
- A higher importance given to transferable credits within higher education activity.

Promotion of Romanian Higher Education system integration within the European systems and international co-operation

- Consolidation of the reform process according to the evolution of the European Higher Education
- Promotion of European co-operation based on the European Programmes Socrates II and Leonardo II
- Facilitation of student and teacher exchanges between universities.

Alternative education in Romania - recent developments

In the 1990's Romania a few alternative pedagogical approaches managed to materialize as alternatives to the traditional public education. Among these, we mention: Jena Plan, Montessori alternative, the Step by Step alternative and Waldorf alternative. All these forms of alternative education are components of the public, state sponsored education, and not of the private system. Several consequences derive from that, which will subsequently be presented within each alternative

Strategies for teaching and learning

Jena Plan. In the groups that function according to the principles of Jena plan, the focus is on direct, spontaneous education, as it is the most natural and easy to assimilate. The teacher has the role of supporting the children, but is not permanently at the centre of the activities. Often the position of authority is taken over by one or several children who assume this authority or are invested with it by the others with it. In conclusion, one learns as much from the teacher as from any other child (or group of children 3-5 years).

Montessori Alternative. Montessori pedagogy has a specific character as regards teaching and learning which, in their entirety, must support and develop the capacities of younger children of being educated or educating themselves. It also answers some tendencies and specific needs that any child has at this age: the need for movement, for refining his/her senses, for developing communication, for performing his/her own, independent activities, for knowing the natural the natural, social and cultural environment of which he/she is part, of acquiring certain fundamental cultural values. The didactic activities that aim at achieving these goals and are concerned with a part of the overall strategy of this pedagogy are carried out through lessons and concrete presentations that are held with the children individually, in small groups or with the entire group.

Waldorf Alternative. The main teaching and learning strategies are linked to the applicability of what we learn. From the first lessons the notions are connected, by intuitive discovery, with the child's capacity for establishing a solid link with the environment. That is why ready-made definitions are avoided and in their stead the situations are presented when the pupil has to consciously and coherently infer the laws it has studied. Individual work and case study are not ruled out and traditional methods of formal education are also used. In this form of education, it is essential to take into account the capacity of the teacher himself to integrate in his own personality 'the enthusiastic discoverer' and the "humanist with artistic inclinations".

The Step by Step Alternative. Within the Step by Step programme, the conditions are provided for the meeting of the basic requirement of the programme, namely, the individualizing of teaching; this is so, because there are certain minimal requirements about the organization of the learning environment (the existence of enough physical space for each classroom, the existence of activity centers specific to each age group and the existence the materials characteristic to each centre of activity). Each child has at his/her disposition the space and materials needed for the development of the individual potential. The role of the teacher is to answer the needs of every child, using all the forms of organization of the activities: the frontal one (the feeling of class community), group and individual activities. Another characteristic of learning in the Step by step programme is that all children learn from a wide range of direct experiences. In the Step by Step alternative, through the varied activities that children carry out, the reaching by every child of the upper threshold of development in all respects is aimed at. The basic principle in assessing the child's performance is the relating to two systems of reference: the previous performance of the

child and the performance stipulated by the psychological portrait of a child belonging to a certain age group. For this purpose, files for each child are created, containing all their works, as well as assessment books devised by the specialists working on this alternative. What characterizes assessment within the Step by Step alternative is the fact that it is a qualitative assessment and not a quantitative one.