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Inovație în administrație  
Programul Operațional  
"Dezvoltarea Capacității  
Administrative"

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013

**Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI)**

**Higher Education Evidence Based Policy Making: a necessary premise for progress**

**in Romania**

**SMIS 34912**

# **The Status-quo of Romanian National Policies on Internationalization of Education**

**-Draft -**



UNITATEA EXECUTIVĂ PENTRU  
FINANȚAREA ÎNVĂȚĂMÂNTULUI  
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Politici publice fundamentate  
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## Part A

### Introduction - General Presentation

Within the framework generated by the implementation of various projects aimed at increasing the institutional capacity for underpinning public policies in higher education by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), one of the planned activities aims to develop an analysis of two essential dimensions of Romanian universities: social cohesion/equity and internationalization. The present document aims to analyze the current status of internationalization of education in Romania, at national and institutional level. The document also aims to review the general elements of internationalization as a concept, starting with the definition of „internationalization of education”, international statistics, data and strategies, moving to the European level, more precisely to the Bologna Process and the 2020 Mobility Strategy adopted at the Bucharest Ministerial Conference in 2012.

Since the project benefits from the expertise of both national and international experts, this document aims to help the foreign experts better understand the existing national policies regarding internationalization in Romania.

**Part A (National overview)** of the document presents both the dynamic regarding internationalization of education in Romania, as well as the new Education Law and the changes it brought, the institutions responsible with internationalization of education in Romania and the national policies that encourage its development. In order to assess Romania's situation concerning mobility programs, institutional cooperation and research, a series of statistical data related to mobile students, teachers and researchers is provided. This first section of the document concludes with listing various obstacles identified in the specific literature, obstacles which impede the development of internationalization of education in Romania.

**Part B (Institutional case studies)** of the document represents the analysis of the internationalization as part of the institutional strategy of the universities which responded positively to the open call of the project and were selected to be case studies. These are: West University of Timisoara, “1 December” University of Alba-Iulia, “Lucian Blaga” University of Sibiu, “Titu Maiorescu” University of Bucharest and Maritime University of Constanta.

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The experience in internationalization strategies and peer learning of the International Association of Universities (IAU) was used to design the methodology of the institutional analysis. In this regard, an open call was launched for universities to be part of the exercise and to contribute to the overall objectives based on their institutional experience. The universities were first asked to fill in a questionnaire (Internationalization Self-Study Guide designed by project experts' team based on the IAU experience), which was followed by organizing a study visit to enable each institution both to assess their policies and practices regarding the internationalization of education and to receive specific recommendations from the experts in order to improve their strategies, policies and practices in this dimension of education. Part B also represents the section of the document in which recommendations for the institutional level are put forward by the experts involved.

The entire document aims to be the starting point for a series of recommendations to develop national policies regarding internationalization of education in Romania, provided by the experts involved in the project. **Part C (Conclusions and recommendations)** of the document includes the recommendations of the expert group for further development of the internationalization of education at national level. **Part D** includes the relevant Annexes.

## I Conceptual understanding of internationalization

This chapter introduces several definitions of the concept "internationalization of education", taking into account the views of the Organization for Economic Cooperation and Development (OECD), the Academic Cooperation Association (ACA), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank (WB). Also, information on the European Higher Education Area's 'Mobility for Better Learning' Strategy 2020 adopted in Bucharest and statistical data on the global evolution of internationalization will be presented.

### 1. Definitions

#### Internationalization of Higher Education – conceptualization and issues in a global context

The concept of internationalization has been defined by many experts or institutional actors. From the multiple definitions available, three were found as relevant for the purpose of this exercise.

The first such definition comes from a recent Romanian study which uses Jane Night's well known view that „Internationalization is the process of integrating an international, intercultural or global dimension in the objective, mission and provision of post-secondary education”<sup>1</sup>. Internationalization of education is thus a process defined by two main elements - „internationalization at home” and „internationalization abroad”. Internationalization at home consists in strategies and approaches aimed to develop an international dimension in the university campus by the inclusion of global perspectives in the curriculum or by recruiting international students and researchers, as well as capitalizing on their presence in the university campus. Internationalization abroad requires universities and key actors to promote their activities at international level. Some examples would be facilitating student mobility in other institutions/countries, opening branch offices abroad or employing through an inter-institutional partnership.

<sup>1</sup> Pricopie Remus, Reinhardt Zeno, Nicolescu Luminița, Almășan Oana, Bogdan Anamaria, Grecea Daniel Internationalization in higher Education, p 9

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OECD defines internationalization as „the totality of processes whose combined effect, planned or not, is to ensure the international dimension of higher education experience in universities and similar educational institutions”<sup>2</sup>.

UNESCO sees internationalization as encompassing „all types and ways of giving higher education programs, modules or educational services (including distance education) where students live in another country than the one issuing the diploma or qualification.”<sup>3</sup>

Apart from the definitions outlined above, which are usually referred to when talking about internationalization, Zha Qiang, notes in his 2003 article “Internationalization of Higher Education: towards a conceptual framework”<sup>4</sup>, that “internationalization is not merely an aim in itself, but an important resource in the development of higher education towards, first of all a system in line with international standards; secondly, one open and responsive to its global environment”.

When attempting to define the concept of internationalization, Qiang identifies four different approaches used frequently, each of them with an emphasis on different elements / components. The **activity approach** focuses on promoting activities concerning students and staff exchange, technical assistance and international students, being used more when the term of internationalization first emerged. When looking primarily at development of skills, competences, knowledge attitudes and values, both at students and staff level, one talks about the **competency approach**. Those emphasizing the creation of a culture that supports international / intercultural perspectives and initiatives use the **ethos approach**. The fourth one is the **process approach**, with a focus on integrating an international / intercultural dimension, research and service to society through a combination of wide range of activities, policies and procedures.

However, due to the complexity and dynamic of the concept, new, comprehensive definitions of internationalization are difficult to develop and it may be more beneficial to seek deeper understanding of its underlying mechanisms and drives instead.

## 2. Different views - re-thinking internationalization

In recent years, a discussion on how to move forward with internationalization has resurfaced in the academic community, with the actors involved expressing increased concern about how it had evolved and looking at a new way forward. A series of factors, both internal and external to the higher education institutions, have reshaped the internationalization environment.

The rationales for internationalization have diversified, which brought new challenges. The present discussion takes place in the increasingly globalized environment, which affects to a certain degree all areas, higher education included. The importance of internationalization has been recognized both at

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<sup>2</sup> Idem 1

<sup>3</sup> Idem 1

<sup>4</sup> Zha Qiang, “Internationalization of Higher Education: towards a conceptual framework”, Policy Futures in Education, Volume 1, Number 2, 2003



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institutional level – with commitment from high level representatives and all faculties and departments –  
and national level, numerous governments putting into place specific long term strategies and plans.

When the notion of internationalization first emerged, its main rationale was perceived as increasing the "international dimension in teaching and research or fostering a climate of greater appreciation for and understanding of other cultures, languages and different ways of approaching and analyzing issues"<sup>5</sup>. Nowadays, according to the IAU 3rd Global Survey Report, the three top rationales listed for internationalization are improving student preparedness for a globalized / internationalized world, internationalizing the curriculum and improve academic quality and enhancing international profile and reputation. In terms of regional perception, improving student preparedness for a globalized / internationalized world ranked first as a reason for pursuing internationalization in all areas except Africa and the Middle East, where strengthening research and knowledge capacity production was considered the strongest rationale behind internationalization<sup>6</sup>.

The challenges associated with internationalization have expanded accordingly. The decrease in funding for the educational sector, which affected countries on a different scale, the competitiveness between institutions, also determined by the growing importance of rankings that prospective students use to some extent in selecting their educational path, the increased use of English at curriculum level, in the detriment of national elements, or the competition between international companies aiming to attract well prepared graduates - these are only some of the external factors that have impacted on the internationalization strategies currently developed.

The emphasis put on the financial aspects makes some institutions shift their focus from the human approach – beneficiaries (students, teachers, the society at large) to a more commercial one, sometimes not so beneficial. Apart from the overall number of incoming or outgoing students and staff, from the incomes received as tuition fees, or a high position in ranking / classifications, one must still keep in mind that internationalization should help students and teachers become better citizens, involved in the national, regional and international environment.

In order to better understand where internationalization is heading, redefining its meaning and role, to measure its actual impact both at home and abroad, the actors involved in this process have, in recent years, rekindled the discussions.

However, the views expressed in different articles or conferences are not convergent. When looking into the discipline specific literature, one can notice various approaches. The personal background, the national / regional experiences, the envisaged purpose or mission of internationalization or its perceived connection to globalization are all influential factors in making one statement or another.

When it comes to European or North American experts, where the process has first emerged and further on developed extensively, there is discourse of stagnation or even the end of internationalization. Among these who express concern about the current status of internationalization, Jane Knight is wondering about

<sup>5</sup> Internationalization of Higher Education: Internationalization of Higher Education: Global Trends Regional Perspectives – the IAU 3rd Global Survey Report, Egron-Polak, E., Hudson, R., September 2012

<sup>6</sup> Internationalization of Higher Education: Internationalization of Higher Education: Global Trends Regional Perspectives – the IAU 3rd Global Survey Report, Egron-Polak, E., Hudson, R., September 2012, p21



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Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 internationalization having a "mid-life crisis"<sup>7</sup>. She notes that, due to the unprecedented expansion at institutional and national level, the shift has moved from an academic purpose of internationalization to a more commercial one, causing concern in terms of bringing added value for education.

Others emphasize the idea that trying to re-define the concept is less productive than attempting to identify viable solutions for the new challenges. When measuring the outcomes of internationalization, quantitative indicators should be given less importance than the qualitative ones. Instead of simply measuring the number of incoming and outgoing students, tuition fees or position in rankings, one should aim towards highlighting learning outcomes, the way in which what is taught in the classroom helps students become better prepared for the new economic, environmental and societal changes. Gaining intercultural and international skills and competences can help students become more actively involved in society, also making use of the emergent approaches to internalization (de Wit).

When looking at other geographical areas, perspectives are slightly different. For example, African higher education institutions find themselves at another stage of the process. While influenced in designing the overall educational system as former colonies of European countries, this region faces specific challenges which claim a rather particular approach. The specific economic and social environment calls for a deeper focus on institutional and regional cooperation – also supported by governmental and institutional agreements –, rather than exchanges with the Northern hemisphere. Due to the similarities with the European higher education, the risks associated with brain drain are considerably higher. As such, African scholars and practitioners are vocal on extending this regional cooperation, taking into account the social and ethnic values while, at the same time, encouraging broader communication with the Latin American countries.

The higher education institutions from the emergent economies, such as those in Latin America, would like to be recognized for their growing importance. They advocate for their future role in the internationalization process by emphasizing the need for a better balanced cooperation, which would enable prospective students to become aware of the less traditional study destinations.

Despite the different views expressed on the future of internationalization, there is wide agreement the growing importance it plays and will continue to play in the higher education landscape, at all levels. Being a dynamic process, it evolves continuously, influenced by internal and external factors, out of which globalization is of paramount importance. The goals tend to modify accordingly, ranking from improving the quality of teaching, learning and research, shaping students into global citizens able to positively impact the surrounding environment or enhancing international prestige and revenues. Alongside the traditional elements of internationalization, some new ones have emerged lately, such as joint / double degrees, branch campuses abroad or distance learning programs. Most universities have now internationalization present in their mission statements and high level institutional personnel is involved in coordinating the activities at home and abroad. Scholars, practitioners and other stakeholders must all work together to identify new ways to take internationalization one step forward, for their benefit and the society's at large.

<sup>7</sup> Knight, J. (2011), *Is Internationalization having an identity crisis?*, IMHE Info, August 2011, OECD, [www.oecd.org/dataoecd/57/59/48506334.pdf](http://www.oecd.org/dataoecd/57/59/48506334.pdf)



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## II. Internationalization of Higher Education in a broader context

### 1. Internationalization at European Level

#### a. Bologna Process

Romania signed the Bologna Declaration in 1999, and thus committed to the action lines linked to internationalization of higher education. The present study looks at current public policies regarding higher education internationalization, as well as at the commitments in the Bologna Process and the way they have been implemented so far in Romania.

At the Bucharest Ministerial Conference in 2012, the Mobility Strategy 2020 for the European Higher Education Area (EHEA)<sup>8</sup> was adopted. The measures for implementing the mobility objectives and targets are:

- i. All member states agree to develop and implement their own internationalization and mobility strategies or policies with concrete aims and measurable mobility targets;
- ii. It reaffirms the mobility target formulated at Leuven/Louvain-la-Neuve - "in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad" and it lays down additional targets.
- iii. States must strive for open educational systems and better balanced mobility in EHEA. For better balanced mobility, the strategy outlines several solutions, such as better working conditions and specific incentives at the return of graduates.
- iv. Member states are encouraged to strive for more and better balanced mobility with countries outside the EHEA. States will implement measures to dismantle the existing obstacles to mobility, such as: expanding mobility funding and providing a wider portability of grants, loans and scholarships offered by the member states, as well as the further improvement of exchange of information concerning the portability of national grants and loans across the EHEA.
- v. States will ensure that the principles of the Lisbon Recognition Convention are translated into national legislation and that recognition of qualifications or credits obtained elsewhere are guided by an open minded and positive approach.
- vi. States will commit to using quality assurance and transparency instruments to promote quality mobility inside and outside EHEA.
- vii. In order to encourage mobility, the EHEA countries believe that national legislation should not be a barrier in cooperation, but a plea for a larger flexibility of the Bologna Process framework within educational institutions.
- viii. Point eight of the strategy also mentions the desire to increase mobility through better information about study programs. As such, the design and implementation of a national web platform encompassing all study programs and support structures for students has been suggested.
- ix. Point nine mentions that states will improve communication of the individual, institutional and social benefits of all periods spent abroad. This communication should target parents, advisors and students.
- x. The strategy also specifies the measures that need to be adopted by higher education institutions. The strategy calls for **universities to build their own internationalization strategy and to promote mobility considering their profile while involving stakeholders, particularly students, teachers,**

<sup>8</sup> [http://www.ehea.info/Uploads/\(1\)/2012%20EHEA%20Mobility%20Strategy.pdf](http://www.ehea.info/Uploads/(1)/2012%20EHEA%20Mobility%20Strategy.pdf)

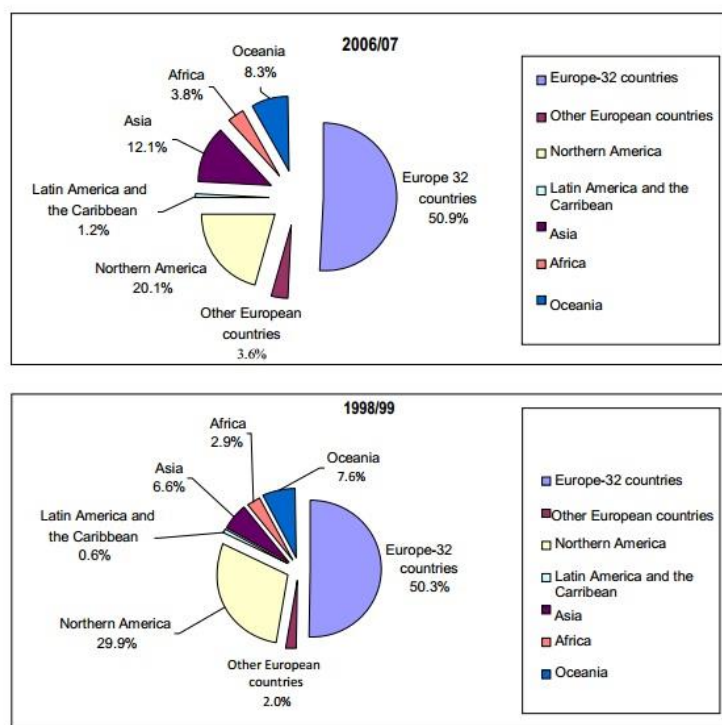
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**researchers and other staff.** It also underlines that higher education institutions should take into consideration mobility and competences of their staff, giving them formal recognition for competences gained abroad, provide incentives for participating in mobility programs and ensuring quality work conditions for mobile teachers.

- xi. The strategy mentions that universities should create favorable structures and frameworks for mobility abroad. Higher education institutions are encouraged to develop additional mobility options, such as virtual mobility or allowing non-mobile students to have an international experience at home.

Regarding the evolution of academic mobility in the EHEA, there are a series of difficulties related to the capacity to measure progress in comparative manner across all 47 member states. „Regarding internationalization and student mobility in Europe, one of the most important discoveries of an ACA study draws attention and confirms the work of Lanzendorf and Teichler, who state that in most cases, statistics regarding student mobility do not accurately reflect mobility. These data look at foreign students by using foreign nationality as a proxy for mobility. Only 10 of the 32 countries included in the ACA study collect (but do not always make public) valid data on mobility, that is students who leave their country in order to study abroad. Using „nationality” to measure true mobility would not be a major issue if every foreign student (or at least the majority) had been mobile before beginning studies in the host country. But as the ACA study confirms, this is far from true” (Eurodata Study – student mobility in European higher education 2006)<sup>9</sup>.

Figure 1: Distribution of students studying outside their country of nationality (foreign students) across world regions in 1998/99 and 2006/07 (Source: UOE data collection; ISCED 5/6)



According to the ACA study from 2006<sup>10</sup>, in 2006/2007, approximately 1.5 million students with foreign nationality were enrolled in European region - 32<sup>11</sup>. This number represented more than half of the total number of students at the global level, which studied abroad (50.9%, Fig 1). In 1998/1999, European participation was relatively the same (50.3%).

Furthermore, the same ACA study from 2006 shows that from the total number of 1.5 million foreign students studying in the EU – 32, 58% of the students are from the non-EU 32 countries. Only 38% foreign students with EU-32 nationalities are studying in the EU-32 region in other countries than their country of origin. As shown in Figure 2, 3% of the foreign students with unknown nationalities study in the EU-

Figure 1 - Distribution of students studying

<sup>9</sup> [http://ec.europa.eu/education/erasmus/doc/publ/eurodata\\_en.pdf](http://ec.europa.eu/education/erasmus/doc/publ/eurodata_en.pdf), p 3

<sup>10</sup> Eds. Ulrich Teichler, Irina Ferencz and Bernd Wächter, Mapping mobility in European higher education, Volume I: Overview and trends, p 34

<sup>11</sup> [www.ec.europa.eu/education/study-in-europe](http://www.ec.europa.eu/education/study-in-europe)

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*outside their country of nationality (foreign students) across world region in 1998/1999 and 2006/2007. Source: UOE data collections; ISCED 5/6*

32 region. It is remarkable that the percentage of foreign students from all over the world studying in the EU-32 countries remained stable over the past decade (about 50% from 3.6 million foreign students worldwide in 2010) , even though the attraction for emerging countries increased.

Figure 2: Foreign students in the Europe 32 area by region of origin (Source: UOE data collection; ISCED 5/6)

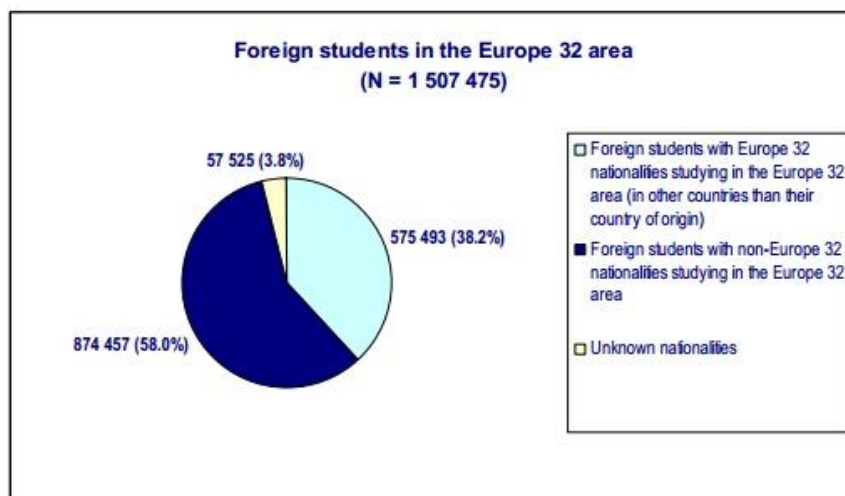


Figure 2 - Foreign students in the EU 32 area by region of origin

According to a study released by the European Commission on September 2012 "The Erasmus Program 2010-2011. A statistical overview",<sup>12</sup> the number of the mobile students (for a study or training period abroad) from the EU in the academic year 2010 – 2011 was 231,408 students, with 8.5% more students than in the previous academic year 2009-2010. The countries with the highest outgoing academic student mobility rates are: Spain, France, Germany, Italy and Poland. On the other hand, the top host countries for incoming students mobility (for studies) are: Spain, France, Germany, UK and Italy. Please see annex 1 which shows the number of incoming and outgoing/outbound students (mobility for studies) by country of origin for the academic year 2010-2011.

## b. Other EU policies

According to the **EU Council conclusions on the internationalization of higher education**<sup>13</sup> released in May 2010, "International cooperation in higher education is an important and rewarding area which deserves support at both national and EU level." Together with this report, the EU Council invites member states to "foster a truly international culture within those institutions", "increasing the international attractiveness of higher education institutions and promoting the global dimension and awareness of the social

<sup>12</sup> <http://ec.europa.eu/education/erasmus/doc/stat/1011/report.pdf>, p 3, 5

<sup>13</sup> [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/educ/114378.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114378.pdf)

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 responsibility of higher education institutions". On each aim the Council also suggested specific instruments in reaching these goals.

The Council also calls the European Commission:

- To develop an EU international higher education strategy in order to improve "coherence and complementarity between existing international cooperation initiatives at both EU and national level, and which will continue to promote the attractiveness of European higher education, research and innovation in the EU's external activities, as well as EU cooperation programmes and policies in this field.
- To ensure that learning and research mobility between the EU and the wider world forms part of that strategy.
- To continue to support international higher education partnerships, international academic cooperation and capacity-building actions, and to facilitate policy dialogue in higher education with interested third countries.
- To promote the exchange of experience and good practice in this field."

## 2. Internationalization at the global level

Internationalization of education is remarkable in its diverse forms of manifestation around the world. Even if local, national and regional contexts have unique characteristics, globally some general trends can be identified. These evolutions include the mobility of people, programs and institutions, the increased collaboration in research, the evolution of curricula and teaching and learning methodology, an increasing feeling of interconnectivity of higher education around the world, as well as the expansion of internationalization between large institutions and higher education systems.<sup>14</sup>

According to a study "International Student Mobility Trends 2013"<sup>15</sup> and to the UNESCO data released in 2012, the international student population reached almost 3.6 million worldwide in 2010. The international student population increased by almost 50% from 2004 to 2010 (2.5 million in 2004). Competition for international students is becoming more intense and complex, as reflected by the diminishing global market share of the four key players—the USA, the United Kingdom (UK), Australia and Canada. Although overall growth of globally mobile students is expected to continue, its composition in terms of where they come from, where they are going, and their level of study is changing.

According to Trends in International Student Mobility, nowadays one in five international students is from China or India, with more than 700,000 students enrolled in a higher education system abroad. Only in the USA the two countries contributed with 84% of the total number of students from the global increases in 2000-2001 and 2010 – 2011 (IIE Open Doors 2011).

<sup>14</sup> Trends in Global Higher Education: Tracking an Academic Revolution , UNESCO 2009, p24

<sup>15</sup> International Student Mobility Trends 2013: Towards responsive recruitment strategies, WES, 2013, p 6



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#### a. Policies developed by countries

##### *International Strategy of German Universities*

Set against the background of globalization and all the inherent opportunities, the International Strategy of the German Rectors' Conference (HRK)<sup>16</sup> outlines that internationalization should not be defined as the mere exchange of students and teaching staff and the participation in international research projects (p. 2). What is essential is for every university to develop a comprehensive internationalization strategy that aims at achieving the transnationality of the university as a whole, starting with its mission and profile.

According to a British Council ranking, at the moment Germany has the best political and financial support in place to encourage international study. Moreover, Germany scored particularly high because of policies that encourage domestic students and academics to spend time abroad, as well as its success in attracting international students.

