1. Veuillez énumérer les lois nationales, règlements et politiques, qui établissent les normes et standards pour la qualité de l’éducation dans votre pays. Veuillez inclure d’éventuelles lignes directrices sur la qualité de l’éducation.

The quality management system is regulated, in Romania, by law. The main regulation is the **Law on Quality of Education Nr. 87/2006**, for the Approval of the Emergency Ordinance of the Government No. 75/12.07.2005.

On the basis of this Law, there were issued several other regulations – the main ones, being:
- Government Decisions No. 1258/2005 - Regulation regarding the Organization and Functioning of the Romanian Agency for Quality Assurance in Pre-University Education (RAQAPE)
- Order of Minister of Education No 5337/11.10.2006 - Professional Code of Conduct for the RAQAPE Experts in Evaluation and Accreditation.
- Order of Minister of Education No 5338/11.10.2006 - Methodology regarding the criteria for selection and training of the RAQAPE Experts.

The external evaluation is made by experts in evaluation and accreditation, selected and trained by RAQAPE, and registered in a Special register of RAQAPE Experts in Evaluation and Accreditation.

2. Veuillez décrire les règles, normes et exigences minimales, en particulier en ce qui concerne les éléments suivants:
(S’il vous plaît indiquez s’il y a des règles différentes pour différentes types d’institutions d’éducation, notamment (I) les écoles primaires, (II) les école secondaires)

The rules regarding the minimal requirements are stated within the National Standards for Accreditation (“satisfactory” level). **The standards are the same for all levels of pre-university education** and are designed by three domains and fifteen criteria:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Institutional capacity</td>
<td>a) the administrative and managerial structures;</td>
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<td></td>
<td>b) the logistics;</td>
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<tr>
<td></td>
<td>c) the human resources;</td>
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<tr>
<td>Educational effectiveness</td>
<td>a) the content of the study programs;</td>
</tr>
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<td></td>
<td>b) the learning outcomes;</td>
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<td></td>
<td>c) the scientific or pedagogical activity of teachers;</td>
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<td>d) the financial activity;</td>
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</table>
Quality management

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<tbody>
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<td>a)</td>
<td>the strategies and procedures for quality assurance;</td>
</tr>
<tr>
<td>b)</td>
<td>the procedures concerning the design, the monitoring and the review of study programs and activities;</td>
</tr>
<tr>
<td>c)</td>
<td>objective and transparent procedures for learning outcomes evaluation;</td>
</tr>
<tr>
<td>d)</td>
<td>the procedures for the teaching staff evaluation;</td>
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<tr>
<td>e)</td>
<td>the accessibility of the learning resources;</td>
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<tr>
<td>f)</td>
<td>the systematic updating of the databases concerning the internal quality assurance;</td>
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<tr>
<td>g)</td>
<td>the transparency of the public information concerning study programs and the diplomas and certificates offered;</td>
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<tr>
<td>h)</td>
<td>the functioning of the quality assurance structures established by the law.</td>
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</table>

For each criterion, there are sub-domains, performance indicators and descriptors.

The **main descriptors** from the accreditation standards are:

**a. L’infrastructure de l’école**

- Number of classrooms, laboratories, school workshops/farms, conference halls, etc. corresponding to the enrolment plan, school level and type, to curriculum (subjects / modules).
- Observing Hygiene Standards for children and youth protection, education and instruction establishments, in compliance with the legislation in force.
- Observing the equipment standards in school areas, in compliance with the legislation in force.
- Easy access to school areas for all pupils, including those with special needs.
- Existence of administrative areas and auxiliary spaces - canteens, dormitories, wardrobe rooms, kitchen, laundry (own and / or rented, leased, bailed or in any other legal form).
- Existence of bathrooms equipped according to the hygiene standards in force.
- Existence of a special area for the school library / information and documentation centre or of an agreement on using the library of another school.
- Existence of a specific designated area for medical consultation and for the pupils’ guidance and counseling.
- Suitable access hours for all pupils and staff to the library / information and documentation centre.
- Suitable access hours for all pupils to the guidance and counseling services.
- Suitability of owned educational materials and teaching aids to the forecast enrolment plan, to the school year, type and vocational specialization/ qualification provided.
- Observing the equipment standards for educational materials and teaching aids, in compliance with the legislation in force.
- Achieving progress (quantitative growth and / or diversification) in purchasing / developing new educational materials and teaching aids.
- Suitability of the school library / information and documentation centre stock to the estimated number of pupils, to the level of scholarship, school type and vocational specializations / qualifications provided. The number of books and publications per pupil is at least equal with the national average for each level of education.
- Existence of clear records for the use of stocks in the school library / information and documentation centre – number of uses per pupil and per each item used.
- Achieving progress (quantitative growth and / or diversification) in purchasing / developing new materials for the school library / information and documentation centre.
- Existence of IT&C equipment and of Internet connection.
- Extending the use of IT&C to other subjects in the national and / or school based curriculum. Increase in the number of subject matters using IT&C, as well as in the number of classes where IT&C are used.
- Providing access of all pupils and staff to the computer network for the purpose of documentation and information during and outside the specialized classes, according to the timetable.
- Providing a sufficient number of computers so that the number of pupils per computer in the school equals at most the average number of pupils per computer in the county / Bucharest, according to the education level.

