



Motto:

„Migration is a process that needs to be dealt with and not a problem that needs solving.“

1. The educational policies of the Romanian Government

The educational policies of the Romanian Government are enclosed in “ The Strategy of Governing expressed in Education”, strategy that aims at fulfilling numerous objectives, among which we mention:

- The rise of proficiency of the Romanian Educational System;
- Ensuring social equity policies;
- Ensuring abilities and competencies that can lead to personal development, intellectual and professional evolution of the individual from the perspective of lifelong learning ;
- Opening the Educational system, professional evolution and research towards the society, the social, economical and cultural environment;
- Strengthening the degree of social cohesion and the rise of participation of citizens in programs aimed at economical and social development by promoting the active citizenship;
- Stimulating innovation and creativity, including the entrepreneurial spirit, at all levels of education and professional formation;
- Building the knowledge society by transforming education in a vector of socio-economical development;
- Ensuring competitiveness at the European and international level;
- Making collaboration with the scientific diaspora permanent/constant;
- Stimulating creativity, innovation and technological transfer;
- Setting the educational system politics-free and promoting professionals in the Educational management;
- Promoting public policies based on the needs of the system, identified by studies and analyses;
- Respecting the principle of autonomy in education and the principle of public responsibility in the strengthening of the legal mechanisms of the functioning of these principles;
- Integrating the young population in the work market by developing policies that ensure a high level of education and long-term employment, based on knowledge;
- Raising the international visibility of Romania by the results obtained in education;
- Coordinating the policies from the educational system with the policies and initiatives from other sectors, aiming at attaining the above-mentioned objectives;

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- Raising the amount of financial resources allotted to education, including the attraction of private sources of financing;
- Respecting the principle of social dialogue; Assuming the role of member state of the European Union by participating in the common policies and initiatives in the field of education, research, both at the EU level and beyond its borders (collaboration with Asia, Australia, Latin America, North America and Africa);
- Raising Romania's role in giving assistance in the field of education in other countries, with the purpose of reaching the objectives associated with the initiative Education for All, initiative supported by the UN and coordinated at global level by UNESCO.

2. Good practices in what regards migration

In Romania, educational policies regarding migrants are enclosed in the National Strategy on Migration, by incorporating the educational aspects in all the other policies in relevant domains, so that by these measures the Romanian Government might be able to help including immigrants and refugees within the Romanian schools and in society.

The concrete measures for implementing the objectives of the National Strategy into practice are enclosed in the annual action plans elaborated based on the propositions of the institutions from within the "Coordination Group" and approved by the Romanian Government.

The annual action plans establish concrete activities and responsibilities that are specific to various ministries and institutions with attributions in the field of immigration in order to accomplish the objectives established by the National Strategy.

In order to accomplish these activities settled in the National Annual Plan, each institution with competencies in the field of elaborating their own plans of measures, detailing the actions that they are responsible for.

If, for whatever reason, during the implementation of the National Strategy the international context is radically different and it is necessary to change some general objectives, as a result the Romanian Government will modify and complete the Strategy after the proposal/suggestion of the coordinating staff.

The Institutions responsible with the implementation of the Annual Action Plans are a member of the coordination Group, its activity being led by the State Secretary who coordinates the activity of the Secretary General for Immigration within the Home Ministry, who holds the position of President.

Priority Educational Domains regarding the students' education and the migrants':

Each migrant must obtain the competencies they are required, including reading and Mathematics.

- Each student, including the migrants' children must benefit from a high quality education standard;
- Pre-schooling education must be accessible to a large number of children, migrants' children alike.

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- Supporting the special needs children for a better integration within the regular program schools, migrants' children alike.
- The teachers must benefit from a higher level of support by applying efficient selection and recruiting procedures and by professional forming programs.
- The students must acquire competencies demanded on the work market, migrants included.
- Aiming at this, the school curricula, the didactic materials and the evaluation systems of the students will be modernized, including for the migrants' children.

Previous background

Regarding the possibility of adapting our school previous activities regarding migrants, the only problems we were confronted with were students coming from the neighbouring Moldova, who had had a different school curriculum before coming here and for which we had to have an adaptation period and then to offer the possibility of modified curriculum in the beginning in order for them to remain the same good students with good results as they had been before.

The main activities that made them socially and educationally proficient were mixed work groups, as they could ask questions and their Romanian counterparts would answer, as in some cases they experienced a certain shyness towards the teachers.

At the same time, we have experienced the cases of some students whose parents had emigrated to other countries and had taken their children to study there, after which they returned and the students had to be re-integrated in our school system. For their cases as well, we had to make mixed work groups and a relatively modified curriculum in the beginning to make them readjust to the Romanian way of learning.

For these specific cases at these times we did not have the advantage of a differentiated national curriculum or the possibility of modernising the curriculum, so the only thing we hope will ease the procedure will be the availability of a national strategy for these children.

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