As stated in the Resolution on International Strategy of the German Rectors' Conference in 2008, the internationalization process requires, first and foremost, the autonomy of higher education institutions from government, as "it is essential to establish forms of university governance in a responsible manner that justifies autonomy, ranging from curriculum design through to staff recruitment" (p. 6.). Secondly, the internationalization process must be managed professionally at executive level and an institutional internationalization strategy is to be developed for each German university.

Universities should seek new types of funding by strengthening the public-private partnerships and by promoting new entrepreneurial models for universities. Moreover, for a more successful integration on the labor market, the university curricula must integrate the delivery of cross-disciplinary competences, such as developing an entrepreneurial capacity or the ability to work in a team. Furthermore, it is also essential for universities to facilitate access to new forms of learning, such as open sources in virtual formats and publicly accessible courses and programs. Although political and economic pressures may suggest neglecting the humanities and social sciences, thereby endangering the cultural foundations of societies, it is crucial that universities themselves strive to provide sustained effort for these subjects.

Regarding the importance of the freedom of research, the Resolution states that it is "essential to protect the autonomy of researchers so that they are free in their choice of research topics and methods" (p. 7). However, "researchers are obliged to make their research appropriately available to society" (p. 7). As for the educational standards, it is of utmost importance to establish a global system of quality assurance that ensures educational standards are met at every level down to the actual classroom. In terms of managing issues of educational migration, established universities must facilitate access to the education that they offer, including in developing countries, by setting up campuses abroad. Cooperation with foreign partner universities is important in order to strengthen centers of research, education and the training of experts and leaders, thereby creating a win-win situation. With regard to exporting higher education, traditional approaches must be complemented by new forms of provision worldwide, such as non-collaborative arrangements, branch campuses, off-shore institutions, "flying faculty", as well as collaborative arrangements ranging from externally developed degree programs (franchising) to dual-degree programs.

<sup>16</sup> *International Strategy of the German Rectors' Conference (HRK): "German Universities in the World and for the World", 2008, p.2*

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However, in order to manage efficiently the impact of teaching, learning and research in an intercultural context, it is also of great importance to design education courses and activities to sensitize teachers and students to intercultural differences.

All in all, a university that ignores the globalization processes and its associated challenges does not stand a chance in the medium term, and possibly not even in the short term. Only an internationalized university will be able to meet society's expectations, actively shape the globalization process and ensure its own competitiveness.

[To be finalized with more country level experiences with internationalization strategies by the Romanian experts]

#### b. Trends at the macro level

According to IAU and the experts the concept of **internationalization** is suffering a lot of changes. Eva Egron-Polak, the IAU Secretary General, mentions in the article "Higher Education Internationalization: Seeking a New Balance of Values"<sup>17</sup> that in the last decade the perceptions regarding internationalization have changed in an accelerated manner. The most remarkable changes of perceptions are:

- from cooperation for "capacity building" to cooperation in order to create alliances to win in the global competition;
- from offering access to international students to new programs around the world to the focus for brain drain in the world;
- from solidarity based academic partnerships to "strategic partnerships linked to economic and geopolitical goals";
- a tendency for higher education institutions to put more emphasis on prestige and rankings positioning – a formal approach – rather than on providing their students with an internationalization experience with added value.

The concept of internationalization has also been seen differently in the context of the **involvement of new private educational providers**. Despite the intensity of these shifts/changes one can say that these are the new trends at the global level.

Due to the diversity of the values and mission of higher education across continents, institutions, countries and regions worldwide pursue a variety of goals at different times and participate in diverse ways in the HE internationalization process. "Examples, such as Africa under colonial rule, where access to higher education meant travelling abroad to attend one of the universities of the colonial power, or more recently the Bologna Process, which is radically changing the higher education landscape in Europe through internationally coordinated reforms, illustrate how internationalization fulfills different purposes and brings different rewards and challenges."<sup>18</sup>

As the IAU study (Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012) underlines that the concept of internationalization has changed from what it was in the 1960s or 1980s. "A widening of drivers of higher education internationalization has had the effect of making internationalization more of an institutional imperative. The balancing of multiple intended outcomes while

<sup>17</sup> Eva Egron Polak, Higher Education Internationalization: Seeking a New Balance of Values, September 2012

<sup>18</sup> IAU, Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012





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Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 preserving essential institutional core values and missions is both a challenge and an opportunity. Internationalization is taking place in a radically new, complex, differentiated, and globalized context. The resulting changes in goals, activities, and actors have led to a re-examination of terminology, conceptual frameworks and previous understandings and, more importantly, to an increased but healthy questioning of internationalization's values, purposes, goals and means."<sup>19</sup>

According to the most recent IAU Global Survey Report, "Internationalization is becoming highly complex and IAU has long recognized that it is not a 'one size fits all' process. Neither its impacts, in terms of benefits and risks, nor the goals and objectives pursued are the same in all regions of the world or in all institutions."

Some of the conclusions of the IAU Global Survey Report highlight that the "top priority internationalization activities are similar in institutions of all sizes. However, the importance given to each activity differs quite dramatically. Research collaboration is clearly the priority focus for large institutions, whereas the outgoing mobility of students ranks as the most important focus for small institutions."<sup>20</sup> Also, internationalization seems to be related to the size of the institution, as the larger the institution is, the higher its importance for its leaders. One of the notes from the survey reports that the "priorities in HE in Europe seem to align closely with the Bologna Process Action Lines and aspects of the Lisbon Strategy that focus only on certain aspects of 'internationalization at home' and 'internationalization abroad'." In Europe the focus on research collaboration seems to be less in comparison with other regions and it is ranked as the third priority activity for internationalization. It is considered that "regional collaboration and intra-regional mobility programmes and partnerships are likely to be emphasized in the future". Also, institutional leaders seem to be seen as the most important actors of the internationalization process at the institutional level.

To conclude briefly, the importance of internationalization for all types of HEIs and governments has grown and it is still in a continuous expansion all over the world. The main conclusion is that the concept of 'internationalization' has gained different understandings and there are various ways in which internationalization is interpreted and pursued in all regions of the world. There are both positive and less positive effects of the process of internationalization, which need to be taken into account by both HEIs and governments.

<sup>19</sup> IAU, Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012

<sup>20</sup> IAU, Internationalization of Higher Education: Global Trends, Regional Perspectives, September 2010, p 28

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### III. Internationalization in Romania

#### 1. Short history

##### *Evolution of Romania's demography*

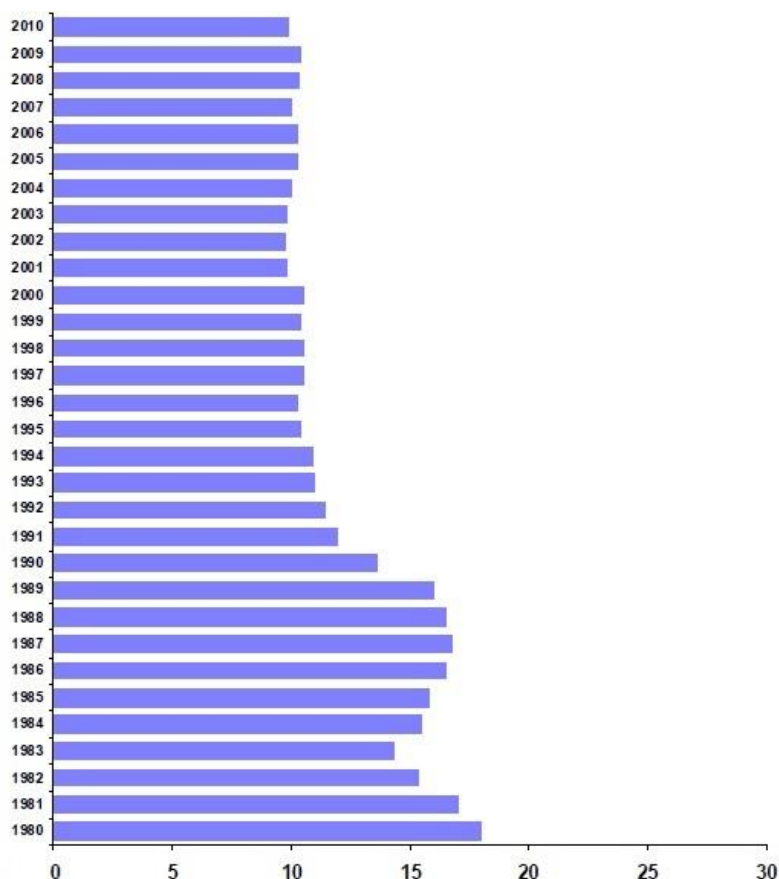


Figure 3 - Evolution of birth rate in Romania.

##### *Evolution of the number of foreign students*

From the beginning of the century Romanian universities enrolled foreign students, but the percentage did not exceed 1% of the total student body. During the communist regime, the number of foreign students began to rise, reaching a peak in 1980 with Romania ranking in the first 15 countries of the world providing academic services for foreign students, with 16,962 foreign students enrolled in 1981. In that timeframe, a series of policies for attracting foreign students were established. Tuitions were lowered comparatively to other countries and specific services were created, such as Romanian language courses, access to libraries, special university regulations, special meal and accommodation provisions and scholarships from the Romanian state (yet the majority still paid for their studies). „In less than 10 years the number of foreign students in Romania reached 10% of enrolled students”<sup>21</sup>. In 1981 – 1989 the number of foreign students suffered a drastic reduction, that was somewhat alleviated after the fall of communism in 1989, but

<sup>21</sup> Remus Pricopie, *Diagnosis Analysis- Universities in the Context of Europeanization and Globalization*, 2004 – p. 26

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Romania was never again that important on the international education market "After the events in 1989 and the collapse of the communist regime, the foreign interest in Romania began to rise again, but the apathy of public authorities and of universities led to a decrease in Romania's importance on the international higher education market (Pricopie 2004)."

After 1989, the origin of foreign students in Romania diversified, since Romania signed new bilateral agreements with other states from Europe, Canada and the USA, with provisions for student exchange. Additionally, starting with 1996, Romania joined the SOCRATES program containing an important component of academic exchange – ERASMUS. From 1991, the Romanian government began offering a series of scholarships to students from the Republic of Moldova (Basarabia)<sup>22</sup>. However, their situation needs to be approached differently, the interest of the Romanian state into this category of students having a historical basis and implementing special policies for attracting these students. Since they are Romanian-speaking students, the teachers do not treat them as foreign students. They do not pay tuition fees, benefit from special accommodation conditions and in most cases receive a special scholarship from the Romanian state.

According to a study „Diagnosis Analysis- Universities in the Context of Europeanization and Globalization”<sup>23</sup>, starting with the '90s, in order to encourage internationalization the Ministry of Education launched study programs (in domains such as medicine, political sciences, engineering, public administration) in internationally used languages (English, German, French, Hungarian). Thus, in 2002 – 2003 academic year the number foreign students reached to 9,830 (1.69% of total students). The total number of foreign students (students enrolled in Romania, Erasmus, bilateral partnerships) in 2009 was 15,391 originating from Europe (69%), Asia (16.1%), Africa (13.2%), North America and South Australia (1.7%), according to the National Institute of Statistics (INS) - 2008.

The evolution of foreign students enrolled in Romania for the 1960-2009 timeframe can be observed in fig. 4 below.

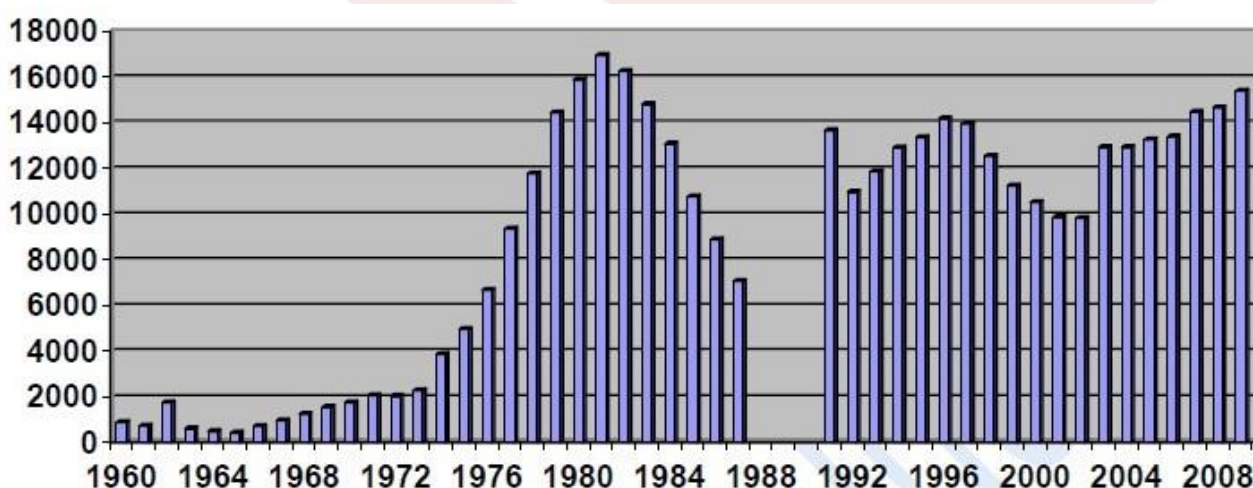


Figure 4 Foreign students enrolled in 1960-2009

<sup>22</sup> <http://en.wikipedia.org/wiki/Bessarabia>

<sup>23</sup> Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization



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The total number foreign students studying in Romania according to bilateral agreements with other countries has not been identified from official data sources. The number of incoming mobile students to Romania through Erasmus is four times smaller than the number of outgoing students with this program. As such, Romania is seen as a net exporting country for foreign students, which raises concerns regarding the phenomenon of *brain drain*. In the academic year 2009-2010 the number of students from foreign higher education institutions was 1,359 for all levels of study, while the number of Romanian students with at least 3 months scholarships to universities abroad was 4,768 in all levels of study. These numbers show that the quota of incoming students is 3.5 times lower than that of outgoing students.

### Evolution of the gender participation in HE

In regard to participation in higher education according to gender, the Report on the State of Higher Education in Romania 2011 outlines the following gender distribution:

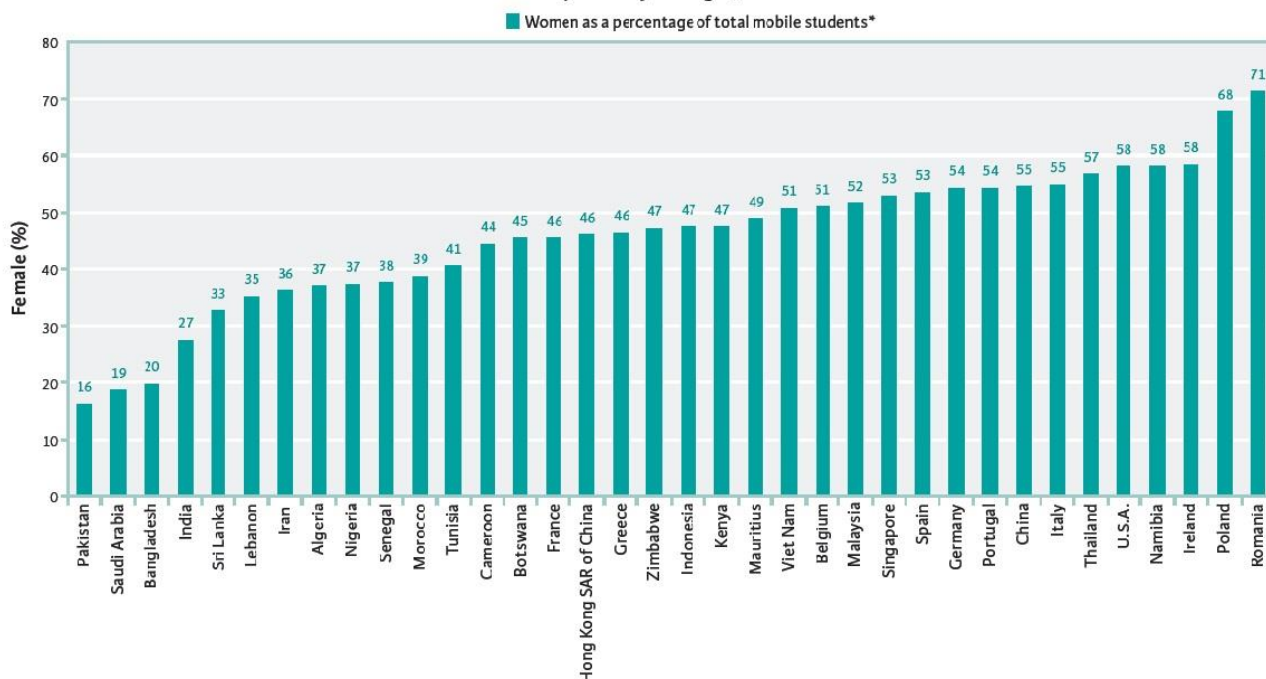
	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Female (%)	42.6	45.1	50.8	54.1	61.7	58.4	50.7	45.7
Male (%)	33.5	35.4	39	40.6	45.9	45.3	39.5	36.2

Table 1 Gender distribution, population aged 19-23, and source: INS 2003-2011

According to UNESCO Institute of Statistics, in 2008, around 3 million students were enrolled in tertiary educational institutions outside of their country of origin, and 49% of these students were women.

### What is the share of female mobile students?

Percentage of female mobile students in Australia, Canada, France, South Africa and the United Kingdom by country of origin, 2008



Notes: Countries selected have more than 5,000 mobile students and, mostly, more than one-third of their total outbound mobile students based in those five host countries.  
\* Based on total number of mobile students who studied in Australia, Canada, France, South Africa and the United Kingdom.

Figure 5 Percentage of female mobile students - Source: UNESCO Institute of Statistics



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Figure 5<sup>24</sup> presents the female proportions of mobile students in Australia, Canada, South Africa and the UK by country of origin in 2008. Overall, women are more likely to study abroad in countries with high rates of female participation in tertiary education. The percentage of female mobile students from **Romania is 71% out of the total mobile students from Romania.**

At the beginning of 2012, Romania had a population of 21.35 million inhabitants out of which approximately 10, 4 million were men (48,7%) and 10, 9 million were women (51,3%). **In 2010 – 2012 Romania's population decreased by 106.000 persons.**

### ***Evolution of high school graduates and first year university students***

Analyzing the data provided by INS regarding the evolution of the number of students enrolled for the first time in the first year of study, which have passed baccalaureate exam, the following trends can be observed:

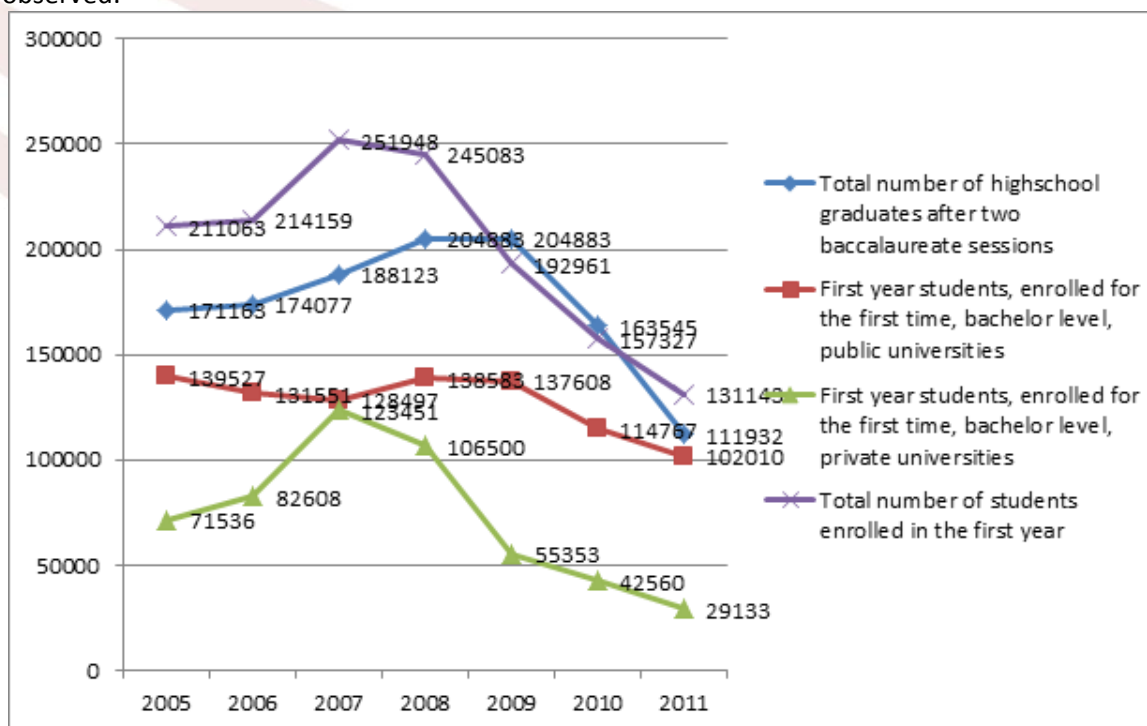


Figure 6 The evolution of students enrolled for the first time, Bachelor level. Source: INS

According to data provided above, the following conclusions can be drawn:

- the decreased number of baccalaureate graduates can be seen as a cause for the decrease in the total number of first year Bachelor students;
- the decrease in the number of students enrolled in the first Bachelor year seems to be more pronounced in private schools than in public schools. At the beginning of the academic year 2012,

<sup>24</sup> UNESCO Institute of Statistics- GLOBAL EDUCATION DIGEST 2010, Comparing Education Statistics Across the World, 2010, p 72

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 the number of first year students enrolled in private universities represented only 22% of all students enrolled in the first year;

- the total number of students enrolled in the first Bachelor year exceeds the number of high school graduates with a baccalaureate degree in the same year. This conclusion is valid for all years that were analyzed;
- the total number of Romanian students is decreasing, looking at the negative trend of the enrolment figures for the first year Bachelor students in the past three years (the number of first year students in 2011/2012 has decreased by 48% compared to 2007/2008). The possible causes for this phenomenon are: the overall decrease in the number of pupils and a drop in the baccalaureate success rate (to 63.4%).

According to data collected as part of university classification process<sup>25</sup>, the following evolution is outlined:

	2005 /2006	2006 /2007	2007 /2008	2008 /2009	2009 /2010
<b>Total</b>	<b>859,030</b>	<b>961,114</b>	<b>1,076,050</b>	<b>1,072,721</b>	<b>971,537</b>

Table 2 The Evolution of the Number of Students, source university classification process; Data do not include foreign students

One can observe an increase in the number of students until the university year 2007/2008, with numbers decreasing after that. According to the INS the number of enrolled students **at bachelor level in 2011/2012 is approximately 40% lower than the number of enrolled students in 2007/2008.**

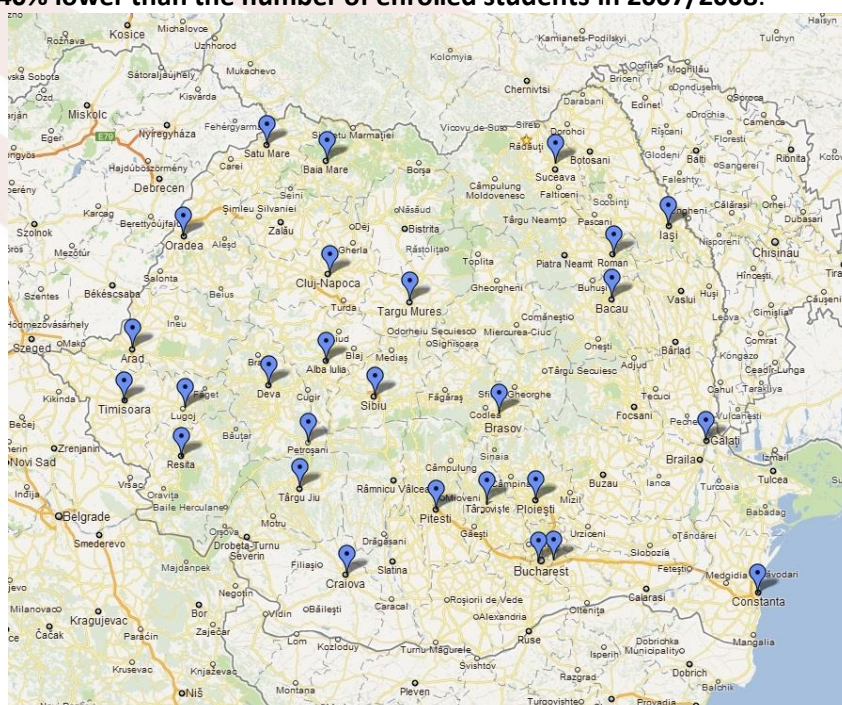


Figure 7 University centers in Romania

<sup>25</sup> The process of collecting the data and information for evaluating universities and study programs to the purpose of classifications of universities and hierarchies of the study programs <http://chestionar.uefiscdi.ro/>



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**Evolution of the number of students per university centers**

As shown in Figure 7, in Romania there are 27 university centers.