**b. La taille des classes et les ratios élèves enseignants**

The class size is regulated by the Law of National Education no 1/2011 (art. 63):
• Pre-primary: 10 – 20 children – 15 average;
• Primary: 12 – 25 pupils – 20 average;
• Lower secondary: 12 – 30 pupils – 25 average;
• Upper secondary: 15 – 30 pupils – 25 average;
• Tertiary, non-university: 15 – 30 pupils – 25 average;

c. La qualification des enseignants

• Meeting the provisions of the Law on Education for staff (managerial, teaching and ancillary).
• Setting the number of staff according to the enrolment plan achieved, the level, type and specializations / qualifications provided.
• Qualified staff amounts to at least 85%.
• Employed tenured staff is of minimum 50%.
• Existence of criteria, methodology and instruments of periodic evaluation of all staff in compliance with the legislation in force, and differentiated by personnel categories.

d. Les conditions de travail des enseignants et le développement professionnel

• Use of scientific research outcomes (achieved locally, nationally or internationally) to improve the pupils learning outcomes.
• Initiating or participation of the educational institution (through its management, staff or other employees) in scientific research or development projects carried out locally, regionally, nationally or internationally.
• Operation of department teams, subject chairs and other commissions (of class teachers, by curricular areas).
• Participation of staff and management in methodological activities at school, local or county level.
• Existence of a strategy professional development for all categories of staff, correlated with the institution development planning.
• Systematic collection of evidence for the participation of staff at professional development programmes.

e. Les programmes scolaires et le matériel pédagogique

• Existence of educational offer and promoting it to all current and potential beneficiaries by classical and /or electronic means.
• Enrolments only to the respective authorized and / or accredited education levels and forms, specialization / qualifications.
• Existence and functionality of partnerships with representatives of the community.
• Application of national or alternative curriculum approved by the Ministry of Education.
• Existence of development strategy for the school / local based curriculum.

f. Le processus d’enseignement-apprentissage

• The designing of educational activities promotes and stimulates pupil-centered activity.
• The use of educational materials and teaching aids.
• Use of text books approved by the Ministry of Education.
• Didactic strategies and methodology adapted to the cultural specificity of school population and to individual motivation of pupils.
• Use of self-assessment, formative assessment and feedback to optimise the learning process.
• Developing, in accordance with the legal provisions, of differentiated education programmes (for special-needs children – from socially disadvantaged or at drop-out risk groups, for gifted children etc.)
• Regular updating of pupils and / or their parents on school achievement and progress
• Periodic review of school / local base curriculum, following the results of self-assessment, formative and summative assessment.

g. La gestion de l’école, y compris la participation des élèves et des parents

• Existence of the medium-term development project (3-5 years) for the education provider.
• The rationale of the development project is taking into account the social, economic and cultural context for the education provider operation.
• Clear vision and mission statements assumed by the education provider and made public.
• Setting strategic goals / objectives to be achieved during the operation period of the development project and make them public.
• Specifying the performance indicators and the ways of assessing the achievement of the set objectives.
• Developing the operational yearly plan / implementation plan, based on the development project.
• Presentation of the outcomes of the organization obtained by participating in other education projects implemented at school, local community, national or international level.
• The estimated budget necessary to implement the development project and the budget breakdown for the programmes / actions in the operational plan for the first year.
• Presence, in the development project and implementation plan, of elements leading to inclusive education (providing equal education opportunities and supporting pupils belonging to disadvantaged groups and special needs education, respectively).
• Existence of the organigram and of “job descriptions” for every position in the organizational chart.
• Efficient system of formal communication with staff and pupils, parents, employers and other stakeholders, with other institutions and organizations involved in developing, supplying and evaluating educational services.
• Operation of the individual or collective management bodies, in compliance with the legislation in force and the in-house regulations.
• Existence and efficient document management accordingly the legislation in force and in-house regulations.
• Carrying out the human resource management procedures for teaching staff, auxiliary teaching staff and non-teaching staff .
• Current activity of the school unit without major dysfunctions.
• Functionality of the data management system and of data and information recording, processing and use.
• Meeting the conditions and legal procedures regarding security and confidentiality in data collecting, processing and use.
• Providing pupils with medical care, in compliance with the valid legislation. Existence of emergency medical care procedures.
• Existence of the security system and procedures for all those involved in school activity during school time (own security personnel, agreements/contracts with specialized agencies, with gendarmerie or police).
• Observance of labor safety, health regulations and fire prevention systems and procedures provided by the legislation in force.
• Existence of specific risk management procedures, known and assumed by those involved in the education unit activity.
• Providing pupils with guidance and counseling services, in compliance with the legislation in force – preferably through own offices.