Regarding the repartition of students by university centers, according to the INS, at the beginning of the academic year 2012-2013 the distribution of students in **public and private universities** by cities is as follows:

Distribution of students in public universities by cities		Distribution of students in private universities by cities	
Bucharest	23.20%	Bucharest	52.6%
Cluj-Napoca	12.80%	Arad	7.8%
Iasi	11.70%	Brasov	6.4%
Timisoara	7.80%	Constanta	5.3%
Constanta	5.20%	Timisoara	3.2%
Craiova	4.80%	Iasi	3.2%
Brasov	4.30%	Craiova	3.0%
Sibiu	3.80%	Galati	2.6%
Oradea	3.50%	Cluj-Napoca	2.1%
Galati	3%	Sibiu	2.0%
Pitesti	2.20%		
Targu-Mures	2.10%		
Suceava	2.10%		

Table 3 Distribution of students by cities Source: INS

As one can see from the table above, 50% of the students that study in public universities are distributed in the four university cities – Bucharest, Cluj-Napoca, Iasi and Timisoara, which are also the largest cities in Romania. On the other hand, in the private university sector, more than 50% of the students are concentrated in Bucharest.

### Legislative background for Romanian HE

Through the Education Law (Law 84/1995, republished and subsequently revised), university autonomy was guaranteed, higher education institutions were being granted the right to establish and implement their own development policies, within the general provisions of the legislation and under the coordination of the Ministry of Education. However, the autonomy they had was limited for certain aspects, out of which two appear prominent: the personnel policy and the financial policies. The university academic and administrative personnel has the legal status of public domain employees, so the quantum of the salaries, the recruitment and professional advancement procedures were (and still are) governed by the strict provisions of the laws for public domain employees. The Rector had to be elected by the governing body which is democratically elected within the university community, usually by the University Senate (the university body deciding on both academic and important administrative issues). The selection of the rector had to be confirmed by the Ministry of Education.

This law, which was replaced by Law 1/2011, had no mention or policies for internationalization or mobility. The Ministry of Education was the body that established the procedures of recognition and equivalence of diploma or certificates and scientific titles issued abroad, based on internal rules, taking into account the



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According to 1995 law, the teaching staff was encouraged to take part in training programs and exchanges at national and international level, specialization and university cooperation programs in the country and abroad, as well as in scientific research programs, conducted in the country or through international cooperation.

Even though the law 84/1995 underwent many amendments over time, none were aimed at the internationalization of education. One could talk about references to internationalization after 2004 when Romania released a new law (no. 288/2004<sup>27</sup>), which imposed a shift to the three cycles according to the Bologna Process principles. Since the academic year 2005/2006, the higher education system in Romania has been organized into three cycles: first degree (Bachelor) programs, master programs and PhD (doctorate) programs compatible with the European Qualification Framework, as prescribed in Law 288/2004. Also the ECTS system and the diploma supplement were introduced as mandatory elements at national level. Starting with 2005, Romanian HEIs release the Diploma Supplement in both Romanian and English language free of charge. The national diploma supplement is not fully in line with the internationally promoted format which enables universities to apply for the DS Label promoted by the European Commission, but includes all the information which is foreseen in the European template.

In February 2011, a new Law on Education (LEN - Law 1/2011) was adopted, with a number of major changes compared to the previous education law no. 84/1995. Among these changes, Romanian universities were classified as follows:

- universities focused on education: up to bachelor (Bologna first cycle);
- education and research universities or art and creation universities: up to master (Bologna second cycle);
- advanced research and education universities : up to doctorate (Bologna third cycle).

Following these legally imposed university categories, public financing for public higher education institutions is now differentiated by category of universities, and depends on how university study programs (as part of a specific field of study) rank in a hierarchy created as a result of the 2011-2012 data collection exercise<sup>28</sup>. The classification process has been controversial and there are cases in which the classification in specific universities has been invalidated by court decisions. According to the evaluation made by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), the Government adopts a decision on an annual basis<sup>29</sup> that regulates the maximum capacity for enrolment at national scale for each higher education field of study.

<sup>26</sup> Law 84/1995

<sup>27</sup> <http://www.cdep.ro/interpel/2008/i4065B.pdf>; <http://lege5.ro/Gratuit/gu3dqnu/legea-288-2004-lege-privind-organizarea-studiilor-universitare>

<sup>28</sup> <http://chestionar.uefiscdi.ro/>

<sup>29</sup> Government Decision (G.D.) no. 966/2011, [http://ec.europa.eu/europe2020/pdf/nd/nrp2012\\_romania\\_en.pdf](http://ec.europa.eu/europe2020/pdf/nd/nrp2012_romania_en.pdf)

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Law 1/ 2011 introduced two alternative ways in selecting university leadership: managerial system (public competition based on a methodology approved by the University Senate) and the "democratic" system (by universal, direct and secret vote of all teaching and research staff, faculty and student representatives from councils or from the university senate). **According to these provisions most Romanian universities went through a new process of elections in 2012. It is worth mentioning that Romanian universities chose the "democratic" system of election. Also, universities had to rewrite their charters (according to the new Law), and subsequently change their strategies / management plans.**

Another essential provision newly introduced by the Education Law is the principle of "freedom of national and international mobility of students, teachers and researchers"<sup>30</sup>. Also, in terms of teacher training the Law states that "practical training in pedagogical MA programs can be achieved through a European Union program as a training period (component dedicated to initial teaching training) – certified by the Europass Mobility". The Education Law also encourages universities to develop programs in international languages and joint study programs, by offering preferential financing in this sense (LEN, art. 225, paragraph 1).

In order to have a brief overview of how high internationalization features as a formal concern for Romanian universities, a qualitative analysis of 46 strategies and operational plans of Romanian state and private universities (documents that can be modified or changed by the new leadership) was carried out by the project team. This analysis showed that at least seven of the analyzed universities do not have organizational departments of international relations, which could be identified on the official websites of universities. In case of more than 12 higher education institutions, the terms of institutional strategies on internationalization and mobility are more than vague or missing. 21 other universities mentioned internationalization of education, mobility and partnerships in general terms, but one cannot speak of comprehensive strategies with specific objectives on this dimension. Only 13 out of the 46 universities listed references and clear objectives for internationalization of education.

## ***2. The internationalization of Romanian HE as a result of various policy processes***

### ***Romania and the Bologna Process***

The higher education institutions implementing the Bologna Process have committed to the internationalization of their activity. In this respect, the first Ministerial Communiqué (Bologna, 1999) emphasized the promotion of the European dimension, especially in terms of curriculum development, inter-institutional and mobility partnerships and joint study programs. In 2007, in London, the "EHEA in a global setting" strategy was adopted by Bologna Process countries. In this document the EHEA members committed to enhance the EHEA attractiveness and competitiveness, to foster cooperation based on partnerships, to intensify policy dialogue and to further recognition of qualifications.

Regarding Romania's commitments on internationalization, mobility of students, teachers and researchers, an essential component of the Bologna Process, was reiterated in all EHEA Ministerial Communiqués. The main challenges related to the fulfillment of the commitments regarding mobility were identified as:

- portability of grants and loans;

<sup>30</sup> LEN, art.118, al.1, letter j.

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- recognition of studies;
- removing obstacles and financial barriers to the mobility of students and teachers;
- facilitation of visa and work permits;
- flexibility of learning paths;
- undertaking the necessary steps to improve the quality and coverage of statistical data on student mobility ;
- action required at HEIs level.

Therefore, **it is desirable that universities build their own strategy on internationalization** and promote mobility taking into account their profile and involving students, researchers, teachers and other staff. Also, the 2007 "EHEA in a Global Setting Strategy" and the 2012 EHEA Mobility Strategy: "Mobility for Better Learning" outline the need for a national strategy on the internationalization of education in which the government sets out national priorities and directions, so that universities can engage and develop strong institutional policies.

The Leuven Communiqué (2009) sets a clear target for mobility in the Bologna Process: at least 20% of those graduating in the EHEA should have had a study or training period abroad by 2020. The Strategy "Mobility for Better Learning" adopted in the Bucharest Ministerial Conference (2012) reiterates the target set in the Leuven Communiqué.

The specific objectives relating to mobility, set by the Bologna Process are as follows:

- full portability of study grants and loans;
- mobility target of 20% mobile graduates;
- flexibility of the pension systems for teachers;
- granting of visas and work permits;
- establishing a network of experts.

Regarding Romania's involvement in BFUG Working Groups and Networks, it is worth mentioning that:

- In 2004 – 2005, Romania was represented by Ion Ciuca and Radu Damian in the BFUG Working Group on Portability of Grants and Loans;
- Luminița Nicolescu was Chair of the International Openness BFUG Working Group in 2010 – 2012;
- At present, Romania is Co-Chair of Network of Experts on Student Support in Europe (NESSIE), the network established in accordance to the commitment stipulated in London and UEFISCDI organized the last annual network meeting in Bucharest. The Romanian representative is Marilena Din;
- Romania is represented by Adrian Curaj in the 2012 – 2015 BFUG Working Group on "Mobility and internationalization", developed in order to contribute to the implementation of the strategy "Mobility for better learning" adopted in the Ministerial Conference in Bucharest, 2012;
- Horia Iovu is the Co-Chair of the 2012 – 2015 EHEA Working Group on the Third Cycle.

The main commitments of Romania in the Bologna Process regarding instruments enabling internationalization, as well as how these commitments were implemented are described below.

- *The three Bologna cycles of higher education* were first stipulated in Romania by the provisions of Law no. 288/2004. They were actually implemented in the academic year 2005/2006 and represent an





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important step towards harmonization of higher education structures and programs at European level which facilitates recognition of studies and cross-border mobilities of students and graduates.

- *Recognition of Qualifications* - Romania was among the first five countries which ratified and implemented the 1997 Lisbon Convention on the Recognition of Qualifications Concerning Higher Education, which is the main legal instrument for academic recognition and for professional recognition of qualifications in the non-regulated part of the EU labor market. The network of ENIC/NARIC offices and the national recognition centers assure a fair assessment and recognition of qualifications in higher education based on appropriate information concerning the awarding institution and the personal learning performance of the diploma holder.
- *Implementation of the European Credit Transfers System – ECTS* in Romania: The first methodological recommendation on how to implement ECTS in Romanian universities was issued by the Ministry of Education even before signing-up the Bologna Declaration. The initial Ministerial Order No. 4822/1998 concerning the implementation of ECTS has been updated by the Ministerial Order 3617/2005, as the Romanian higher education was reorganized into the three Bologna study cycles. ECTS is currently recognized by all Romanian universities as a learner-centered system for accumulation and transfer of personal achievements in education and training, a powerful instrument that backs the Bologna Process, in making learning achievements of students more transparent, in enhancing cross-border and inter-institutional mobility.
- *Implementation of the Diploma Supplement*: The 2000 European Council meeting in Lisbon revealed the need for more information on the learning outcomes. As a pro-active measure, European universities were invited to implement the Council of Europe/UNESCO Diploma Supplement and to deliver it for free to all the graduates and, where possible, in a bilingual format in order to support the international mobility of the diploma holder. Romanian universities have implemented this recommendation since 2005<sup>31</sup> a comprehensive bilingual Diploma Supplement (Romanian and English). The model used at the national level is based on the model promoted by the European Commission, Council of Europe and UNESCO. The national model is bilingual, is issued automatically and free for graduates from all universities in Romania and for all levels of education. However, the national diploma supplement model does not fully meet the international format promoted<sup>32</sup>, leading to an inability of universities to apply for DS Label promoted by the European Commission.
- The Bologna Declaration and the Communiqués of the Follow-Up Ministerial Conferences open "new avenues" in the process of higher education internationalization. Subsequently to the need to achieve greater compatibility and comparability among the intra-European higher education systems, the signatory countries explicitly express their goal *to ensure that the European higher education acquires a worldwide attractiveness*. Among the measures recommended by the follow-up conferences, one can signal:
  - *Readiness to further develop scholarship programs for international students* (Prague, 2001): Romania annually signs partnership agreements on education with various countries and distributes a number of scholarships for students. The implementing agency is the Agency for Students Loans and Scholarships (ACBS – Agenția de Credite și Burse de Studii). In the context of limited public financing of the higher education sector, Romania offers a modest number of scholarships for international students, mainly based on bilateral agreements, and did not develop a strategy aiming at systematically attracting foreign students.

<sup>31</sup> [http://www.ncis.ro/portal/page?\\_pageid=117,70221&\\_dad=portal&\\_schema=PORTAL](http://www.ncis.ro/portal/page?_pageid=117,70221&_dad=portal&_schema=PORTAL)

<sup>32</sup> [http://ec.europa.eu/education/policies/rec\\_qual/recognition/ds\\_en.pdf](http://ec.europa.eu/education/policies/rec_qual/recognition/ds_en.pdf)

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- *Encouragement of cooperation with regions of other parts of the world* by opening Bologna seminars and conferences to representatives of these regions (Berlin, 2003): Romania participates in such seminars and conferences with an aim to share good experience registered at university level in improving institutional management, fostering inter-university mobility and cross-border recognition of learning outcomes.
- *Development of a strategy for the external dimension of the Bologna Process* (Bergen, 2005): as the European reform model has generated considerable interest in other parts of the world, the Bologna Follow-Up Group was empowered to design such a strategy by consulting all the participating countries in the Bologna Process. The strategy was adopted by consensus during the Ministerial Follow-Up Conference in London, 2007 but no Romanian measures aiming at its implementations have been adopted so far.
- *Improvement of information available about EHEA and reinforcing recognition of learning outcomes and qualifications* (London, 2007): Romania has implemented appropriate measures concerning transparency of the educational offer of universities and the international recognition of qualifications awarded. Romania also participates both at ministerial and expert levels in the dialogue with Asian countries in the framework of ASEM (Asia-Europe Meeting) as well as with Latin-American and Caribbean countries in the framework of EU-LAC (European Union, Latin America and the Caribbean Summit).
- *Organization of Bologna Policy Forum* involving a variety of stakeholders (Leuven and Louvain-La-Neuve, 2009) as a means of enhanced policy dialogue of Europe with the other parts of the world: Romania has been present in all the meetings and organized the Bologna Policy Forum during the Bologna Ministerial Conference from Bucharest in 2012.
- *Transnational education should be governed by the European Standards and Guidelines for quality assurance as applicable in the EHEA* (Leuven and Louvain-La-Neuve, 2009): Romania through its Quality Assurance Agency for Higher Education – ARACIS has extended its methodological guidelines and procedures in order to cover this recommendation and is actively applying them in the external evaluation of the cross-border provision of higher education.
- *Strengthening mobility for better learning* (Bucharest, 2012) has been adopted as an addendum to the Bucharest Ministerial Communique and asks for increased efforts to promote in all higher education institutions an internationalization element via cross border mobility, portability of national study grants and loans across the EHEA and fair academic and professional recognition of learning outcomes, including recognition of non-formal and informal learning. Most of these Ministerial Conference recommendations are integrated in the provisions of the National Education Law no. 1/2011, but still wait for full implementation in the Romanian higher education sector.

On a last note, the BFUG working group on mobility and internationalization, recently raised a very important question regarding the definition of "staff mobility". At the global level, there this term has a variety of meanings and in order to have a common understanding for all Bologna member countries there is a need to clarify this concept, as others were recently clarified for the purpose of data collection (such as student mobility etc).



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**Romania and Francophony**

Romanian language is part of the Latin languages family, which creates the prerequisites for an active involvement in the francophone countries networking. The francophone component of the Romanian history built over the last 200 years has resisted even in extremely precarious conditions imposed after the Second World War during the communist period.<sup>33</sup> In 1993 Romania became full member of the Institutional Francophony. In 1994 the Regional Office for Central and Eastern Europe (BECO) of the Francophone University Agency (AUF) - <http://www.auf.org> - was opened in Bucharest, which groups nowadays 86 institutions of higher education and research from 17 different countries of the region. Since 2003, the regional antenna of the Organisation internationale de la Francophonie for Central and Eastern Europe functions in the BECO office/headquarters.

The main institutions and services that manage the links with the Francophony are the Ministry of Foreign Affairs (UN Direction, specialized agencies and national correspondent attached to the OIF<sup>34</sup>), The Presidential Administration (personal delegate of the Romanian President regarding Francophony), Ministry of Culture and National Heritage and Ministry of National Education. In 2006 Romania hosted the *XI Francophonie Summit* dedicated to "information technology in education". This was the first time when Romania hosted an event of this scale bringing together 36 head of states and governments, 25 foreign ministers and 11 ministers of culture and Francophony. In relation to its commitments related to education and the Francophony, Romania started in 2007 the "Eugen Ionesco" Scholarships programme in cooperation with University Agency of the Francophony. This program is designated for PhD students and researchers from the francophone countries who want to study and develop research projects in Romanian universities.

In the field of higher education one can mention the following aspects:

- CONFRECO is the acronym of the rectors' conferences of universities which are members of the Francophone University Agency. It is currently focusing on the development of a new quality culture in the universities of the region.
- A network of five digital francophone campuses is active in the region with access points in each of the countries. 11 of the 21 access points to the network of digital campuses are located in Romanian universities.

### **Romania and other regional initiatives**

Romania's higher education sector shows also various commitments at regional level. In the absence of an internationalization strategy, the participation to regional cooperation initiatives is in most of the cases a reactive attitude with poor impact at university level. Some of these regional cooperation initiatives are presented in a resumed form below:

- **The South-Eastern European Regional Cooperation Council**<sup>35</sup> activates since February 2008. In the field of human capital building, Romania acted together with Austria as coordinating country of the task force for *Fostering and Building Human Capital* (until June 2012). The task force offered the organizational frame for dialogue and cooperation in higher education and research. An agency of the Regional Cooperation Council has been build-up in order to foster the *Education Reform*

<sup>33</sup> <http://www.mae.ro/node/1885?page=2>

<sup>34</sup> Organisation Internationale de la Francophonie

<sup>35</sup> <http://www.rcc.int/>



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- Romania is an active participant in the **Regional Network on Qualifications Networks for South East Europe**<sup>37</sup>, which has been created in July 2008 on the initiative of the Council of Europe and European Commission – DG IV, Directorate of Education and Languages. The aim of this network is to exchange good practices in the design and implementation of national qualifications' frameworks in higher education in the countries of South East Europe.
- **The Central European Exchange Programme for University Studies – CEEPUS**<sup>38</sup> promotes through its third generation framework CEEPUS III university networks operating joint programmes, especially Joint Doctoral Programmes: Romania has adopted in 2011 appropriate legal (HG NO.681/June 2011) and financial measures in order to be actively involved in the programme<sup>39</sup>.
- **The Black Sea University Network – BSUN**<sup>40</sup> has been established in 1997. The Ovidius University in Constanta hosted the first presidency of the network between 1998 and 2000. Romania is actively taking part in the specific activities of the network which foster the academic and scientific cooperation of universities of the 12 member states.
- **The Consortium of Universities from Romania, Moldova and Ukraine**<sup>41</sup> has been established in 2011. This consortium includes six universities from the three countries and has various aims in close connection to internationalization of higher education: mobility of staff and students, developing joint degrees, enhancing cooperation in teaching methods and research, developing joint projects etc.
- **The Danube Regional cooperation (EUSDR)** is a macro-regional strategy adopted by the European Commission in December 2010 and endorsed by the European Council in 2011. The Strategy was jointly developed by the Commission, together with the Danube Region countries and stakeholders, in order to address common challenges together.

According to EUSDR the action plan strongly supports the Europe 2020 Strategy, and focuses on "innovation, information society, competitiveness of enterprises, education, labor market and marginalized communities."<sup>42</sup> The Action Plan describes the main projects which aim to develop and support the main objectives listed above.

<sup>36</sup> <http://www.erisee.org/>

<sup>37</sup> [http://www.coe.int/t/dg4/highereducation/ehea2010/QF/CetinjeEN\\_08.asp](http://www.coe.int/t/dg4/highereducation/ehea2010/QF/CetinjeEN_08.asp)

<sup>38</sup> <http://www.ceepus.info/>

<sup>39</sup> <http://administraresite.edu.ro/index.php/articles/15866>

<sup>40</sup> <http://www.bsun.org/>

<sup>41</sup> <http://www.uaic.ro/uaic/bin/download/Cooperation/ReteleUniversitare/ConsortiutransfrontalierRO.pdf>

<sup>42</sup> <http://www.danube-region.eu/pages/what-is-the-eusdr>



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### ***International cooperation of Romanian universities***

- **The Coimbra Group**<sup>43</sup> – an association of European universities committed to creating special academic and cultural ties in order to promote, for the benefit of its members, internationalization, academic collaboration, excellence in learning and research, and service to society.
- **The Santander Group**<sup>44</sup> - this university network was founded in May 1992 in Spain with the aim of establishing special academic, cultural and socio-economic ties and of setting up specific and advanced facilities as well as privileged channels of information and exchange. The Group was also created to encourage contacts between universities and their surrounding communities or regions on matters related to social and technological development.
- **The Magna Charta Observatory**<sup>45</sup>, which aims to gather information, express opinions and prepare documents relating to the respect for, and protection of, the fundamental university values and rights laid down in the Magna Charta Universitatum signed in Bologna in 1988 by 388 Rectors of worldwide main universities.
- **UNICA (The Association of European Capitals)**<sup>46</sup> - a network of 42 universities from the capital cities of Europe, with a combined strength of over 120,000 staff and 1,500,000 students. Its role is to promote academic excellence, integration and co-operation between member universities throughout Europe. It seeks also to be a driving force in the development of the Bologna Process and to facilitate the integration of universities from Central and Eastern Europe into the European higher education area.
- **European Inter-University Centre for Human Rights and Democratisation (EIUC)**<sup>47</sup> is an interdisciplinary center formed by 41 universities from all European Union Member States. It is founded on a commitment to the realization of the values enshrined in the European Union Charter of Fundamental Rights, the promotion of high-level inter-disciplinary human rights education, research, training and culture, and a shared global understanding of human rights and democracy. EIUC is located in Venice, Italy.
- **Eurasian Universities Union (EURAS)**<sup>48</sup> is a non-profit international association, promoting cooperation among over 40 Universities from all around Europe, Asia and the Middle East and working for the global advancement of educational standards in the Eurasian region.
- **Central European Initiative University Network (CEI)**<sup>49</sup> - a network formed by 18 universities based on principle of students' and teachers' mobility at academic level. **Danube Rectors' Conference (DRC)**<sup>50</sup> – network of 56 universities in the Danube region aimed at improving higher education in teaching and research in this region by establishing and facilitating bilateral and multilateral contacts between the member universities.

<sup>43</sup> <http://www.coimbra-group.eu/>

<sup>44</sup> <http://www.sgroup.be/glowna.html>

<sup>45</sup> <http://www.magna-charta.org/Default.aspx>

<sup>46</sup> <http://www.unica-network.eu/>

<sup>47</sup> <http://www.eiuc.org/>

<sup>48</sup> <http://www.euras-edu.org/>

<sup>49</sup> <http://www.cei.int/content/post-graduate-studies-university-network>

<sup>50</sup> <http://www.drc-danube.org/>

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### 3. National Legislation

Elements relating to the internationalization of education are found in the national legislation, various public policies and a series of studies that are presented in this chapter. Romania does not have a significant number of national policies and strategies to encourage internationalization, but an attempt was made to list the existing elements of such documents that could constitute the base for a future national internationalization strategy. The identified obstacles that stand in the way of developing internationalization in Romania will be included in the last chapter of Part A of this material.

#### i. National Education Law (LEN; Law no. 1/2011)

It entered into force in January 2011. The **main changes brought by the new law of education are:**

- Increased autonomy and increased public responsibility. The new Law allows universities to establish their own mission, own organization system, institutional strategy, structure, activities, financial and human resources management;
- Classification of HEIs in three classes:
  - Universities focused on education: up to bachelor (Bologna first cycle);
  - Education and research universities or art and creation universities: up to master (Bologna second cycle);
  - Advanced research and education universities: up to doctorate (Bologna third cycle).
- Concentration of resources. The new law encourages the concentration of resources via financially rewarding institutions that decide to set-up of university consortia or merge voluntarily.
- Entrepreneurial universities. One of the two options foreseen by the Law for selecting university rectors is by entrusting this process to Senate-appointed "search committee" composed of 50% members of the university staff and 50% external high profile personalities.

In relation to internationalization of education, the new education law states that universities can organize joint study programs with institutions recognized / accredited by the state of origin in Romania or in other countries.

**Main amendments regarding Higher education institutions:** In their charters, universities are required to state the conditions under which they can sign and implement international partnerships, participations to European and international organizations, conditions related to research programs agreements with other economic actors and the conditions determining the destination of private funds.

Higher education institutions can establish teaching programs in minority languages and regarding the admission to universities, this is based on the same conditions for all EU citizens. Universities are encouraged to collaborate with foreign experts especially for doctoral supervision. Also, universities are encouraged to use both public and private funds to achieve their stated purposes. HEIs that are pursuing joint degrees with prestigious universities from abroad and programs undertaken in international languages are encouraged and supported financially.

**Main regulations to encourage teachers, students and researchers internationalization:** According to the new education law teachers, students and researchers with exceptional performance are supported through study or research grants at universities in the country and abroad. Also, students who have opted for a teaching career are encouraged to complete an internship abroad. Teachers are encouraged to apply



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Romanian ethnics from neighboring countries and those with permanent residence abroad are encouraged to study in Romania through specific measures (Please see chapter III. 4. Internationalization in Romania – National policies).

### The Statute of Teaching Staff

The Statute of Teaching Staff came into force with the national education law and is an integral part of it. The Statute encourages:

- Full teaching in international languages. Teaching activities in a foreign language (seminars, teaching, etc.) can be included in the teaching norm with a salary increase of 25%.
- Hiring foreign specialists as teachers, lecturers or guest associates is encouraged; the hiring decision is simplified because it is now endorsed by the department council and approved by the faculty council (increased university autonomy). According to the HE Law from 1995 the decision of hiring foreign specialist had to be approved by the university Senate.
- Recruiting international staff by legislating that university recruitment methodologies should not discriminate against foreign applicants. This means that the same conditions for employment apply regardless of the country of origin.
- Lucrative activity outside the country for teaching, research or work in international bodies etc. for all position-holders and their companions, by preserving their position at the university throughout the training period, mandate etc., whether they are state mandated or not.
- The permanent teaching staff to seek specialization or participation in scientific research in the country or abroad through their own initiative, with the right to unpaid leave (up to 3 years in an interval of 7 years).

### Code of rights and obligations for students

The Code of rights and obligations for students was proposed by student national organizations and adopted by Ministerial Order (no. 3666/2012). The document contains the rights and obligations of students. The code also includes provisions on internationalization of education. The following are encouraged:

- access to mobility programs with recognition of credits obtained, according to the law;
- access to information regarding funding resources for mobility from the first year of study;
- studying in mother tongue or a language of international circulation;
- equal access and within a normal timeframe for the enrollment to scholarships and mobility;
- access to loans through the Agency for Students Loans and Scholarships (ACBS). It should be noted though that currently the loan system in Romania is not yet established.

The students' federations should publicly present an annual report regarding the universities' level of compliance with the code.

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## ii. Other relevant legal provisions

### Elements in the Methodology for Distributing Public Funds for Basic and Supplementary Funding of Romanian Universities for Supporting Internationalization in Education<sup>51</sup>

The funding methodology for universities encourages them to develop programs in foreign languages and joint doctoral programs by assigning an additional fund on these grounds ("at least 30% of the amount allocated to state universities nationwide as core funding"<sup>52</sup>). Also, "at bachelor level, universities are encouraged to develop full study programs in foreign languages, studies partly conducted in international languages, programs in rare languages, studies conducted partly in rare languages and in Romanian, studies conducted in university external branches – outside the country. All these studies receive extra points in the methodology for calculating the allocation of funds. According to the methodology, the MA programs and doctoral studies in science and advanced technology, international languages programs in joint degrees and doctoral programs are encouraged by means of preferential financing.

### The Law on quality assurance in education

One of the main achievements for the Romanian higher education with a view to becoming an active and attractive part of the European Higher Education Area was the adoption of the Law 87/2006 on **quality assurance in education**. This law has a trans-sector approach of quality assurance, covering all the providers of educational services in Romania.

The Law on quality assurance in education includes:

- Methodology for quality assurance/ accreditation in higher education;
- External quality review procedures and criteria;
- Quality assurance at institutional level;
- Institutional arrangements involved in quality assurance.

The Law also provided the establishment of the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)** as an independent public institution with competences in accreditation, academic evaluation and quality assurance.

### Admission policies and Letter of acceptance

According to the law: "At the admission to public and private higher education, for each cycle and study program, the citizens of European Economic Area (EEA) Member States, and the Swiss Confederation may apply in the same manner provided by law for Romanian citizens, including in respect to tuition fees."

According to the Ministerial Ordinance no. 3359MD/11 March 2013 amending the Methodology for receiving EU third countries foreigners in public and private education accredited in Romania, approved in turn by the National Ministry of Education Ordinance no. 6.000/2012, candidates send files directly to the accredited HEIs of their choice. HEIs assess the folder and communicate to the Ministry of Education - Department of International Relations the list of students proposed for letter of acceptance. The Department of International Relations will issue the Letter of Acceptance which will be transmitted to the HEI. Before March 2013, recognition of studies completed abroad was done by a specific department in the

<sup>51</sup> [http://legestart.ro/Metodologia-2012-de-alocare-fondurilor-bugetare-finantarea-baza-finantarea-suplimentara-institutiilor-invatamant-superior-stat-Romania-anul-2012-\(NjA2MDQ1\).htm](http://legestart.ro/Metodologia-2012-de-alocare-fondurilor-bugetare-finantarea-baza-finantarea-suplimentara-institutiilor-invatamant-superior-stat-Romania-anul-2012-(NjA2MDQ1).htm)

<sup>52</sup> Idem 45

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 Ministry of National Education. Before the registration of candidates for admission, each candidate was required to submit a certificate of recognition of studies.<sup>53</sup>

There were no other national measures identified which support this commitment or prepare the transition from a national, centralized recognition system to one that is based on the principle of university autonomy.

Also, according to the Ministerial Ordinance no. 3359MD/11 March 2013, the list of universities offering Romanian language preparatory year courses was amended. There are 19 universities that now provide language preparatory year courses for foreign students which wish to study in Romania.

### Recognition procedures

According to the National Centre for Recognition and Equivalence of Diplomas (CNRED) website, for the academic year 2012/2013, applications for equivalence / recognition of nationals of Member States of the European Union, European Economic Area and the Swiss Confederation should be submitted to the National Centre for Recognition and Equivalence of Diplomas by 1 October 2012 (the date of the National Ministry of Education's Registration Office).

Applications can be sent by post to MEN-CNRED, with an address for submission of the university, or may be submitted in person at the MEN Registration Office before the end of the application period for admission. The documents must be submitted to the university in which admission is sought or to the Registration office of the National Ministry of Education.

On the 18<sup>th</sup> of May 2011, the Romanian Government has adopted a Decision through which it endorses the National Strategy regarding immigration for the 2011-2014 timeframe, one of the strategy's objectives being: „Promoting Romanian higher education and keeping foreign students that studied in Romania”. In the action lines mentioned in the national strategy the promotion of Romanian higher education institutions in order of attracting foreign students. No plan of action from the Ministry of National Education was found through which the strategy could be implemented.

### Visa and working permits

EHEA member states agreed that until 2010, they are going to make decisive progress concerning visa and work permit approvals for members of the academic community.

In Romania the „Scientific visa” was adopted for foreigners doing research in Romania for a period longer than three months. The „Scientific visa” allow foreigners to enter, stay and work in the European Union for a period longer than three months with the purpose of completing a research project, having received the preapproval of the scientific organization from Romania.

According to the National Authority for Scientific Research, starting from 2007 Romania applied the Directive 2005/71/EC named also the Directive „Scientific visa” which represents one of the community instruments being responsible for the acceleration of admission and mobility for foreign researchers in the

<sup>53</sup> Reference: O.M. 3313/2012 regarding the general conduct of organization and admission in university courses for bachelor, master and PhD for the academic year 2012-2013 [http://legestart.ro/Ordinul-3313-2012-cadrul-general-organizare-desfasurare-admiterii-ciclurile-studii-universitare-licenta-master-doctorat-anul-universitar-2012-2013-\(NjAyNzUw\).htm](http://legestart.ro/Ordinul-3313-2012-cadrul-general-organizare-desfasurare-admiterii-ciclurile-studii-universitare-licenta-master-doctorat-anul-universitar-2012-2013-(NjAyNzUw).htm)

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 European Union space. Last but not least, one of the objectives was that of increasing the UE attractiveness for researchers worldwide.

Therefore, the visa for prolonged stay for scientific research activities is granted to foreigners on the basis of a notice from the National Authority for Scientific Research and the Romanian Immigration Office. On the basis of the staying agreement from the host organization for research, the immigration authorities grant a staying permit through an accelerated procedure which gives the beholder the right to work on that specific project. The researcher is free to travel in the purpose of accomplishing the research project.

According to the activity report of the Romanian Immigration Office (ORI) for 2009<sup>54</sup>, in December 2008 1,201 study visas were issued by the Romanian state. In the year 2012, ORI issued 3,844 study visas. In Figure 9 outlines the evolution of the number of study visas issued yearly in Romania.

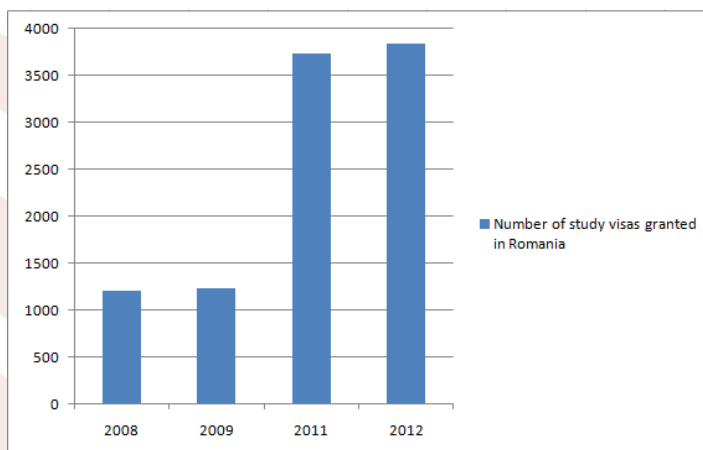


Figure 8 The annual evolution of the number of study visas granted in Romania

In regard to work permits, it should be kept in mind the fact that ORI does not report separately visas that grant work rights for any citizen and visas that grant working rights for the members of the academic community.

### iii. Rules and procedures with an impact on internationalization (admission policies – impact of the letter of acceptance, recognition procedures etc.)

At the beginning of 2012, Ministry of Education approved the CNRED proposal, Methodology for recognition of periods of study abroad through OMECTS 3223 / 08.02.2012. According to the methodology, "periods of study, based on agreements between the higher education institutions in Romania and accredited higher education institutions abroad or international programs, except for periods of study or placement in Erasmus mobility are recognized by universities in accordance with the respective agreements or mobility programs." In each accredited higher education institutions, resource centers of information

<sup>54</sup> <http://ori.mai.gov.ro/api/media/userfiles/FINAL%202009%20.pdf>



Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 and documentation (CRID) were established with duties specified in the subsequent procedure for recognition of periods of study.

According to the data provided by the National Centre for Recognition and Equivalence of Diplomas, in 2010 a number of 880 requests regarding the validation of study documents for EU citizens wanting to study in Romania were approved. In 2012 the number of requests more than doubled, with CNRED registering 2,135 requests approved.

Regarding work related recognition, the situation is as follows:

Year	UE Citizens	Non-UE Citizens
2010	114	490
2011	122	718
2012	271	772

*Table 4 The recognition of study documents of UE and non-UE citizens*

There were no other national measures identified which support this commitment or prepare the transition from a national, centralized recognition system to one that is based on the principle of university autonomy.

#### **4. Relevant Institutions Dealing with Internationalization within the Higher Education System**

This chapter will emphasize the central institutions responsible for higher education in the field of internationalization, strategies or plans that are aimed at internationalization, and the directions and departments responsible for this area and their specific responsibilities.

##### **Ministry of National Education – MEN ([www.edu.ro](http://www.edu.ro))<sup>55</sup>**

It is the most important authority in terms of higher education in Romania. It is organized in different departments that are in turn accountable for different tasks and levels of education. MEN has the responsibility for carrying out and implementing the national education law, has the rights of initiative and execution in finance and human resources policies in education.<sup>56</sup>

Also, according to art. 121 of Law on National Education no.1/2011, MEN is the public authority empowered to enforce the rules and regulations in the field of higher education and oversee the manner in which universities exercise their autonomy. The Ministry develops legislation on education, which is approved by the Parliament of Romania and subsequently published in the Official Monitor of Romania, thus coming into force.

In exercising its specific functions and responsibilities, MEN cooperates with other Ministers and institutional structures subordinated to the Government.

In terms of higher education internationalization, according to the organizational chart, in the Ministry of National Education, the General Department for Higher Education is the one which, in collaboration with the International Relations Department, the European Affairs Department and the Department for Bilateral

<sup>55</sup> Following the last Romanian Government change the Ministry has a new name: National Ministry of Education

<sup>56</sup> Reference National System overview on education systems in Europe - p.2

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013  
Relations and International Organizations has responsibilities regarding the promotion of Romanian higher education.

The MEN Department for Bilateral Relations and International Organizations monitors the implementation of approx. 200 bilateral agreement documents with 100 partner states. Within its structure projects and strategies regarding bilateral collaboration in education between Romania and other states are designed and set up. **The International Relations Department** focuses on the implementation of relations with international institutions. The **Compartment Romanians from Everywhere** aims mainly to preserve cultural and linguistic identity of Romanian communities from neighboring countries or other parts of the world.<sup>57</sup>

MEN also has in its structure the **International Students' Division** that was set up on September 15, 2009. Among its objectives are: promoting Romania's science image abroad and attracting a large number of foreign students; supporting public and private accredited universities to internationally promote the educational offer; develop, jointly with universities, promotional materials and participation to fairs to promote the Romanian education system; receiving and analyzing admission dossiers presented by foreigners who have expressed a desire to study in Romania, in order to issue – following a pre-admission from universities - the letter of acceptance to study; processing files belonging to youth nominated by Ministry of National Education, Ministry of Foreign Affairs, Ministry of Economy as scholars of the Romanian state and the records of foreigners applying for the preparatory year for learning the Romanian language; processing documents submitted by members of the diplomatic corps accredited in Romania and their family members in order to enter the education in our country; preparation of the Unique Register of Students<sup>58</sup>.

On the MEN website no national strategy on the internationalization of education was identified.

#### **Romanian Agency for Quality Assurance in Higher Education ([www.aracis.ro](http://www.aracis.ro))**

ARACIS is the institution conducting external evaluations of quality of education offered by higher education institutions and other organizations providing higher education study programs, operating in Romania. ARACIS provides evaluation and accreditation of public programs in both public and private universities.

Since 2009 the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)** became a member of the **European Association for Quality Assurance in Higher Education (ENQA)** and was included in the **European Quality Assurance Register for Higher Education (EQAR)**. Since the establishment of ARACIS in 2006, 74 universities received an institutional evaluation and over 4,200 study programs have been evaluated, according to the ARACIS methodology on quality assurance.

The ARACIS evaluation reports can be consulted at the following links:

- Institutional evaluations: <http://www.aracis.ro/en/evaluation-status/institutional-assessments/>
- Study programs evaluations: <http://www.aracis.ro/en/evaluation-status/archive/>

The Agency's mission is to assure and improve quality in the Romanian HE, with the following objectives: applying quality standards and testing the capacity of education providers to meet beneficiary expectations; developing an institutional culture of quality of education; submitting to MEN quality –

<sup>57</sup> Reference <http://www.edu.ro/index.php/articles/c27>

<sup>58</sup> <http://www.edu.ro/index.php/articles/c912>

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 improvement strategies and policies; improving external evaluation methodology, in compliance with the European Standards and Guidelines for QA in HE (ESG); establishing a permanent partnership with all actors in the national HE system (MEN<sup>59</sup>, CNCSIS<sup>60</sup>, CNFIS<sup>61</sup>, ANC<sup>62</sup>) as well as with representatives of the socio-economic environment, in order to correlate higher education with the labor market demands.

ARACIS also takes the internationalization component into consideration when evaluating universities, this issue being examined in its site visits and noted in the recommendations of the evaluation teams.

In terms of the role of international standards, it is perhaps worth mentioning that according to the Quality Assurance Law 87/2006, - if ARACIS (The Romanian Agency for Quality Assurance in Higher Education) is removed from the European Quality Assurance Register for Higher Education (EQAR), the activity of this institution officially ceases.

#### **The Agency for Students Loans and Scholarships - ACBS ([www.roburse.ro](http://www.roburse.ro))**

The Agency for Students Loans and Scholarships (ACBS) provides access to scholarships offered by the Ministry of National Education for different categories of users, and manages the loan system for students. Among the policies that encourage internationalization, especially mobility, the following are included:

- Scholarships for internships and post-graduate university studies between 2 and 10 months.
- Scholarships offered under bilateral cooperation agreements or unilaterally by other countries - for summer courses, complete or partial studies (bachelor, master, doctoral) research or specialization.
- Scholarships "Vasile Pârvan" and "Nicolae Iorga" established by Government Resolution no. 101/2002 - for internships and post-doctoral research and postgraduate training lasting two years, to Rome or Venice.
- Scholarship "Theodor Aman" established by Government Resolution no. 861/2003 - for study or research internships lasting up to 2 years in the field of fine arts.

The Government Resolution 697/1996, Article 3 states that the total number of scholarships for students conducting graduate and post-graduate studies abroad is capped at a maximum of 60 scholarships awarded in an academic year, totaling up to 600 scholarship months. Monthly scholarships amount to a maximum of \$1,000 / month (765 euro/month) and they should cover accommodation, food, books, supplies, small expenses and possible school fees.

The ACBS purpose is to ensure support for Romanian citizens to study abroad for training and specialization. It also ensures access of students, graduates of accredited educational institutions, tenured teaching staff and other categories of beneficiaries to scholarships offered by the Ministry of Education, other authorities, foundations, donors in different states in the bilateral cooperation agreements or unilaterally offered, as well as to scholarships from the government and international programs.

However, the student loans component is not currently functional at Agency level (no secondary legislation exists). The provisions in the Education law stipulate the fact that low-income students could receive loans from the Agency to pay for their studies, while students who will practice their profession at least 5 years in rural areas will be exempted from maximum 75% of the loan (being taken over by the state) in the amount

<sup>59</sup> Ministry of National Education (MEN)

<sup>60</sup> National Council of Scientific Research in Higher Education (CNCSIS)

<sup>61</sup> The National Council for Higher Education Funding (CNFIS)

<sup>62</sup> National Authority for Qualifications (ANC)



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In 2012, the Agency published 36 public competitions for grants, bilateral agreements between countries. There is no public overview of all students who received scholarships in 2011-2012. There is no strategy published on the [www.roburse.ro](http://www.roburse.ro) website for a review of the Agency's priorities.

### **The National Agency for Community Programs in Education and Professional Training ([www.anpcdefp.ro](http://www.anpcdefp.ro))**

The National Agency for Community Programs in Education and Professional Training (ANPCDEFP) is a public institution, subordinated to the Ministry of Education. ANPCDEFP was set-up by merging the former Socrates National Agency and the National Centre for Vocational Training Programme Leonardo da Vinci, both operating since 1996.

ANPCDEFP facilitates access to continuous and active learning paths at the European level. Its responsibilities include: management and allocation of European funds in the field of education, training and youth; supporting institutions, organizations and individuals to develop skills and competences; encouraging and supporting of networking, exchanges of experience, best practices and know-how; promotion of European values and integration of Romanian values in the European context; promotion of a culture of excellence on behalf of the European Commission.

### **The National Center for Recognition and Equivalency of Diplomas (<http://www.cnred.edu.ro>)**

The National Center for Recognition and Equivalency of Diplomas (CNRED) is the main authority in the recognition and equivalence of diplomas obtained abroad. This institution equates undergraduate and higher education diplomas, recognizes certain study documents, recognizes professional qualifications and certifies studying documents. According to the order establishing CNRED (Ministerial Order - 3677 of 4 April 2012), its main role is to encourage and regulate equivalence of diplomas obtained abroad which correspond to the Bologna Process three cycles in Romania within the same graduate studies cycle from abroad at accredited universities in Romania (art. 2).

Also, documents obtained as a result of studies abroad, which have a structure corresponding to the three cycles of the Bologna Process as implemented in Romania, are recognized by the National Centre for Recognition and Equivalence of Diplomas (art. 3). In terms of equivalence, universities are encouraged to develop also their own methodology for equivalence and recognition of degrees.



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## 5. Other National Policies

### i. National institutions with an impact regarding internationalization of education

In this section we will look at other ministries besides the Ministry of National Education and other institutions that have policies and take actions related to education and the internationalization of higher education.

In April 2011, the Romanian Government developed the Program for National Reform 2011-2013. Education is seen as playing a specific role in the process of reform in light of the provisions of the Strategy Europe 2020 and its targets for education: the reduction of the early school leaving to maximum 10% and the increase in the percentage of the 30-34 years old age cohort with higher education attainment to at least 40%. Romania envisages to decrease the rate of early school leaving from 18.4% in 2010 to 11.3% in 2020 and to increase the higher education attainment of the 30-34 years old cohort from 18.1% in 2010 to 26.7% in 2020<sup>63</sup>.

Romania had elections in 2012 and there was a change of government in the beginning of 2013. So far there is no new national strategy for reform. As the new Minister of Education declared that there is the need of stability in the Romanian education system and that no major changes will take place especially on short term, one assumes that previously set objectives for the education sector will still be followed. However, none of the directions included in the program makes specific reference to the internationalization of education and higher education in Romania, but some of them can indirectly contribute to it.

#### The Ministry of Foreign Affairs (MAE, [www.mae.ro](http://www.mae.ro))

MAE is another ministry in Romania that plays a role in the internationalization of higher education. As part of its cultural diplomacy, MAE is involved in cultural and educational exchanges and in promoting the educational offer of Romanian universities abroad. MAE considers that education and research are important aspects of the international cooperation in cultural diplomacy, but also in economic and political diplomacy. Therefore, the main objectives of MAE in the field of education and research are: to form elites by facilitating the access of foreign students to Romanian education and of Romanians to foreign education; to promote the contacts with the foreign graduates from Romanian universities and attract them in different cooperation programs from the economic, political, cultural and scientific fields; to support the creation of inter-university partnerships, research programs and recognition of diplomas; to promote the Romanian language abroad.

Therefore, MAE promotes the study offers of Romanian universities and intermediates the recruitment of foreign students through the program "Studies in Romania". This program includes the ways in which foreign students can study in Romania, respectively: a) with their own payment in state universities and private universities that are accredited and authorized to function; b) by receiving scholarships from the Romanian state based on bilateral agreements signed between Romania and the respective country and c) based on the European programs for university cooperation and mobility.

Since Romania joined the European Union in 2007, foreign students originating in other European Union countries can apply to study in Romanian universities under the same conditions as Romanian students.

<sup>63</sup> Source: Programul Național de Reformă, 2011-2013, pp. 109-110



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This section will mainly refer to the scholarships that the Romanian state offers to foreign students, as a form of encouragement and financial support for the internationalization of Romanian higher education. For the academic year 2013-2014, the Romanian state offers through MAE a number of 85 scholarships for graduate and postgraduate studies for citizens from countries that are not members of European Union and not Romanian ethnics. The scholarships are offered in fields such as political and administrative sciences, education studies, Romanian culture and civilization, journalism, technical studies, agricultural studies, veterinary medicine, architecture and arts and only for studies conducted in the Romanian language. For Romanian ethnics who live abroad there are distinct study programs, promoted mainly through the Ministry of National Education of Romania. See next section.