h. Les méthodes d’évaluation des performances des élèves et d’évaluation des résultats d’apprentissage

• Planning the assessment activities (initial, current, final) within each subject department and educational institution.
• Assessing activities based on national assessment standards in use.
• Recording the assessment activities in accordance with the legislation in force.
• Existence of clear criteria, known to teachers, pupils and their parents, regarding school achievement and its rewarding, as well as school failure and its consequences.
• Tracing the school and subsequent professional track at least for a representative sample for each class of school leavers.
• Tracing the evolution of school performances according to the national educational indicator system.
• Carrying out reporting activities requested by authorized institutions (inside and outside the educational system).
• Carrying out public reporting for the school and community stakeholders.
• Planning extracurricular activities involving staff, pupils, their parents and other community members.
• Disseminating extracurricular activities among staff, pupils, their parents and other relevant stakeholders.
• Recording the outcomes of extracurricular activities covered by the school offer, including their impact on target groups.

3. Veuillez indiquer les mécanismes institutionnels de vôtre pays pour collecter et traiter l’information et pour évaluer le respect des règles et normes établies pour assurer la qualité de l’éducation.
   (Veuillez indiquer s’il existe des mécanismes de control différents entre les écoles publiques et privées)
The main mechanisms for collecting and processing the information regarding the quality of education, on one hand, and for evaluating the observation of the national standards are the internal evaluation / self-evaluation and the external evaluation. The public and private schools follow the same procedures and observe the same standards – the law does not make any difference between public and private schools.

- In compliance with the Law no 87/2006, for the internal evaluation of quality of education, each educational institution establishes a Committee for Evaluation and Quality Assurance, having as component the main stakeholders (teaching staff, trade-unions, parents and / or pupils, Local Council, the national minorities (if there is the case). The Committee of Evaluation and Quality Assurance establishes strategy and procedures for quality improvement, publishes annual internal evaluation report concerning quality on education.

- The external evaluation is made by the Romanian Agency for Quality Assurance in Pre-University Education (RAQAPE – the acronym in Romanian language is ARACIP). RAQAPE is a public institution of national interest working under The Romanian Ministry of Education, Research, Youth and Sports, with legal personality and own budget, working in compliance with the Law no.87/2006 on quality of education. RAQAPE accomplishes the external evaluation (for authorization, accreditation and recurrent evaluation) for all educational organizations at pre-university level; it also accomplishes, every five years, the recurrent (compulsory) evaluation of the accredited schools.

- Monitoring and control of quality, realized by RAQAPE, together with the Ministry of Education and the County School Inspectorates.

RAQAPE has elaborated national standards for evaluation in compliance with the domains and their criteria established by the law. The standards are different for the stages of the school existence:

- For provisional authorization - applied when a new school unit starts its existence – focused on input indicators and descriptors.
- For accreditation, for each level of education, study program or professional qualification - applied for those who already have two series of graduates.
- Quality standards (named in the Law, “reference standards”) describe the level of quality above the minimal level (“good”, “very good” and “excellent”). The “Reference standards” are used, together with the “Accreditation Standards”, for the Recurrent Evaluation.

4. Veuillez fournir des informations sur d’autres initiatives et développements dans le but de promouvoir la qualité de l’éducation

RAQAPE is developing a system for measuring the “Added value” – i.e. the real contribution of the school (not the family or other factors’ contribution) at the education of an individual, by correlating the pupils’ results (the outcomes of education) with the input and process factor, in order to differentiate the influence of the schools from the influence of other factors (such as the level of education of the family, the income at family level etc.).

RAQAPE devised its own strategy for the development of the quality management system in the Romanian Education.