MAE also influences the process of internationalization of the Romanian higher education through the fact that it is an institution involved in granting foreign non-EU citizens visas to study in Romania, through its diplomatic offices in different countries. For further information please see section Ministry of Internal Affairs. MAE has a series of institutional partners with whom it collaborates in the process of developing the cultural diplomacy, some of them being subordinated to it and some others not: the Romanian Cultural Institute, the Ministry of National Education, the Romanian Language Institute, the Romanian Academy, the National Authority for Scientific Research, the National Agency for Sport and Youth, the Agency for Students Loans and Scholarships and others.

Among the structures that contribute to supporting Romanian culture and language abroad are the Romanian Cultural Institute and the Department for Romanians from Everywhere, both subordinated to the MAE.

**The Romanian Cultural Institute (ICR - [www.icr.ro](http://www.icr.ro))** has the purpose to initiate activities and encourage the interaction of Romanian culture (within and outside Romania) with other cultures. It has branches in 18 countries from Europe, Middle East and North America and it also offers scholarships to support excellence researchers, translators, artists and cultural journalists.

As another structure that deals with educational activity at international level, the Ministry of External Affairs has subordinated the **Department for Romanians from Everywhere**. This is an institution that sets the policy and regulates the relationship with Romanians from abroad. The following section provides details about its objectives and actions, as part of the higher education internationalization process (<http://www.dprp.gov.ro>).

**Ministry of Interior (MAI – [www.mai.gov.ro](http://www.mai.gov.ro))**

MAI is another ministry that has an influential role in the processes of attracting foreign students to study in Romanian universities, as it is the institution that through the **General Inspectorate for Immigration** grants visas for studies and prolongs study permits. The duration and the user-friendliness of the process to obtain these documents make the initial part of the foreign students' experience a positive or a negative one. It is not only the higher education system itself that contributes to a favorable or unfavorable image about studying in Romania, but also all connected supporting activities that allow or impede foreign students to study in Romania.

The study visa application process is one of the bottlenecks in the application process for foreign students. However, the General Inspectorate for Immigration also offers facilities for people who hold scholarships



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Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 from the Romanian state, by exempting them from the visas' and permits' taxes payment and by granting them study visa for the entire period of their studies (as opposed to other foreign students who need to renew their study visas on an early basis).

Table 5 below illustrates the main steps in the application process for foreign students originating from countries outside European Union, who pay on their own for their studies.

1. Apply to the university and get acceptance letter	2. Get Ministry of Education acceptance letter based on the university's acceptance	3. Obtain the study visa			4. Foreign student enrolls at the Romanian university
		3a. Apply for study visa at the Romanian embassies and consulates in the foreign country (MAE)	3b. Inter institutional relation MAE - MAI: obtain the approval of the General Inspectorate for Immigration (Ministry of Internal Affairs) (30-45 days)	3c. National Center for Visas (MAE) grants the study visa to the foreign student	

*Table 5 Steps in the application process of non-EU foreign students*

The process is even more complex when the foreign students apply for scholarships, situation in which MAE together with the Ministry of National Education decides on who will receive the scholarships and on the university the foreign student will study, considering his/her options and available places in Romanian universities. Table 6 illustrates the main steps in the application process for foreign students (non EU) who apply for scholarships from the Romanian state.

1. Apply for scholarship at Romanian embassies and consulates abroad (MAE) (to reach MAE Bucharest by 15 February)	2. MAE (1 April) and MEN (30 April) through their specialized commissions decide to grant the foreign student the scholarship and offer a place in a Romanian university (30 May final results)	3. Foreign candidates accept/reject the scholarship and the place offered in a Romanian university (30 June)	4. Obtain the study visa			5. Foreign student obtain an order of enrollment from Ministry of Education	6. Foreign student goes with the enrollment order to the university and enrolls
			4a. Apply for study visa at the Romanian embassies and consulates in the foreign country (MAE)	4b. Inter institutional relation MAE - MAI: obtain the approval of the General Inspectorate for Immigration (Ministry of Internal Affairs) (30-45 days)	4c. National Center for Visas (MAE) grants the study visa to the foreign student		

*Table 6 Steps in the application process of non-EU foreign students who apply for scholarships*



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Ministry of National Education has subordinated an institution that contributes to the internationalization of Romanian higher education. The Institute of Romanian Language is a specialized institution collaborating with the Ministry of National Education that has as main purpose to promote the Romanian language, to support people who learn the Romanian language and to certify the knowledge of Romanian language. See some details about its activities and achievements in the following section (ii.).

### **National Strategy for Sustainable Development of Romania - Horizons 2013-2020-2030**

Following the commitments undertaken as a Member State of the European Union, Romania was required to develop a National Strategy for Sustainable Development. This strategy is a joint project of the Romanian Government, through the Ministry of Environment and Sustainable Development (MESD), United Nations Development Programme (UNDP) and National Center for Sustainable Development. The Interagency Committee is required by law to submit an annual report on the implementation of the Strategy to the Romanian Parliament. In accordance with the EU Sustainable Development Strategy, the Interagency Committee will present a comprehensive report on the implementation of the National Strategy for Sustainable Development to the European Commission every two years, starting in June 2011. This will be accompanied by proposals and recommendations on possible changes to general guidelines, policies and priorities of the EU Strategy.

The Romanian state has set several objectives in this strategy to promote and encourage internationalization. Romania aims for the expansion and diversification of post-graduate education in the country and abroad, by setting up partnerships with universities that have a longstanding tradition and performance recognized in other EU countries. It also aims for "an adjustment in the allocation of available funds whereas in 2006, doctoral studies and post-doctoral programs received only 0.16% of public funding from the total budget for higher education. For 2015 the share of PhD students who obtained their PhD is expected to reach 90% from the total of those supported"<sup>64</sup>.

### **ii. Policies regarding ethnics outside Romania**

Given that there is a large Romanian diaspora living abroad, in recent years the Romanian government started to focus more and more on identifying different means to support the diaspora and to consolidate the Romanian communities that live outside Romania. The Romanian ethnics living outside Romania are of two major categories:

- a) historical communities formed of Romanian national minorities, linguistic minorities and ethnic groups that live in the neighboring countries of Romania: Moldova, Ukraine, Hungary, Bulgaria, Serbia. These communities live in those countries from historic times and they kept their cultural and linguistic identities despite of the permanent risk of getting assimilated by the culture of the countries they live in.
- b) communities of Romanians who emigrated to other countries over time. There were more waves of emigration and with different magnitudes. A first category of emigrants was represented by the Romanians who emigrated in the last period of the XIX century and within the interbelic period and most of them settled in USA. A second category of Romanian emigrants left Romania during the communist period, between 1940-1989, due to the persecutions of the time and they settled in countries such as France, USA and Western Germany followed by Spain, Italy, Canada, Latin America, Australia and Israel. This category also includes Romanian citizens of Hungarian, German or Jewish origin who left the country based on bilateral agreements with the respective countries. The third category comprises Romanians who emigrated after 1990 and they contribute to the EU work

<sup>64</sup> National Strategy for Sustainable Development of Romania - Horizons 2013-2020-2030, p 72





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After 1989, Romania constantly supported the Romanian communities living abroad, envisaging to keep and consolidate their cultural identities. In this context, in 1995 the Council for the Problems of the Romanians from Everywhere was established, which passed through a number of forms and in 2001 it became the **Department for Romanians Abroad (DRI)**, that in 2004 entered under the direct supervision of the Romanian Prime Minister. This structure has as a main objective to elaborate and apply the policy regarding the relationships with the Romanians from everywhere, in accordance with Romania's foreign affairs policy and the governmental program (<http://www.dprp.gov.ro>). The department has a program dedicated to education, called the "Nicolae Iorga" education program. The program starts from the idea that the education in the Romanian language is the main factor for keeping the Romanian identity and tradition and therefore it organizes cultural and educational activities for the Romanian diaspora.

The activity of this department, the actions directed to Romanians who live abroad and the relationships that Romania has with its co-nationals from abroad are legally regulated through the Romanian Constitution that specifies in article no. 7 the concern of the Romanian state towards the Romanian ethnics from abroad and through Law no. 299/2007 regarding the support of the Romanians from everywhere. Together with the national legislation, activities are regulated by the international documents such as the Council of Europe Convention on the Protection of National Minorities and others. Furthermore, annually, the Ministry of National Education prepares the Government Decision setting the number of students for the next academic year, which is a separate document mentioning allotted tuition free places for ethnic Romanian students. According to data from the Ministry of Education, in the 2012-2013 academic year 8,405 Romanian Ethnic students (Moldova, Ukraine, Bulgaria, and so on) were enrolled for studies.

In the spirit of intensifying the support for the Romanians from everywhere in 2011, the DRI designed the National Strategy for the Romanians from Everywhere. The strategy has as main objectives to support Romanians from everywhere at political and diplomatic level, but also through direct financial support designated to the representative associations in the field. The purpose is to strengthen the relationships with the Romanians who live across borders and to keep and consolidate the cultural identity of the Romanians from everywhere. The strategy has more directions of action: in the political and the diplomatic sphere, in the educational sphere, in the cultural and confessional sphere, in the socio-economic sphere and in the media relating sphere. Only the directions of action related to the educational field will be emphasized, as the main topic of interest for the present study.

According to this strategy in the field of education, the main measures will look at (National Strategy for Romanians from Everywhere, 2011): creating a database regarding the situation of studying in the mother language (Romanian) of the Romanian ethnics outside Romania, allocating resources in order to set up new schools, libraries, cultural centers with Romanian teaching and to modernize the existing ones, offering scholarships to bright young people of Romanian origin from outside the country, synchronizing the Romanian educational programs with the ones from outside the country and the introduction of the distance learning via the on-line system, developing and expanding the Romanian lectureships and libraries that exist in the countries where there are Romanian communities, the extension of the program *Language, Culture and Romanian Civilization* organized by the Institute for Romanian Language, financing the initiatives of the Romanian communities abroad to organize classes of Romanian language, literature, culture, history and geography in the public, private and Sunday schools, facilitating the organization of



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Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 specialization courses for teachers of Romanian from the schools from the neighboring countries, organizing an annual symposium on the topic the situation of Romanian language abroad, for teachers of Romanian language from other countries, creating systems of incentives for developing a teaching career in schools designated to Romanian ethnics abroad and developing associations that group Romanian students studying abroad.

Another public institution subordinated to MAE and coordinated by the delegated Minister for Romanians Abroad is the "Eudoxiu Hurmuzachi" Institute for Romanians Abroad. The main activities of the institute include a counseling and information bureau (which has the objectives to inform and help Romanian ethnics to resolve problems they encounter as scholarship students studying in Romania), the Forum for Romanians Abroad (that aims to strengthen relations between Romanians and Romanians Ethnics from abroad and also debate several important topics for the Romanian communities abroad so that the Romanian state programs are the appropriate response to their expectations), Tutoring Programs for Romanian ethnic students, promoting national culture among Romanian ethnic communities around Romania, developing studies and analysis regarding Romanian communities abroad, in partnership with public and non-governmental organizations, improving the performance of teachers who teach in the Romanian language/ the Romanian language in the Romanian communities around Romania.<sup>65</sup>

The study programs designated for Romanian ethnics abroad and promoted through MAE illustrate how some of the directions of the strategy have been implemented. According to the Education Law, the Romanian state can offer scholarships to the Romanian ethnics from Republic of Moldova, Republic of Albania, Republic of Bulgaria, the former Yugoslav Republic of Macedonia, Serbia, Ukraine and Republic of Hungary and to Romanian ethnics who reside abroad. For further information regarding the number of scholarships for the Romanian ethnics please see chapter IV, Internationalization abroad.

Table 7<sup>66</sup> presents the number of budgeted study places and scholarships allotted to Romanian ethnics abroad by country and level of study in academic year 2012-2013:

	Country	Number of subsidized places with additional scholarship	Number of places with tuition fees
<b>Secondary Education</b>	<b>Republic of Moldova</b>	750	550
	<b>Neighboring countries and diaspora</b>		
	Albania	20	
	Bulgaria	25	
	Macedonia	20	
	Serbia	25	
	Hungary	20	

<sup>65</sup> Law 299/2007, republished in 2009 – regarding the support concerning Romanian Ethnics from Abroad

<sup>66</sup> H.G. no 549/2012 regarding the approval of enrolment for Secondary education and tertiary education in the academic year 2012-2013



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	Country	Number of subsidized places with additional scholarship	Number of places with tuition fees
	Ukraine	20	
	Diaspora	20	150
	<b>TOTAL</b>	<b>900</b>	<b>700</b>
<b>Tertiary Education - Bachelor</b>	<b>Republic of Moldova - with Romanian secondary education diploma</b>	300	200
	<b>Republic of Moldova - with secondary education diploma from RM</b>	700	1600
	<b>of which Republic of Moldova - from high schools with teaching in Romanian language</b>	70	
	<b>Neighboring countries and diaspora</b>		
	Albania	100	5
	Bulgaria	65	40
	Macedonia	29	1
	Serbia	200	100
	Hungary	100	100
	Ukraine	6	9
	Diaspora		100
	Israel		50
	<b>TOTAL</b>	<b>1500</b>	<b>2205</b>
<b>Master</b>	Republic of Moldova	250	300
	<b>Neighboring countries and diaspora</b>	113	270
	<b>TOTAL</b>	<b>363</b>	<b>570</b>
<b>Residency</b>	Republic of Moldova	25	0
	<b>Neighboring countries and diaspora</b>	112	0
	<b>TOTAL</b>	<b>137</b>	<b>0</b>
<b>PhD</b>	Republic of Moldova	25	100
	<b>Neighboring countries and diaspora</b>	25	20
	<b>TOTAL</b>	<b>50</b>	<b>120</b>

Table 7 The number of budgeted places and scholarships allocated by country and level of study in academic year 2012-2013  
Source: H.G. no 549/2012 regarding approve enrollment for Secondary education and tertiary education in the academic year 2012-2013

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013

### iii. Policies towards the Republic of Moldova

Republic of Moldova has the largest community of Romanian ethnics that live outside the borders of Romania. The population of Republic of Moldova was 3.5 million inhabitants in 2010, out of which 78% are Romanian ethnics (<http://www.mae.ro>). Romania bases its relationship with Republic Moldova on two major directions: a) the special character of this relationship due to the commonality in language, history, culture and traditions and b) the European dimension of the bilateral cooperation, based on the strategic objective of Moldova to integrate into the European Union. Therefore, Republic of Moldova enjoys a special place in the external relations of Romania. The two countries have a recent general bilateral agreement that has as main guiding lines the "Declaration regarding the creation of a strategic partnership between Romania and the Republic of Moldova for the integration of Moldova in the European Union" signed in April 2010.

In terms of education, starting with the academic year 2002-2003, Romania adopted the European system of distributing study scholarships for young people from the Republic of Moldova and elaborated a decentralized procedure according to which the candidates apply directly to the universities they wish to study. The cooperation with Republic Moldova in the field of education is based on the "Agreement regarding collaboration in the domains of science, education and culture" signed between the Romanian Government and the Moldovan Government in 1992.

At present, all the support that the Romanian authorities offer to Romanian ethnics from abroad described in the previous section is also offered to citizens of the Republic of Moldova, but at a larger scale than elsewhere, given the size of the Romanian ethnic population in this country. For instance, through the program "Study in Romania", 1,500 scholarships for the pre-university education and 3,500 scholarships for higher education (bachelor, master, doctorate) were allocated in the academic year 2012-2013 for Romanian ethnics from Moldova to study in Romania (<http://www.mae.ro/bilateral-relations>). The Protocol between Romania and Moldova, signed in 2012 at Chișinău, stipulates granting scholarships for studying both in Romania and Moldova. For each of the academic years 2012-2013, 2013-2014 and 2014-2015, the following number of study places with different levels of scholarships will be allocated for Romanian ethnics from Moldova: 950 study places at pre-university level, 1,100 study places at graduate and postgraduate level, 300 months of scholarships for teaching staff mobility and 200 months for student mobility (<http://www.edu.ro/index.php/articles/17375>). At the same time, the Government agrees each year a number of scholarships.

Romanian students can also study in the Republic of Moldova. For instance, for the academic years 2012-2013, 2013-2014 and 2014-2015, the bilateral agreement between Romania and the Republic of Moldova includes 200 scholarships for university studies at bachelor (100), master (50) and doctoral (50) level and 100 months of scholarships for academic mobility (<http://www.roburse.ro>) for Romanian citizens who wish to study or participate in a mobility in Republic of Moldova.



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## 6. Other relevant actors

### *Stakeholders – non-governmental organizations with an interest regarding internationalization*

**1. The National Council of Rectors (CNR)** is a non - governmental organization that brings together the rectors of Romanian accredited universities, public and private also. The CNR activity is based on the statute approved by its board and aims at maintaining a continuous dialogue with the decision makers in terms of policy making in higher education.

In recent years no activity or official document related to the internationalization of education were identified on the CNR website or in the media.

**2. National Alliance of Students Organizations from Romanian (ANOSR)** is one of the three students' federations at national level that bring together local student structures. Accordingly to their Statutes, "the main purpose is to represent the common interests of students in Romania, to defend and promote their rights and obligations and to stimulate student's participation in the educational act and the social, economic and cultural life"<sup>67</sup>.

Since 2002, ANOSR is a full member of the European Students Union<sup>68</sup> and thus the only official representative federation of Romanian students at the European level. In recent years, ANOSR representatives occupied several executive positions within ESU (chairperson for two mandates, members of the executive committee and other committees).

**3. National Trade Union Federation "Alma Mater"** is a national organization reuniting trade organizations at university level. It represents the interests of the employees in higher education and research national system, in relation with the national policy makers. As the Alma Mater statutes stipulate, it has the objective to elaborate studies and analysis regarding the working conditions in education and research, in collaboration with national and international specialized institutions<sup>69</sup>.

The Alma Mater honorary president has been a Member in the Executive Board of Pan-European Structure of Education/ETUCE since 2003.

**4. League of Romanian Students Abroad (LRSA)**<sup>70</sup> is a non- profit organization which aims at ensuring a link inside the community of Romanian students abroad. The goal of LRSA is to promote solidarity between its Members, as valuable representatives of their country, and a positive attitude toward coming back to Romania upon graduation.

LRSA aims at assuring an active connection between the students, providing law support for those who study abroad. In June 2012, LRSA organized the second edition of Student Policy Forum, during which the participants discussed the opportunities and challenges of internationalization, from the students, universities and public institutions perspectives.

<sup>67</sup> <http://www.anosr.ro/despre-noi/statut-anosr/>

<sup>68</sup> <http://www.esu-online.org/>

<sup>69</sup> <http://www.almamater.ro/statut/statut2009.pdf>

<sup>70</sup> [www.lrsa.ro](http://www.lrsa.ro)

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**5. Educativa** is a non-governmental organization concerned with the promotion of Romanian higher education abroad and with organizing study fairs. Since 2004 they organize international university fairs in Romania "Romanian International University Fair (RIUF)". The event brings the international academic environment and Romanian students face to face in Bucharest, Timisoara, Cluj and Iasi. RIUF has also the institutional endorsement from Campus France, DAAD, Education USA/Fulbright Commission, British Council, as well as from the Romanian Ministry of Education.

**6. Erasmus Student Network<sup>71</sup> (ESN)** is a mobility focused student association in Europe, which has branches also in the Romanian universities (Brasov, Iasi, Cluj-Napoca, Timisoara, Bucuresti). ESN offers support in academic, social and practical integration process of mobile students, as well as intercultural experiences for those who are not able to access a study- "**internationalization at home**".

#### IV. Internationalization abroad

##### 1. Credit mobility

This chapter provides information on national statistics concerning incoming and outgoing mobility both students and teachers. It also provides data regarding the existing incoming and outgoing mobility programs.

Romania does not have a clear record of students who have had a mobility period at national level. There are various reports, studies and statistical series which are based on different definitions of mobility in terms of categories of students.

The data set declared by universities participating in the data collection process for the university classification and study programs ranking was published in May 2011. Based on data submitted by Romanian universities during 2009-2010, the total number of students in public and private universities is 980,234.

It is relevant that according to National Institute of Statistics (INS) data, in the academic year 2011 - 2012, Romania had 108 universities with 614 faculties, that enrolled 692,061 students, (a number lower by 19,8% compared to the previous year).

##### Mobility Programs for Students

The most well-known mobility programs are ERASMUS and Erasmus Mundus. In addition to these two, there are other European mobility programs, but no centralized overview of these programs was identified. The most common mobility schemes include: CEEPUS (Central European Exchange Program for University Studies), Tempus, Fulbright, ERI SEE (Education Reform Initiative of South Eastern Europe), BSUN (Black Sea University Network), TF BHC (Task Force for Building Human Capital), RCC (Regional Cooperation Council).

A program well known in Romania is CEEPUS program, a regional academic mobility program in Central and Eastern Europe started since 1993 that Romania joined in 1998. CEEPUS academic exchanges run through interuniversity networks active in the current academic year. Thus, all scholarships are granted to students

<sup>71</sup> <http://esn.org/>

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 and teachers from participating universities to a CEEPUS network and operating in the field of study targeted by the project network. For students and teachers in universities / colleges that are not involved in the Program, the only way to get a CEEPUS grant is enrollment in a FREEMOVER regime. Therefore, the scholarship months that remain unfilled in CEEPUS networks can be distributed to students and teachers from other universities.

CEEPUS categories of mobility for students from the 2005-2006 academic years are:

- Students - minimum duration of internships for students is 3 months and maximum is 10 months. The activities performed in the host university must be endorsed by credits, which will be recognized by the sending university.
- Short Term Stays - Research Internships of 1 - 2 months are for master or doctoral students who work on their dissertation or PhD thesis.

#### a. Incoming Credit Mobility Programs for Students

- According to data collected as part of university classification process<sup>72</sup>, the number of students participating in short-term mobility who came to Romania in the academic year 2009 - 2010 is 1,359, out of which 1,174 undergraduate students, 153 master students and 32 PhD students.

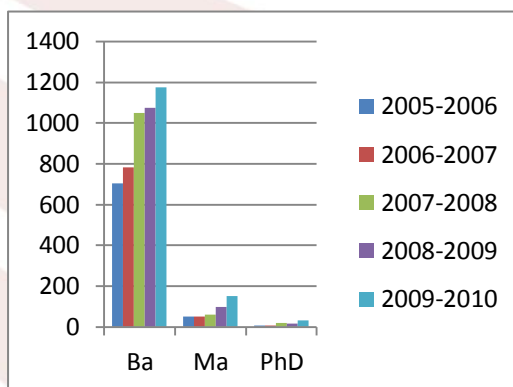


Figure 9 Incoming Students (temporary)

Evolution of the total number of students who have benefited from mobility is summarized in the next table:

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total incoming mobility	765	845	1128	1189	1359
Percentage from the total mobile students (incoming + outgoing )	17.96%	18.45%	23.79%	22.79%	22.18%

Table 8 Students incoming mobility: number of students from abroad HEIs, enrolled temporarily for a period of at least 3 months in the Romanian universities

<sup>72</sup> The process of collecting the data and information for evaluating universities and study programs to the purpose of classifications of universities and hierarchies of the study programs <http://chestionar.uefiscdi.ro/>

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013

## b. Outgoing Credit Mobility Programs for Students

According to the university classification data, the number of students enrolled in study programs in higher education institutions abroad, for a period of at least 3 months (on all levels of education) during 2009 – 2010 is 4,768, with a growth of 36.4% (1,274 students) compared to 2005-2006. This means that from almost one million Romanian students, 0.49% received transferable credits from a foreign university.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Undergraduate	2,799	3,041	2,995	3,152	3,202
Master	548	521	466	655	972
Doctorate	147	172	152	222	594
<b>Total</b>	<b>3494</b>	<b>3734</b>	<b>3613</b>	<b>4029</b>	<b>4768</b>

*Table 9 Number of students, enrolled in study programs at higher education institutions abroad, for a period of minimum 3 months*

On the other hand, according to the ANPCDEFP report, the number of persons who benefited from mobility programs in 2011 is 17,245.<sup>73</sup> According to the same report (ANPCDEFP) 3,503 students benefited from Erasmus grants for outward mobility in 2011<sup>74</sup>.

In 2011, for the Erasmus mobility funding there were 68 universities competing. Two candidates were declared non-eligible. Of the 66 candidates declared eligible, only 43 of them applied for funding for all 4 types of Erasmus mobility:

- Student mobility for studies (SMS);
- Student mobility for placements (SMP);
- Staff mobility - teaching assignments (STA);
- Staff mobility - personnel training (STT).

The total budget allocated to Romania for the Erasmus program in 2011 increased by 12% since 2010 (approx. 12.5 million Euros in 2010 and 14 million Euros in 2011), the minimum amount that could benefit a student participant to the mobility was of 275 Euro / month<sup>75</sup>.

Student mobility funding for placements was requested by 47 institutions (3 institutions more than in 2010) and 1,524 students went abroad with placements through this type of ERASMUS grants. The number of outgoing ERASMUS students in different host countries is presented in Figure 11:<sup>76</sup>

<sup>73</sup> ANPCDEFP Report2011 p 10

<sup>74</sup> Reference: Report regarding the implementation of the Long-life Learning Program, 2011  
[http://www.anpcdefp.ro/userfiles/Raport\\_2011.pdf](http://www.anpcdefp.ro/userfiles/Raport_2011.pdf)

<sup>75</sup> ANPCDEFP Report2011 p 55

<sup>76</sup> ANPCDEFP Report2011 p 67



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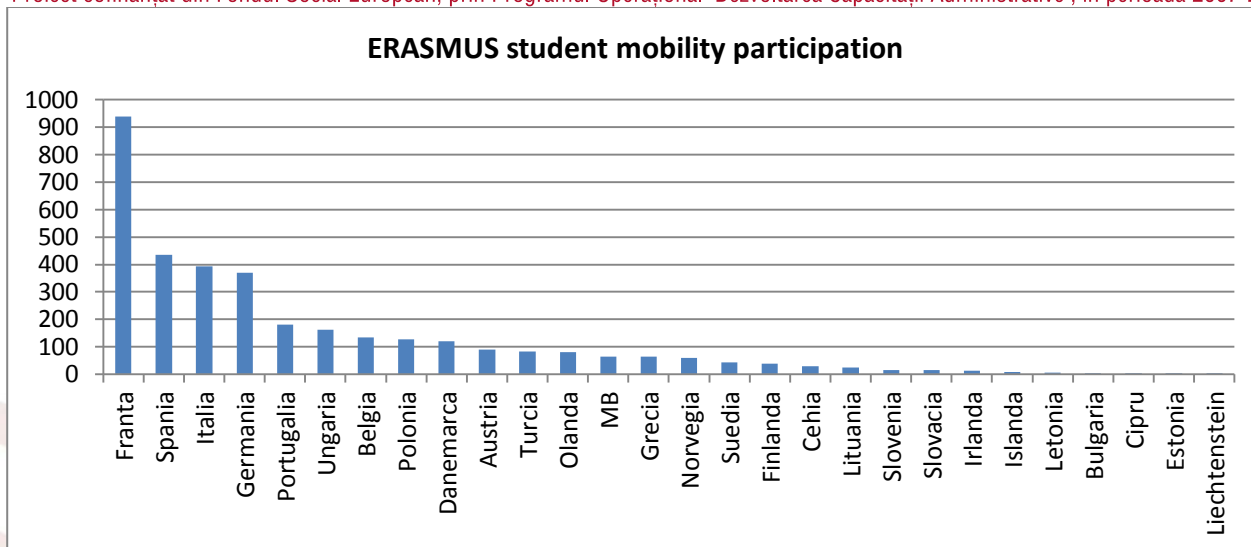


Figure 10 Participants to student mobility by country of destination

To conclude, according to the ANPCDEF report of 2011 and taking into account the total number of students in the country, approximately 1% of students are involved in outward mobility. If one takes into account the total number of students from the universities that receive Erasmus grants, the estimated total of mobile students amounts to 1.16% of the total number of students.

## 2. Degree mobility

### a. Incoming Degree Mobility Programs for Students

The number of students supported by government programs for ethnic Romanians (e.g. Republic of Moldova, Ukraine, Bulgaria etc.) in all fields of study in 2009-2010 was 6,841. Romania recorded an increase of 13.22% (799 students) compared to 2005-2006.

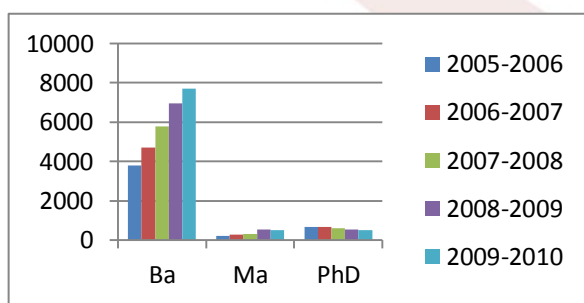


Figure 11 Number of students supported by government programs for ethnic Romanian (e.g. Republic of Moldova, Ukraine, Bulgaria etc.) - Incoming

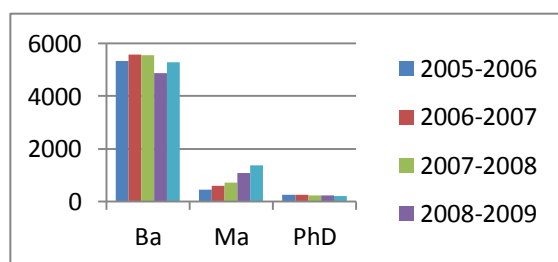


Figure 12 Number of foreign students – incoming

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013  
In terms of the number of incoming students coming to Romania during the 2005 – 2006 academic year, the number was 4,680 for all study cycles. Between 2009 - 2010 the number of students increased significantly (by 85.83%) reaching 8,697.

Regarding the Romanian ethnics enrolled through government programs, their number varied slightly on an annual basis. However, compared with 2005-2006, the number of Romanian ethnics enrolled through government programs in the 2009-2010 academic year had an increase of 11.68% (799 students). The number of foreign students enrolled in Romania during 2005 - 2006 was 4,680 for all study cycles.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2012-2013
Total number of foreign students	4,680	5,632	6,672	8,021	8,697	10,903
Total number of enrolled students through government programs for ethnic Romanian (e.g. R.Moldova, Ukraine, Bulgaria etc.)	6,042	6,442	6,485	6,175	6,841	8,405
<b>Total</b>	<b>10,722</b>	<b>12,074</b>	<b>13,157</b>	<b>14,196</b>	<b>15,538</b>	<b>19,308</b>

*Table 10 Students mobility (incoming): number of foreign students enrolled in the Romanian universities*

The table above lists as a separate category ethnic Romanian students, since they are subject to a special set of government policies. In the academic year 2012-2013 there was an increase in the number of foreign students by 25.36% compared to 2009-2010 academic year. To this value one has to add the number of students supported by government programs for ethnic Romanian which grew by 22.86% from the 2009-2010 academic year.

**According to the data provided by the Ministry of National Education**, the situation of student mobility (incoming) corresponding to the 2012-2013 academic year is presented in the table below:

Year 2012 - 2013	Bachelor	Master	PhD	Specialized courses + resident students
Foreign students	10,168	434	301	488
Romanian ethnics	7,277	1,029	99	257
<b>Total</b>	<b>17,445</b>	<b>1,463</b>	<b>400</b>	<b>745</b>

*Table 11 Student mobility (incoming) academic year 2012-2013*

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013

The total number of foreign students together with the Romanian ethnics for the academic year 2012 – 2013 for all study cycles, without those enrolled in specialized courses or being considered as residents is 19,308. In comparison with the academic year 2009-2010, the number of the mobility foreign students together with the Romanian ethnics increased by 24.26%.

In terms of countries of origin of the foreign students for the academic year 2012-2013, Figure 14 shows a statistic which includes the countries of origin (from 100 students up) for all levels of study:

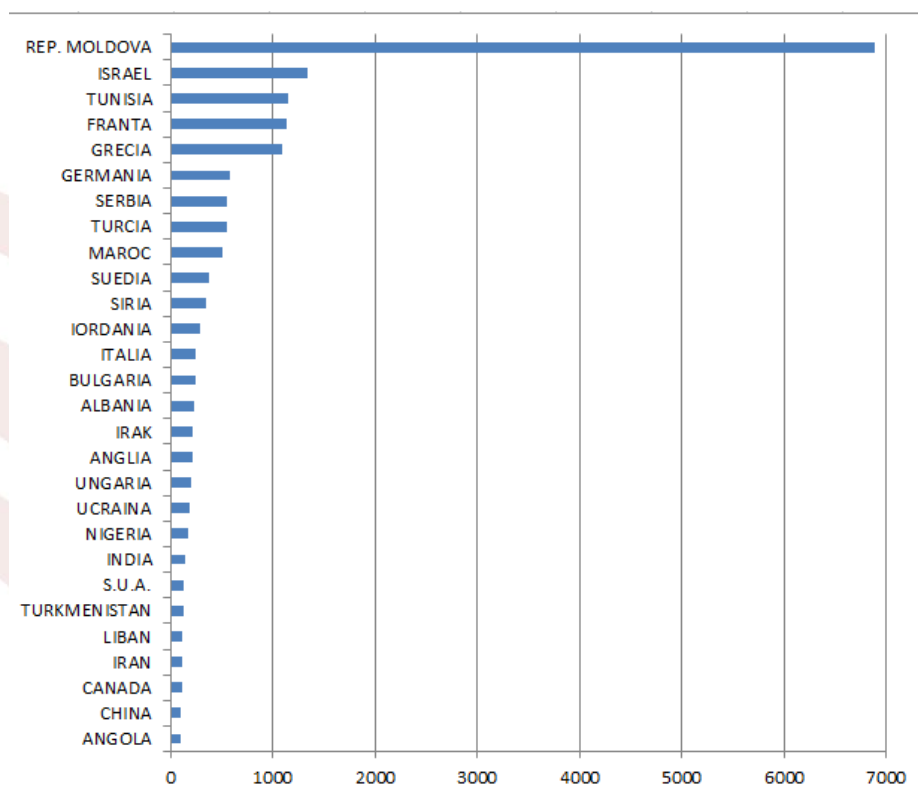


Figure 13 Countries of origin for the foreign students for the academic year 2012-2013

Although Romania has a number of policies to encourage ethnic Romanians studying in Romania, the number of foreign PhD students enrolled in doctoral programs in 2010, supported by government programs for ethnic Romanian students (e.g. Republic of Moldova, Ukraine, Bulgaria, etc.) saw a decrease of 24% compared to 2005-2006.

Another category is that of foreign PhD students coming to Romania. The number of foreign PhD students enrolled to doctoral programs was 499 in 2009 - 2010, with 27% fewer than in 2005- 2006.

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	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number of students supported through government programs for ethnic Romanians PhD students (Republic of Moldova, Ukraine, Bulgaria etc.)	271	264	227	227	205
<b>Number of foreign PhD Students</b>	<b>684</b>	<b>658</b>	<b>589</b>	<b>549</b>	<b>499</b>

Table 12 Foreign PhD students enrolled to doctoral programs supported by the government

## b. Outgoing Degree Mobility Programs for Students

The number of students who went to study abroad for a degree mobility in the academic year 2011 – 2012 is 25,962<sup>77</sup> students.

"Before Romania entered in the EU, there were 21,785 students studying abroad (degree mobility) for an entire academic cycle. In the beginning of 2009, the number of those who study abroad for an entire academic cycle increased with approx. 9% and an increase of 19% by 2013 is projected, reaching nearly 26,000 students.

Although the number of Romanian students who leave each year for degree mobility increases, one can notice a significant change in the dynamic of this process. The change in policies that provide increased financial support have led to a massive increase in the number of undergraduate and post graduate students who choose to go in the UK, Denmark, BENELUX or Sweden. Also, the number of Romanian students in Spain and Italy increased significantly, as they follow their families working there. "<sup>78</sup>

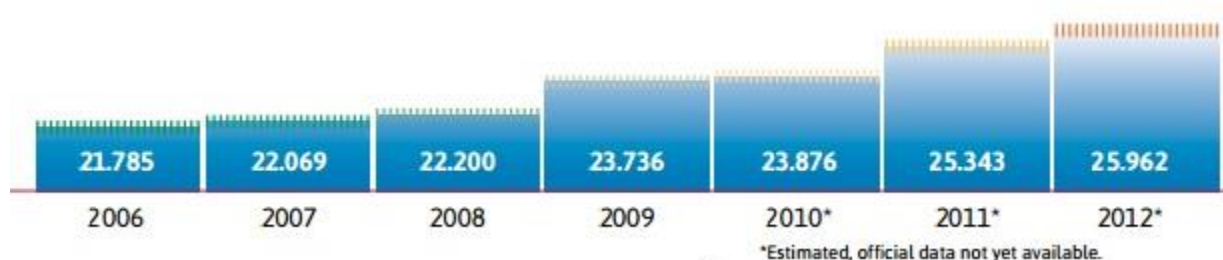


Figure 14 Total number of outgoing students for degree mobility

Regarding the number of **foreign students** who choose to study at a university in Romania (incoming mobility) is much smaller than the number of the **Romanian students** who choose a mobility period abroad. The report indicates that **for every 35 students going for a mobility period abroad** (outgoing mobility), **only 10 foreign students** choose to study at a Romanian university (incoming mobility).

<sup>77</sup>Source: UNESCO Institute of Statistics

<sup>78</sup>[http://www.riuf.ro/20112012raportriuf\\_2811.pdf](http://www.riuf.ro/20112012raportriuf_2811.pdf)



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### 3. Incoming and Outgoing Mobility Programs for Teaching Staff

In addition to the ERASMUS Mobility, another program for teachers is also CEEPUS. The latter requires teachers receiving scholarships to fulfill a standard teaching schedule of at least 6 hours a week.

#### a. Incoming Mobility Programs for Teaching Staff

With regards to **foreign teachers who came to Romania in 2010** (according to data from the classification of universities) the number increased to 554, an increase of 33.17% compared to 2006, when there were 416 teachers. These data are only for teaching activities in the undergraduate cycle.

Year	2006	2007	2008	2009	2010
Undergraduate	416	440	527	540	554

*Table 13 Teacher mobility (incoming): the number of teaching staff and scientific research staff attracted from universities abroad into teaching activities (for a period corresponding to at least one semester).*

The number of **employed** teachers and researchers, coming from other EU or OECD Member States is 405 in 2010.

Year	2006	2007	2008	2009	2010
Number	405	394	430	446	405

*Table 14 The number of teachers and researchers employed, coming from other Member States of the European Union or the Organization for Economic Cooperation and Development*

Other data related to incoming teachers in Romania are not public. No central overview concerning the countries from which these teachers come from was identified at national level.

#### b. Outgoing Mobility Programs for Teaching Staff

In terms of research abroad, the number of teaching and scientific research staff, invited by foreign universities to conduct research (for a minimum of 2 weeks) was 1,595 in 2010 (with an increase of 16.5% compared to 2006).

	2006	2007	2008	2009	2010
Staff with tenure	1115	1111	1069	997	1074
Staff in fixed-term employment with the higher education institution (PhD students, post-PhD, associate academic staff)	253	293	267	253	521

*Table 15 Teaching and scientific research staff invited by foreign universities to conduct research*

The number of teaching and scientific research staff attracted from foreign universities for scientific research (for a period corresponding to at least one semester) increased by 55% from 2006 to 2010. Table 12 below provides statistical data for a 5-year timeframe:

	2006	2007	2008	2009	2010
Bachelor	45	58	78	115	100

*Table 16 Teaching and scientific research staff attracted from foreign universities for scientific research*

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According to data collected as part of university classification process, the number for teaching staff and scientific researchers in the evaluated field of studies, which were engaged in outward mobility is 6,149 in 2009-2010 (25.6% more than in 2005-2006).

	2005-2006	2006-2007	2007-2008	2008-2009	2009- 2010
Teaching and research staff with tenure	4,535	5,306	6,113	5,283	5,481
Staff with contracts with the university for a period of time	358	359	458	444	668
Total	4893	5665	6571	5727	6149

Table 17 Teaching staff and scientific researchers' mobility

According to the 2011 ANPCDEFP report, there were 2,573 outgoing mobile staff members with teaching assignments and 1,198 staff members were outwardly mobile for training purposes<sup>79</sup>.

In conclusion according to the ANPCDEFP report of 2011, regarding teachers the estimated participation rate to Erasmus mobility is 12.21%.<sup>80</sup>

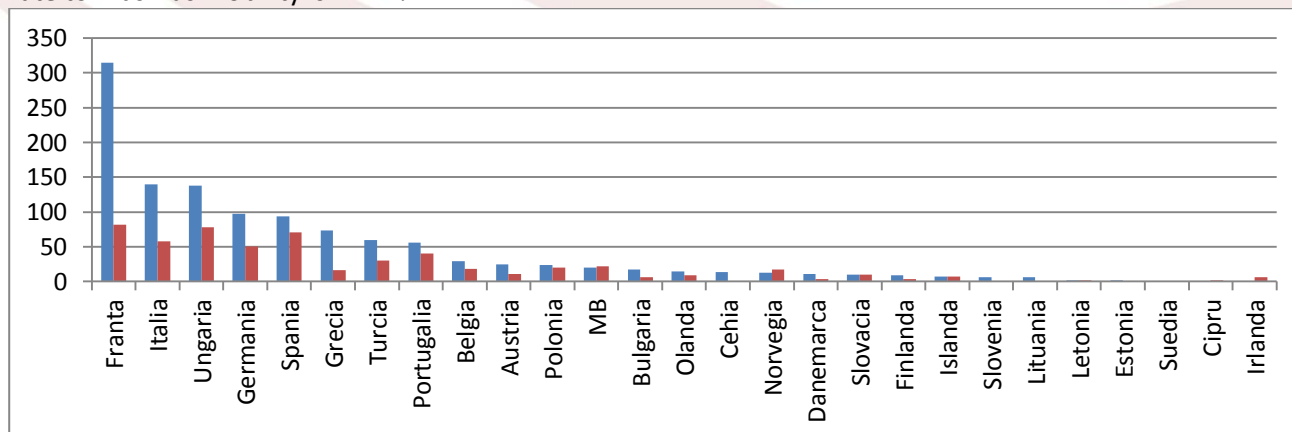


Figure 15 Countries that have developed teaching missions and / or staff training activities for university staff mobility

<sup>79</sup> ANPCDEFP Report2011 p 56

<sup>80</sup> ANPCDEFP Report2011 p 59

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#### 4. Other types of short-term mobility

According to data collected as part of university classification process, the number of teaching staff and scientific researchers, with university tenure, and the number of people in contractual relations for fixed-term employment (PhD students, post-doctoral students, academic staff associate) who participated to summer / winter international schools or equivalent events is 1,711 in 2010, with over 60% more than in 2006.

The number of students participating to summer/ winter international schools or equivalent events is 4,272 in 2010 (an increase by 75% compared to 2006). The number of teaching and scientific research staff, invited as keynote speakers, to international conferences, is 442 in 2010, more than double compared to 2006.

	2006	2007	2008	2009	2010
Staff with tenure	1452	1628	1978	2103	2290
Staff in fixed-term employment with the higher education institution (PhD students, post-doctoral students, academic staff associated)	210	266	359	366	442

Table 18 Teaching and scientific research staff invited as keynote speakers to international conferences

#### Joint Study Programs

According to data collected as part of the university classification process the number of joint study programs organized with foreign universities for the year 2009- 2010 is 320, which is almost three times higher than in 2005-2006.

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
149	169	179	274	320

Table 19 Number of joint study programs

According to the MEN website there are approx. 200 bilateral collaboration documents with almost 100 partner-states in the education field.<sup>81</sup>

No centralized information was identified concerning the study fields of joint study programs, the countries with which these programs are being developed, the countries involved in these programs, the numbers of students and teachers involved.

<sup>81</sup> <http://www.edu.ro/index.php/articles/c27>

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## 5. Cross-border HE

"Cross-border education refers to the movement of people, programmes, providers, curricula, projects, research and services across national or regional jurisdictional borders. Cross-border education is a subset of internationalization and can be part of development cooperation projects, academic exchange programmes and commercial initiatives. The focus of this volume is on the movement of students, programmes and providers/institutions. Cross-border is a term that is often used interchangeably with other terms such as transnational, offshore, and borderless education. There are some conceptual differences among these terms but usually they refer to similar types of activities. The preferred term is cross-border education given the importance of jurisdictional boundaries when it comes to policy frameworks and regulations."<sup>82</sup>

According to Jane Knight (2005b)<sup>83</sup> the most popular methods of cross-border programme mobility are franchise, twinning, double or joint degree, articulation, validation, E-learning or distance.

In Romania there is no centralized data regarding types and volume of cross-border HE initiatives.

Regarding franchises in Romania, there are only two universities which have developed a franchise. **Maritime University of Constanta** recently opened a branch for maritime studies in the headquarters of Caspian State University of Technologies and Engineering named after Sh. Esenov in Aktau, Kazakhstan - Maritime Navigation and Transport and Marine Engineering. The first admission examination was in September 2012. The university has enrolled 50 students in nautical studies and studies are in English language.<sup>84</sup>

The second university is "Dunarea de Jos" University of Galati which opened a branch in the Republic of Moldova – Cahul, for "Cross Border Faculty of Humanities, Economics and Engineering".

According to the German Rectos' Conference<sup>85</sup>, Romania's universities have developed 357 cross-border partnerships between the German HEIs and the Romanian ones. An overview of existing cooperation, "Cross-border cooperation between Universities and Research Centres. Synthesis report", is due to be published soon by the Association of European Border Regions (AGEG).<sup>86</sup>

In regard to cross-border grants, Romania opened its research grants to international researchers (EU and – non- EU). Romania has developed a series of cross-border projects and partnerships through Phare Programmes which also have the educational part. The main partner countries are: Hungary, Serbia, Bulgaria, Republic of Moldova and Ukraine.

<sup>82</sup> OECD, World Bank, Cross-border Tertiary Education A way towards capacity development p. 24

<sup>83</sup> "Cross-border Education: An Analytical Framework for Programme and Provider Mobility", in J. Smart and W. Tierney (eds.), Higher Education: Handbook of Theory and Practice, Springer Academic Publishers, Dordrecht, The Netherlands.

<sup>84</sup> <http://www.cmu-edu.eu/>

<sup>85</sup> <http://www.hochschulkompass.de/en/partnerships/partnerships-by-countries.html>

<sup>86</sup> <http://www.hrk.de/>





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## V. Internationalization at home

For most members of the academic communities (students, professors, researchers and administrative staff), the international opening of universities means, on one hand, an outward flow of students, teachers and researchers which take advantage of learning, teaching and/or research opportunities in other countries, as well as participation in international networking and in cross-border activities. On the other hand, internationalization of universities presumes readiness to accept and accommodate at home inward flows by enrolment of non-resident students, by appointment of teaching and research staff from abroad in order to accomplish the mission of the home university, by hosting various events and supporting initiatives of the international networking, etc. All these elements are specific to the *cross-border mobility* and to the *international networking* of individuals and of higher education institutions.

One has to recognize how important these elements are for the development of modern, internationally open academic communities, but, in the general context of global interconnectedness of people and organizations, this approach does not suffice and universities do not act as full promoters of internationalization if they are not implementing comprehensive strategies of *internationalization at home*<sup>87</sup>.

Internationalization at home means in the opinion of Hudzik (2011): "Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility."

On their turn, Beelen and Leask (2011) enumerate the following aspects which should be taken into account when discussing internationalization at home and cross-border mobilities:

- Internationalization at Home is aimed at all students and is therefore part of the compulsory programme.
- Internationalization at Home is a set of instruments and activities 'at home' that focus on developing international and intercultural competences in all students.
- Internationalization at Home is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study-related purposes, although the latter option is not entirely excluded.
- May include short-term outgoing mobility in the form of study visits or research assignments that are a component of the compulsory curriculum.
- Only includes the individual experiences of students undertaken during study and placement abroad if these are integrated into the home institution's standard assessment tools (such as the portfolio for all students)."

Internationalization at home is not an aim in itself. From an organizational viewpoint, it helps universities achieve wider goals such as curriculum upgrading, quality enhancement, higher competitiveness in the local and international education market, restructuring of syllabi, improvement of student services, etc.

<sup>87</sup> Some of the ideas and opinions inserted bellow have been discussed by Professor Dr. Mihai Korka in the ASIGMA Conference on *Internationalizing Higher Education: Strategies, Methods and Practices for Quality Assurance*, Braşov, 1-3 September 2011



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Universities become internationally visible and eventually reference institutions in the public perception through a continuous and coherent process of reviewing and upgrading of each single strategic and operational element which defines their respective institutional design as well as their behavior in the global higher education market. Each element has the potential to turn into a competitive advantage when compared to the practice of other competitors in the global market if the university leadership is innovative and flexible. Sometimes that means intensive investment in the learning environment, in learning resources and/or in improvement of the professional capabilities of the teaching staff. Other times it consists in reviewing curriculum contents, updating of the teaching and learning methodologies and technologies, or in changing vision of the institution in the delivery of study programmes, in the involvement in research networking. New international and/or local partnerships with other educational providers or with public institutions and/or businesses could also differentiate a university from other ones. Intense presence in the media with convincing messages related to the attractiveness and performance of the learning and research environment, the quality of student services and/or the diversity of extra-curricular work and the richness of events in the on-campus life could also stimulate the interest of potential students from the local, regional, national and international communities.

Some of the above mentioned elements of internationalization at home are discussed in the following paragraphs in the context of Romanian higher education. Unfortunately, there is little evidence or discussion at higher education sector level on how, when and why Romanian universities have implemented the concept of internationalization at home. Institutional drivers such as the generalized use of the ECTS and of the Diploma Supplement, or legal promoters such as the law on restructuring of higher education into the three Bologna-cycles, the law on the implementation of the new concept of continuing quality enhancement based on ESG and the implementation of the national qualifications framework in compliance with EQF in the EHEA have induced the review of curricula and syllabi by observing best European and international practices as well as an infusion of foreign dimension in almost all the academic and administrative departments of universities. And yet, for the moment, no Romanian university can be considered as possessing and implementing a vision or a strategic development plan with a dedicated dimension for the internationalization at home.

### **1. Curricula (includes joint study programmes)**

For many universities *internationalization at home* is measured by "input factors", such as number of programmes and/or courses taught in foreign languages, number of local and international students enrolled, number of teaching staff having appropriate skills to teach and interrelate in their professional field with students in one or more foreign languages, number of non-resident staff hired to teach and/or research etc.

However, the basic objective of internationalization at home consists in offering students that learning experience which supports them to gain knowledge and skills to succeed in a global world and to act as active citizens of the global democratic society. This objective cannot be achieved by putting together only "input factors" like those mentioned above. It needs a comprehensive internationalization vision and strategy which starts with curriculum design and review of course contents, continues with foreign language instruction, appropriate teaching staff and learning resources, with (international) students support services and with extracurricular activities which enhance the international exposure of students on campus.



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To put curriculum design in accordance with global education outcomes means to care for the incorporation of the international/global/intercultural dimension in the discipline contents, to persuade students that the learning process never ends as we live in a highly dynamic and complex global environment. Graduates are expected to understand their culture in a global and comparative context, to demonstrate knowledge of global issues, processes, trends and systems, to understand, accept and use diverse cultural frames in their day-to-day life and work, to communicate and interact with people in the mother tongue and in foreign languages, to demonstrate an interest for personal involvement in global or intercultural contexts.

Romanian universities undertake a cyclical curriculum review to enhance creativity and innovation, mainly in master's degree and doctoral degree programmes. In this endeavor, the underlying common denominator is to change the traditional paradigm of acquisition of knowledge and facts into a more effective higher education model which is centered on student needs and on development of professional and generic skills which support the quick, successful insertion in the active professional life after graduation. Work-opportunities might be in the home country or abroad. In the review of curricula, Romanian universities integrate the international dimension in various forms:

- Offering specialized programmes in international politics, international business or comparative cultural studies;
- Offering study programmes (in Romanian and/or in foreign languages) which are accredited by ARACIS according to the national legal requirements and – at the same time – by international professional bodies, according to their standards. Double- or multi-accreditation of study programmes appears to be a powerful instrument in the attempt of universities to attract more and more local and international students. It is also a tool for alignment of curriculum content to the global expectations graduates are facing at their first entry in the labor market;
- Teaching full programmes in foreign languages;
- Undertaking a more in depth renovation of course contents aiming to develop specific skills which enable people to be effective in a globally open society, labor market and economy. Unfortunately, this last aspect is mostly encountered as a collateral benefit not as a driving force in the curriculum review process.

According to the implemented framework regulation for the design of higher education qualifications, universities foster a continuous dialogue with emblematic partners from the public administration and the private businesses in order to review contents of the teaching and learning process. In this dialogue with faculties, the stakeholders have a constructive attitude when it comes to formulate the set of competences which defines the graduates' qualification. Stakeholders are also involved in the consultation process concerning the way these competences are transferred to students and assessed throughout the curriculum, the contribution of disciplines and internships in the development of articulated knowledge and skills in the context of the global economy and society. Among the representative stakeholders, universities involve in most of the cases multinationals, local and foreign research institutes, professional associations which often are affiliated to international networks in the given field of specialization. Together with the academic staff, they should cater for the continuous updating of the curriculum and for the integration of the international dimension in the content of the education and training process.

**Partner higher education institutions and cooperative exchange agreements** play also an increasing role in the internationalization of curricula implemented by Romanian universities. The *joint degree programmes* and *double degree (dual-site degree) programmes* are based on institutional agreements of the involved



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Finally, one should not omit the strong *spillover effect* of all these international programmes on the curriculum review at home as well as on the renewal of course contents. The use of modern ICT-tools allows for an in-depth documentation concerning curriculum, syllabi and learning outcomes, but partnering with other universities brings the needed *know-how* in the internationalization of curricula provided by the home institutions.

## 2. Languages

Language training plays a decisive role in the internationalization at home process. In fact, a university cannot introduce teaching and learning in other languages than the official language of the home country if both students and teaching staff members are missing appropriate language skills. The use of international learning resources, the access to international data bases and the request for study opportunities abroad also depend on good language skills and eventually on an appropriate certification of these skills.

One should not forget that Romania offers on demand education in Romanian and in minority languages at the level of compulsory education (first ten years of schooling). On the other hand, even in the primary education, the study of internationally circulated languages (English, French, German, Italian, Japanese, Spanish or Russian) is part of the national curriculum. The wide access to multimedia is improving day by day these language skills. This means that Romanians have a multicultural exposure even before enrolling in a university.

Most Romanian universities have introduced in the last 20 years the compulsory study of one or two foreign languages and offer at the same time optional study opportunities for other languages. Usually during the first year of study there is a general upgrading of the language skills of the newly enrolled students, followed by the gradual introduction of training in applied modern languages which are in line with the specific field of study. English has become the second teaching and learning language in Romanian universities even for those study programmes which are provided in the mother tongue.

Romanian universities offer more and more bachelor and master degree programmes in English, French and German. These study opportunities are open to local and international students. It is worth to note that ARACIS undertakes a special assessment of study programmes delivered in foreign languages. The Quality Assurance Agency observes various aspects of the provider's institutional capability to perform such programmes in terms of specific admission criteria (language certificate is a compulsory standard), language skills of the teaching staff, availability of learning resources in the given teaching language, learning and living on campus standards, etc.

**In accrediting such study programmes in foreign languages**, the organizing university has to demonstrate that the involved teaching staff has appropriate language skills to teach and to interact with students and peers in the given language. Most universities relay on external certification of these language skills, but some of the Romanian universities took the initiative to develop special language training programmes for



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Another language support to internationalization at home is offered by Romanian language courses for international students who wish to study in Romanian. Before the dramatic political change in December 1989, higher education was available only in the official language of the country. The regime offered study-grants to young people from developing countries and agreed the free enrolment of students from other socialist countries but everybody had to learn Romanian before admission in a study programme. A preparatory year for language learning was fully financed from the central budget and organized in each university listed by authorities to enroll international students. Besides courses of *Romanian Language for Foreigners*, the curriculum covered topics related to Romanian literature, folklore, history and geography. Applied language courses continued in the first three years of study.

In recent years, the Ministry of Education has organized and financed some Romanian language teaching centers which are affiliated to a few universities. The Romanian Cultural Institute and its international network also support teaching and learning of Romanian language and culture and organizes various cultural events that trigger interest for Romanian and Romanian culture. According to ILR<sup>88</sup> there are 40 lectureships of Romanian language in universities from Europe, North America, South and East Asia and Caucasus. Current and future students interested to do at least a study period in Romania are among the persons attracted by such activities. On the other hand, the global openness of society, the use of a "standard" English language and the provision of full programmes taught in English have significantly declined the number of interested individuals to learn Romanian for the purpose of having a higher education diploma from a Romanian university.

### 3. Pedagogy, learning environment and learning resources

Curriculum review and course content updating have to be accompanied by an extensive reconsideration of the pedagogy applied in the teaching and learning process. In the era of global communication and unlimited access to knowledge in the virtual space, the traditional *instruction paradigm* (transfer of knowledge) is more and more replaced by a new model: the *learning paradigm* based on a holistic approach of all the elements and drivers which contribute to the construction of knowledge and skills through a student centered process (Barr and Tagg, 1995). Universities create a favorable learning environment with wide access to the newest learning resources and to the cutting-edge knowledge and with a more or less individual guidance of the students in their effort to achieve best learning outcomes.

Just like many other higher education providers in the world, Romanian universities present a diverse inventory of pedagogies applied in the teaching and learning activities. Even in the same university one can

<sup>88</sup> Romanian Language Institute - <http://www.ilr.ro>

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witness differences in the choice of pedagogies between the bachelor programmes and the master's and doctoral programmes.

Traditional *teaching ex cathedra* is still the most popular way to transfer knowledge to the learners *in the bachelor programmes* provided by Romanian universities. Despite the improved equipment supporting the teaching and learning process, there is little propensity towards application of *hybrid or blended learning*.

Some of the disciplines (mainly those with a strong methodological orientation) promote a different way of teaching and evaluating students' achievement even if the grouping of the audience is oversized. Modern software in solving problems, case studies and situational analysis represent the main tools in teaching investigation methods and in training students for the use of technical means applied in the contextual analysis. In this context, student assessment is also focused on problem solving and innovative thinking by submission of individual and/or group learning assignments. That dual conduct in the teaching and training pedagogy cannot have a positive effect on the learning outcomes demonstrated by graduates and bachelor degree students do not appreciate this mix of attitudes in their interaction with those teachers which remain conservative in promoting the instruction paradigm.

Things are significantly different when observing the methods applied in master's degree programmes. Most of the teaching staff cares for an appropriate learning environment which ensures an effective transfer of knowledge and skills. In many Romanian universities, a large variety of teaching methods are applied in the *face-to face teaching*, in the *online provision* of study programmes and/or in the *blended learning*. These alternative educational channels have positive influence on the attractiveness for local and international students which cannot reach the face-to-face instruction. In a longer perspective the online provision generates cost-advantages for the university and modern communication tools enhance the co-operative work with partner universities, professional associations and relevant employers of the graduates.

Even in the face-to face classrooms, there is a greater reliance on modern teaching and communication technology which *facilitates access to virtual learning resources* and *fosters interaction/dialogue* between students, between students and the teaching staff. Digital libraries are a valuable resource in the modern pedagogy as the top Romanian universities offer students free-access to local and international books and reviews. The networking between university-libraries is highly appreciated as it facilitates and renders cheaper the documentation for teaching and research purposes.

Programme managers have selected the intervening professors according to their individual research performance and the modern teaching skills they acquired mainly during study periods abroad. Only isolated cases, Romanian universities have implemented a project aiming at the further training of its trainers and professors.

Video-conferences and invited speakers from public and/or private organizations (many of them with a strong international openness) bring their valuable contribution to a better integration of advanced theoretical knowledge and the practical skills required in the everyday life and work in the respective field of specialization. Local teaching staff is frequently complemented with invited speakers and professors from partner universities located in other countries. Learning resources of the latest generation and access to data bases and scholarly articles and studies published in international journals represent usual means involved in the teaching and learning process at this level.



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In the master's degree programmes, current assessment and final evaluation also involves frequently modern ICT as examination at discipline level and/or final evaluation are frequently based on public defense of individual or group projects.

The third Bologna cycle – doctoral studies – registers the strongest influence of the international dimension on the educational process. Doctoral students and their thesis coordinators have to demonstrate international visibility and scientific performance by publishing the preliminary and final research outcomes in international journals. This means for Romanian universities to ensure unlimited access to the best data basis and to top research findings at world echelon. Due to the modest funding, this requirement cannot be satisfied in many narrow research fields and induce frustration among doctoral students.

Institutional arrangements with partner universities or research institutes from other countries aiming at the acceptance of Romanian doctoral students for a research period as well as double coordination agreements represent in the current context applicable solutions to help students to accomplish their research commitments.

#### 4. Student life and student services

The ultimate goal of an internationalized higher education is to enhance students' awareness as global citizens and their competitiveness in terms of knowledge, skills, values and attitudes in the global market. Of course, curriculum and learning environment have decisive contribution in ensuring the achievement of this goal. Nevertheless quality of student life, extracurricular learning and student involvement in various events organized *on* and *off campus* or in the virtual space complement the formally acquired knowledge and skills, enrich understanding and practice of values and adjust attitudes. Student life encompasses learning commitments and opportunities as well as spare time activities, choices and experiences which are part of the personal life of each one. Good practice in various universities shows that all these student life components might have integrated one or more international ingredients. In most of the circumstances, the international dimension is perceived as a powerful attractor in the motivation and involvement of students and is recognized by the university leadership as an effective educational vector.

Improvement of living and learning conditions on campus and of spare time facilities for members of the academic community (students, professors and administrative staff) create the necessary input-elements for organizing events with possible international participation.

Romanian state universities display a continuous effort aiming to renovate and amplify the living and learning environment for local and international students, despite the decline of public funding in recent years. Private higher education institutions in Romania are focused almost exclusively on improvement of the teaching and learning conditions.

What appears to be of less concern for some of the managerial teams in Romanian universities is the effective use of the variety of student services. These services refer to:

- Proper information of actual and potential students and their relatives or supporters concerning learning and living conditions and opportunities *on* and *off campus*, including assistance for housing, health care or judicial issues. Tremendous improvements have to been registered in many Romanian universities. Updated multilingual web-sites of the institutions with special information windows dedicated to students are widespread achievements in most of state and private universities.



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- Many universities have put in place virtual libraries in order to facilitate access to learning resources and broad band on-line connection to these facilities from outside the campus are now in progress.
- Appropriate housing and cafeteria services as well as health care services are also available.
- Support services for students with special needs (disabilities) are less present on Romanian university campuses but many institutions will implement those services, according to the provisions of the strategic development plans adopted for 2012-2016.
- Student counseling before enrolment and during the studies, placement and internship guidance, career advice services: these services have been formally introduced in the last 10 to 15 years as a consequence of more intense competition for freshmen and for prevention of drop-outs. Each Romanian university deploys on campus and in the hosting local and/or regional community a variety of actions and services aiming to improve institutional visibility and to highlight relevance of research and learning outcomes.

It is impossible to draw a general conclusion concerning the effectiveness of these actions and services as the success depends on a mix of factors and drivers which go beyond the direct influence of the university. The same goes for services related to the assistance offered to students to find appropriate placement in organizations for the practical training and/or internships. In larger universities, differences can be registered between faculties and departments.

Career advice to students has been less successfully developed in most of the Romanian universities. Unfortunately, these career advice services work only on papers in the most universities from Romania. In response to a general requirement of the Ministry of Education in the late 1990s, universities have set-up special departments for career advice, but in frequent cases the hired staff fails to spot the psycho-pedagogical skills required to perform in an adequate way in the various fields of interest of students asking for advice. In these circumstances, it is the dean of the faculty or the vice-dean responsible for curriculum development which discusses with students asking for advice. Usually these persons concentrate on professional advantages of studying in the given field and fail to respond to the expectations of students.

Extracurricular activities as well as cultural and sports events play also an important role in the personal development of students. In the rush to accomplish study requirements according to the curriculum, most of the Romanian universities live to students the initiative to identify learning and spare time opportunities. As a good practice, many traditional universities have initiated the recognition (under special requirements) of extracurricular and/or experiential learning and offer certificates and in a few cases even ECTS credit-points according to the estimated workload for the successfully accomplishment of the extracurricular module/course/internship.

International students' services and support for multicultural activities cover a variety of actions and opportunities aiming to improve life and learning experiences of incoming students from abroad in their interaction with domestic students and with resident citizens. A comprehensive source of information in form of a *Student book for international students* represents a good start point in developing this kind of services. Only few Romanian universities have invested time and money in the design of such a tool. Most of them preferred to develop a multilingual websites which represent a first step in offering plenty of information to interested persons, but these information respond only in part to what an international student needs to know in a new institutional and national culture with principles and traditions (usually) differing from her/his home-country. This is why in more experienced universities a single-office has been



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Alumni liaison and alumni involvement services could also play a pro-active role as more and more graduates of universities are citizens from other countries. These services assist universities in their effort to promote study opportunities abroad, and at the same time are active supporters of inter- and multi-cultural events on campus.

### **5. Employability and the internationalization at home**

Employability of graduates is defined as "the ability to gain initial meaningful employment, or to become self-employed, to maintain employment, and to be able to move around within the labor market" (Report of the Working Group on Employability, BFUG, 2009). In this context, the mission of the universities consists:

- On one hand, in giving students those academic qualifications – defined in terms of knowledge, skills, values and attitudes – which are relevant for employers when hiring a university graduate;
- On the other hand, in offering graduates throughout their professional career the opportunity to upgrade and/or improve the initial qualification by means of lifelong learning programmes.

The global interconnectedness of labor markets and the cross-border movement of graduates in their quest for a (better) job have raised the issue of academic and professional recognition of diplomas and certificates awarded by higher education institutions which are located in other countries.

Romania was among the first five countries which ratified and implemented the 1997 Lisbon Convention on the Recognition of Qualifications Concerning Higher Education, which is the main legal instrument for academic recognition and for professional recognition of qualifications in the non-regulated part of the EU labor market.

After the Bergen Ministerial Follow-up Conference, Romania engaged in the design and implementation of the National Qualifications Framework in Higher Education – NQFHE. It was an open consultation process involving all the Romanian higher education providers, students, alumni and emblematic employers of graduates in each field of study. Among the external stakeholders, multinationals and other organizations with foreign capital and international staff were actively involved in defining professional and transversal skills as well as evaluation standards for each competence which defines a higher education qualification. This open consultation (2010-2011) assures international relevance of the learning outcomes achieved in Romanian universities. Most of the higher education providers undertook since then an in-depth review of learning contents in order to assure full coverage of the academic qualification.

As a result a Romanian National Register of Qualifications in Higher Education – RNCIS has become operational in mid-2011 and can be consulted for free on the web-sites: [www.rncis.ro](http://www.rncis.ro) or [www.anc.ro](http://www.anc.ro) (Romanian and English version are available).

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In September 2011, the Romanian National Qualifications Authority has finalized the self-verification of the compatibility of the Romanian NQFHE with the Framework for Qualifications of the EHEA – European Higher Education Area. All these achievements are part of the transparency endeavor of Romanian institutions and fully support the employability of local and international graduates.

It is expected that in the near future the full eight levels Romanian National Qualifications Framework will become fully operational. The design complies with recommendations and principles of European Qualifications Framework for lifelong learning of the EU.

## **6. Impact of internationalization on institutional infrastructures**

A comprehensive internationalization at home of the Romanian universities presupposes the existence and implementation of the following instruments:

- A vision for internationalization,
- A set of strategic goals accompanied by performance indicators,
- An action plan specifying operations, responsible institutional structures (departments, services, etc.), human and financial resources and a timeline,
- A monitoring mechanism of the implementation.

The setting-up of a functional institutional support infrastructure and the current use of the above mentioned instruments can ensure an effective process of opening of the university campus life towards the global society.

Each Romanian university has in the leadership a person responsible for international relations (usually, a vice-rector) which is assisted by an international affairs' office. The main role of this office is to assist the leadership in the dialogue with cross-border institutional partners, in preparing and implementing international agreements, in administering international mobility of students and of academic and non-academic staff. To make it easy understandable, this is a multi-purpose unit which operates at the interface between the academic community of the university and the international partners. It takes over also responsibilities concerning the enrolment of international students for study periods and/or for full attendance of study programmes (undergraduate, graduate and postgraduate programmes offered by the university).

As the number of international mobilities increased for both students and staff, many Romanian universities have organized a separate mobility office. This unit assists faculties to select and prepare students and staff for an outward mobility and, on the other hand, operates as a reception office of the incoming mobilities and offers first information and orientation towards the other administrative services on campus.

Many international students criticize the lack in Romanian universities of an International Student Affairs Service or an International Student House which could assist students and staff to offer support in solving all the problems for the incoming persons from visa-issues accommodation and orientation on campus and in town/region, personal security and health regulations, campus life, access to library and sports facilities, health care services, career advice and pedagogical counseling, cross- and multicultural events on campus and in town/region, etc.



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For the moment being, most of the Romanian universities still have the traditional decentralized administrative services at faculty and department level. It takes international students some time in order to get acquainted to the variety of places where these services operate and how are competences distributed among the different units. On the other hand, there is a significant improvement of foreign language skill at administrative staff level, which eases communication with international students.



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Politici publice fundamentate  
în Învățământul Superior

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## VI. Internationalization of research

This part of the document will provide existing data regarding joint publications, publications in international journals, patents, access to framework, existing national research funds, Romania's priorities regarding research and Romania's implication in international research networks.

R&D intensity<sup>89</sup> in Romania increased from 0.37% in 2000 to 0.48% in 2009. Romania has one of the lowest R&D intensities in the EU. However, by 2020 according to the EU target, Romania's R&D intensity is expected to reach 2.0% of the national GDP.

### Key indicators measuring the country's research performance

Each year, the Innovation Union Scoreboard<sup>90</sup> provides a comparative assessment of the research and innovation performance of the EU27 Member States and the relative strengths and weaknesses of their research and innovation systems. This annual report is meant to help Member States evaluate the areas in which they need to concentrate their efforts in order to boost their innovation performance. The Scoreboard covers the EU27 Member States, as well as Croatia, Iceland, the Former Yugoslav Republic of Macedonia, Norway, Serbia, Switzerland and Turkey. On a more limited number of indicators, available internationally, it also covers Australia, Brazil, Canada, China, India, Japan, Russia, South Africa, South Korea and the US.

The calculation and measurement of the innovation performance are explained the Innovation Union Scoreboard – methodology report 2010. Based on the Summary Innovation Index, there are four performance groups:

- **Innovation leaders:** Sweden, Germany, Denmark and Finland, all show a **performance well above that of the EU average**.
- **Innovation followers:** Netherlands, Luxembourg, Belgium, the UK, Austria, Ireland, France, Slovenia, Cyprus and Estonia all show a **performance close to that of the EU average**.
- **Moderate innovators:** The performance of Italy, Spain, Portugal, Czech Republic, Greece, Slovakia, Hungary, Malta and Lithuania **is below that of the EU average**.
- **Modest innovators:** The performance of Poland, Latvia, Romania and Bulgaria is well below that of the EU average.

Fig.17 presents the key indicators measuring Romania's research performance against a reference group and the EU-27 average<sup>91</sup>.

It can be observed that Romania is above the EU-27 average at the key indicator for "percentage of women as grade A academic stuff" (in 2007), but the rest of the indicators such as percentage of the researchers employed on fixed-terms contracts (2010), number of researchers (Full-time Equivalent) per thousand labor force (2009), number of researchers post advertised through EURAXESS Jobs portal per thousand researchers in the public sector (2011), percentage of doctoral candidates with a citizenship of another EU 27 Member State (2007) and so forth are significantly below the EU average. In order to make the system

<sup>89</sup> R&D intensity is defined as total expenditure on R&D performed in a national territory in a given year, and it is defined relative to national GDP (source: OECD).

<sup>90</sup> European Commission (2011), "Innovation Union Competitiveness Report 2011".  
[http://ec.europa.eu/enterprise/policies/innovation/files/ius-2011\\_en.pdf](http://ec.europa.eu/enterprise/policies/innovation/files/ius-2011_en.pdf)

<sup>91</sup> The values refer to 2011 or the latest year available.



Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 more open and transparent a set of policies has been developed, such as the **Scientific Visa** and **other admission conditions for foreign researchers**.

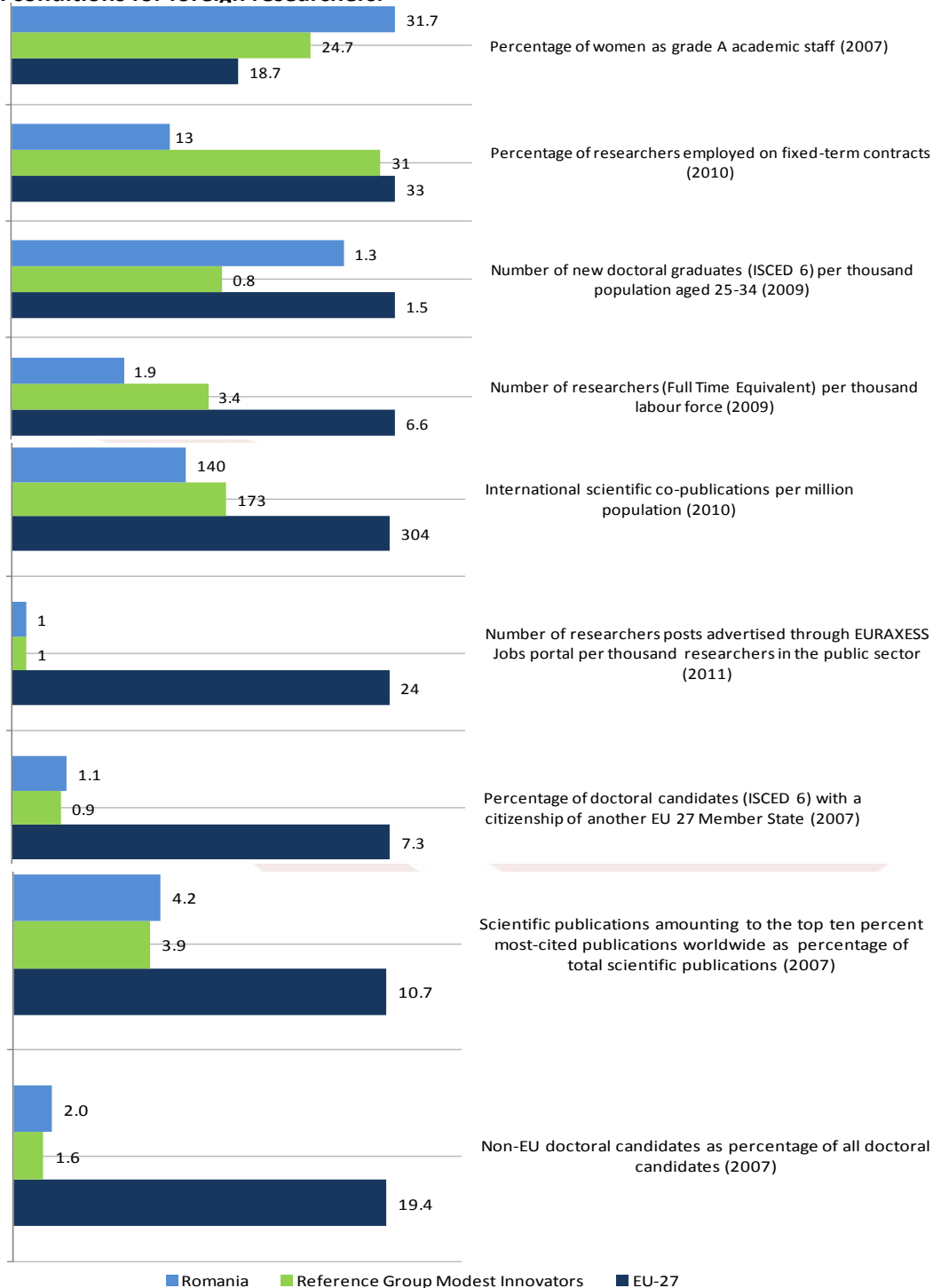


Figure 16 Key indicators – Romania Source: Deloitte

Data: Eurostat, SHE Figures, EURAXESS Jobs Portal, Science Metrix/Scopus (Elsevier), Innovation Union Scoreboard 2010 Notes: Based on their average innovation performance across 24 indicators, Bulgaria, Latvia, Lithuania and Romania show a performance well below that of the EU-27. These countries are the Modest Innovators.

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### Scientific Visa and Working permits

Further to the 2008 EC communication 'Better careers and more mobility: A European Partnership for Researchers', in 2009 the National Center for Recognition and Equivalency of Diplomas (CNRED) created a National Working Group to ensure the implementation of the objectives set in this document. The Working Group is coordinated by NASR and includes all the structures involved in the four key areas mentioned in the communication: CNRED, the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), the Romanian Immigration Office and the National Agency for Pensions and Other Social Security Rights (CNRED, 2009). In order to enhance transnational mobility, the **Scientific Visa** was adopted, for admission in the EU Member States of third country citizens conducting scientific research for more than three months (please find further details in the chapter III. Internationalization in Romania, point IV. National legislation ii. Other relevant legal provisions). The measure is coordinated by CNRED and the Romanian Immigration Office. Researchers from several third countries (Canada, Mexico, Morocco, India, Republic of Moldova, China, South Korea, Bangladesh) benefited from this measure and participated within the framework of national or European projects (NASR, 2009). Foreign researchers or academic staff pursuing scientific or academic activities in Romania need an entry visa and a temporary residence permit for short-stays of max. 90 days within a period of 6 months, or a long-stay visa from the Romanian Immigration Office for activities that exceed this duration. In case of recruitment, foreign citizens need a 'work authorization' (term replacing the previous 'work permit'), which entitles the holder to be employed on the basis of an individual labor contract, or seconded to Romania to a single employer. EU citizens may be employed according to EU regulations, i.e. the citizen of any EU Member State working in Romania will enjoy national treatment applicable to Romanian citizens.

Foreign citizens residing in Romania can benefit from the package of medical services for optionally insured persons if they are insured with one of the county or Bucharest health social insurance houses. Otherwise they have to pay to the medical services providers. The taxation regime applicable to foreign citizens employed through a labor contract by a Romanian unit is that foreseen by the Romanian legislation and the tax provisions on wages or employment-related contributions (based on the gross salary).

### Women in research

In 2007, the percentage of women grade A academic staff was 31.7% in Romania compared with 24.7% among the Innovation Union reference group and an EU average of 18.7%<sup>92</sup>. Regarding measures to support women researchers in top-level positions in Romania there are no specific policy measures (strategies, programs, initiatives, etc.) in place to increase the number of women researchers in high-level positions in research, technology and innovation.

Some actions designed to promote entrepreneurship skills have been carried out by the Agency for the Implementation of Projects and Programmes for SMEs, formerly National Agency for the Promotion of SMEs, and include the training of potential new entrepreneurs, especially young people and women (e.g. the START Program for the training of young entrepreneurs, the 2005-2012 multi-annual program for the development of entrepreneurial culture in women managers in SMEs)<sup>93</sup> and the support of training and consultancy services for SMEs (the 2006-2012 multi-annual program supporting SME's access to training and consultancy).

<sup>92</sup> See Figure 1 "Key indicators – Romania".

<sup>93</sup> [http://www.aippimm.ro/categorie/programe/femei\\_manager2009/](http://www.aippimm.ro/categorie/programe/femei_manager2009/)

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Also, in Romania there are no quotas/national targets /measures in place to ensure a representative gender balance for researchers. According to ERAWATCH country report in 2012<sup>94</sup> gender policies are virtually inexistent and are not a real issue of concern in Romania, where the general belief is that women's personal choices and the 'free market' mechanisms are the main drivers regulating women's representation in different occupational fields, including S&T/R&D, or at different hierarchical levels". The R&D personnel at the end of 2011 was 42,263, with 25,489 (60.3%) researchers and 14,621 PhDs (out of which 46.5% were women)<sup>94</sup>. In 2011 the share of women in total R&D employment was 45.2% (19,596) (NIS 2012a). (Ranga 2011).

### **Mobility of researchers and scholarships for PhD students**

In regard to mobility and international attractiveness, in 2007, 1.1% of doctoral candidates (ISCED 6) were citizens of another EU-27 Member State, compared to 0.9% among the Innovation Union reference group and an EU average of 7.3%. In the same year, the percentage of non-EU doctoral candidates as a percentage of all doctoral candidates was 2% in Romania compared to 1.6% in the Innovation Union reference group and an EU average of 19.4%<sup>95</sup>. Third-country citizens coming to Romania for the purpose of conducting scientific research must apply for a Scientific Visa (under Directive 2005/71/EC) if they are staying for more than three months.

A massive support for doctoral and post-doctoral schools was possible through the Sectorial Operational Programme "Development of Human Resources" by supporting 32,000,000 PhDs and 2000 Post-docs until 2013. The students received a monthly scholarship in the amount of 420 euro/month and a mandatory mobility abroad was supported through the projects. In 2008 – 2010 POSDRU programs were those that encouraged research projects and were the policy tool by which PhD students could get scholarships. Therefore in 2008-2010 approximately 12.500<sup>96</sup> PhD students were involved and benefited from the financed POSDRU programs. The share of PhD students supported in POSDRU programs that obtained a Ph.D. was 90%. In 2011-2013 there was an increase of 160% of the PhD students involved in POSDRU in comparison with 2008-2010 period. As well, all the PhD students with scholarships through POSDRU were required to take a mobility stage between 2 weeks and not exceeding 8 consecutive months.

In regard to outward mobility, the balance between inward and outward flows of researchers is severely inclined towards the outward flows, as Romania is one of the EU countries with the highest losses of qualified R&D personnel (for further information please find chapter IV Internationalization abroad). This situation is caused by several factors, including: low market demand for researchers, low salaries in the S&T/RDI system, low political importance attached to the role of science, research and innovation for economic growth, in spite of government rhetoric, insufficient/inadequate research infrastructure, insufficient funding of programs meant to increase the attractiveness of S&T/R&D careers and more recently, important additional cuts brought about by the economic crisis, etc.

<sup>94</sup> ERAWATCH Country Report 2012

<sup>95</sup> See Figure 1 "Key indicators – Romania".

<sup>96</sup> [http://www.fonduri-structurale.ro/Document\\_Files/resurseumane/00000030/bt53f\\_DCI%20POSDRU%20ro%20iulie%202010.pdf](http://www.fonduri-structurale.ro/Document_Files/resurseumane/00000030/bt53f_DCI%20POSDRU%20ro%20iulie%202010.pdf) , 57



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The mobility of scientists and the attractiveness and consolidation of scientific careers is supported by several funding schemes of the Human Resources Programme of the 2007-2013 National RDI Plan, but most of them have been discontinued after the sharp budget cuts of 2009 and not reactivated so far:

- Projects supporting the mobility of researchers<sup>97</sup> (participation in international conferences) - discontinued since 2009;
- Projects supporting the mobility of PhD candidates<sup>98</sup> (three months in a public or private research lab) - discontinued since 2009.
- Post-doctoral research projects<sup>99</sup> - for the development of an independent career of young Romanian PhD researchers, especially by granting them access to top research infrastructure in the country - active in 2011 and 2012;
- Research projects for stimulating the formation of young independent research teams<sup>100</sup> - for young Romanian PhD researchers in early stages in the formation or consolidation of a research team, after having established an independent research program and obtained significant research results in that field, including those who wish to return to Romanian research institutions - active in 2011 and 2012;
- Research projects to stimulate the return to the country of researchers working abroad<sup>101</sup> - for Romanian researchers with international experience and prestigious research results, wishing to return to Romanian research institutions - discontinued since 2010;
- Complex projects for the reintegration of researchers<sup>102</sup> - for established Romanian researchers working abroad who wish to set up their own research team in Romania - discontinued since 2009;
- Research projects for young PhD candidates<sup>103</sup> - for young PhD candidates employed in higher education institutions or in R&D institutes, for finalizing the research started within their PhD program - discontinued since 2009.
- Research Awards<sup>104</sup> - for encouraging the production of ISI-indexed publications and patents, both national and international (EPO, USPTO, WIPO);
- Innovation and Creativity Awards<sup>105</sup> - for encouraging the creativity of young Romanian students by supporting their participation in final phases of international competitions/contests of innovation and creativity - discontinued since 2009.
- Research scholarships 'Stefan Odobleja' - for young Romanian PhD candidates participating in internationally-recognized research programs. Scholarships are granted on competition basis - discontinued since 2009.

The Ideas Programme of the 2007-2013 National RDI Plan also supports individual mobility of researchers through the 'Exploratory Research Projects'<sup>106</sup> and 'Complex Exploratory Research Projects'<sup>107</sup> funding

<sup>97</sup> <http://www.cnscis.ro/Public/cat/498/Proiecte%20MC.html>

<sup>98</sup> <http://www.cnscis.ro/Public/cat/501/Proiecte-de-mobilitate-a-doctoranzilortip-MD.html>

<sup>99</sup> <http://www.cnscis.ro/articole/1967/Proiecte-de-cercetare-postdoctoralatip-PD.html>

<sup>100</sup> <http://www.cnscis.ro/articole/1966/Proiecte-de-cercetare-pentru-stimularea-constituirii-de-tinere-echipe-de-cercetare-independenteti.html>

<sup>101</sup> <http://www.cnscis.ro/articole/1613/Proiecte-de-cercetare-pentru-stimularea-revenirii-in-tara-a-cercetatorilortip-RP.html>

<sup>102</sup> <http://www.cnscis.ro/Public/cat/508/Proiecte%20RC.html>

<sup>103</sup> <http://www.cnscis.ro/Public/cat/464/Proiecte%20TD.html>

<sup>104</sup> <http://www.cnscis.ro/Public/cat/471/Premierea%20rezultatelor%20cercetarii.html>

<sup>105</sup> [http://www.cnscis.ro/Public/cat/479/@@\\_.html](http://www.cnscis.ro/Public/cat/479/@@_.html)

<sup>106</sup> <http://www.cnscis.ro/articole/1559/SCOP.html>



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### 1. Joint publications

The Ideas Programme (launched in 2012) was the main promoter of improving the quality of articles published by researchers from Romania and the number of publications and Romanian journals ISI (from 7 to 50).

In the below figure we can see the evolution of the ISI articles published together with the ones in collaboration with international researchers in the period 2004 – 2012.

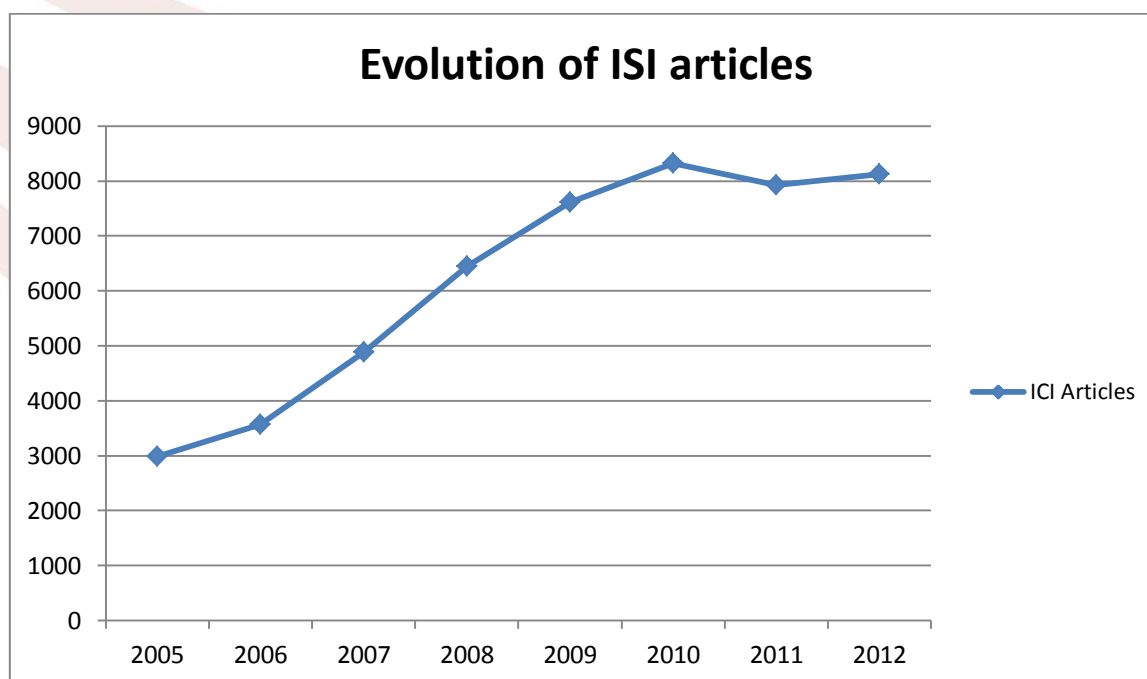


Figure 17 Evolution of ISI articles 2005-2012

There is an increase of 64.01% of the total number of ICI articles after Romania joined the EU (2007) in comparison with 2005. We can also see a major increase of the same number (70.22%) in 2010 when Sectoral Operational Programme Human Resources Development 2007 - 2013 (POS DRU) programs for researchers began to be popular.

In the below table one can see the evolution of the ISI articles written in collaboration with international researchers and the percentage of the articles written with international collaboration from the total Romania's ISI articles.

<sup>107</sup> <http://www.cncsis.ro/articole/1560/SCOP.html>



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Year	2005	2006	2007	2008	2009	2010	2011	2012
Total	2,979	3,568	4,886	6,448	7,613	8,317	7,927	8,128
Written by Romanians	1,541	1,916	2,887	4,272	5,304	5,786	5,279	5,201
Written in collaboration with international researchers	1,438	1,652	1,999	2,176	2,309	2,531	2,648	2,927
% ISI articles in collaboration with international researchers	48.27%	46.30%	40.91%	33.75%	30.33%	30.43%	33.40%	36.01%

Table 20 Evolution of the ISI Articles written by Romanians or by Romanians in collaboration with international researchers;  
Source: ISI database – web of knowledge

One can see a decrease of 12.26% of the ISI articles published in collaboration with international researchers in 2005 in comparison with the ISI articles published in 2012. It is important to know that according to the National Council of Scientific Research in Higher Education (CNCIS), in the present Romania has 58 Romanian ISI indexed publications, recognized by CNCIS from which 51 with an impact factor in 2010. It is an increase of 7.25 more in comparison with 2005 when Romania had 8 Romanian ISI indexed publication.

An increase of 76% can still be observed regarding the ISI articles published in collaboration with international researchers in the 2005 – 2010 period.

Regarding the list of countries of origin for researchers with which the Romanian counterparts collaborated in writing ISI articles, the following distribution can be observed:

Field: Countries/Territories	Record Count	% of 7927	Bar Chart
FRANCE	851	10.735 %	■
GERMANY	816	10.294 %	■
USA	738	9.310 %	■
ITALY	712	8.982 %	■
ENGLAND	538	6.787 %	■
SPAIN	530	6.686 %	■
POLAND	452	5.702 %	■
HUNGARY	388	4.895 %	■
RUSSIA	386	4.869 %	■

Table 21 Distribution by countries with which the Romanian researchers collaborated in writing ISI articles; Source: Web of knowledge



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The main collaborations of Romanian researchers are with France, Germany, USA and Italy. The top four Romanians collaboration countries didn't change over the last four years.

## 2. Publications in international journals

Regarding papers published in international journals, the yearly evolution of the articles with Romanian authors situation indexed in ISI and Scopus<sup>108</sup> bibliometric database can be observed in the table below.

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
ISI-indexed	2,148	2,196	2,328	2,548	2,950	4,025	5,340	6,348	6,875	6,761	6,926
from which in Romanian publications	436	512	527	710	886	1,631	2,543	3,239	3,353	2,868	2419
%	20.30%	23.32%	22.64%	27.86%	30.03%	40.52%	47.62%	51.02%	48.77%	42.42%	34.93%
Scopus- indexed	2,116	2,209	2,331	2,603	2,976	3,622	5,378	7,188	7,712	8,503	8,346
from which in Romanian publications	686	638	705	860	845	1,097	2,279	3,468	3,655	3,976	3,358
%	32.42%	28.88%	30.24%	33.04%	28.39%	30.29%	42.38%	48.25%	47.39%	46.76%	40.23%

Table 22 Papers published in international and Romanian journals; Source: ISI and Scopus Databases

One can say that the vast majority of the articles were published in international journals starting with 2002 when the percentage of publishing in international journals was almost 80% for the ISI publications and almost 68% for the Scopus publications. One explanation can be the lack of ISI and Scopus publications at that time. A slight increase (10-15 %) over the years in the percentage of the articles published in Romanian publications ISI and Scopus can be noticed. The increase may be due to the occurrence of more ISI and Scopus Romanian publications.

Table 23 highlights the status of the total number of books with sole author or coordinated in international Publishers.

<sup>108</sup> SciVerse Scopus, is a bibliographic database containing abstracts and citations for academic journal articles

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	2006	2007	2008	2009	2010
Total number of books, with unique author or coordinated in International Publishers, by teaching staff and research full-time basis / card holder in university <b>unique author</b>	156	130	152	163	180
Total number of books, with unique author or coordinated in International Publishers, by teaching staff and research full-time basis / holder in university <b>coordinate books</b>	95	113	99	113	136
Total number of books, with unique author or coordinated in International Publishers, by persons in contractual relationships employment term with the institution of higher education (PhD students, post-doctoral students, academic staff member) <b>unique author books</b>	27	37	29	39	40
Total number of books, with unique author or coordinated in International Publishers, by persons in contractual relationships employment term with the institution of higher education (PhD students, post-doctoral students, academic staff member) <b>coordinated books</b>	24	23	28	39	38

Table 23 Books from international publishers: the total number of books, the sole author or coordinated international Publishers

One can observe an increase of 15% for the books with an unique author in the period 2006 - 2010 and also an increase of 40% for the books coordinated in the period 2006 – 2010.

### 3. Patents

According to the "Research and Innovation National Conference 2012" report<sup>109</sup> Romania's weak points are regarding the very few patents PCT (Patent Community Treaty) from the industry and business researchers as well as very low intensity of the R&D.

The institution responsible with patents in Romania is **State Office FOR Inventions and Trademarks (OSIM)**.<sup>110</sup> Regarding the Romanian legislation there are Law 64/1991 republished in the Official Monitor of 2007 which provides the regulations in regard to patents and law 611/2002 on the accession of Romania to

<sup>109</sup> [http://nci.ancs.ro/downloads/raport\\_conferinta.pdf](http://nci.ancs.ro/downloads/raport_conferinta.pdf) p6

<sup>110</sup> [http://www.osim.ro/index3\\_files/about/about.htm](http://www.osim.ro/index3_files/about/about.htm)



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the European Patent Convention, adopted in Munich on the 5<sup>th</sup> October 1973, and in the Act of revision, adopted in Munich on the 29<sup>th</sup> November 2000.

According to data collected as part of university classification process in the table below you can see the total number of patents, products, technologies and new services with a demonstrable economic impact including projects elaboration, implementation and/or public policies evaluation.

	2006	2007	2008	2009	2010
Patents registered at OSIM	244	174	279	307	403
Patents registered by European Office for Patents , USA Patents and Trademarks, Japanese Patents Office or other similar	12	10	20	20	14
Triadic patents	1	2	1	0	1
Products, technologies and new services	997	1342	1,389	1,171	1,171
Implementation and/or public policies evaluation projects	261	285	346	451	434

*Table 24 Total number of patents, products, technologies and new services with a demonstrable economic impact including projects elaboration, implementation and/or public policies evaluation; Source: data collected as part of university classification process*

Regarding patents registered at OSIM there was an increase of 65.16% in 2010 in comparison with 2006.

#### 4. Access to EU framework programmes

According to a diagnosis of PhD in Romania made within a UEFISCDI project<sup>111</sup>, "Paradoxically, doctoral mobility and international cooperation seem to be more dynamic. Unfortunately, they are often restricted to the level of mobility of PhD students and / or PhD coordinators for short periods of time. Funds for this mobility are secured through grants, contracts and sponsorships (the medical field can attract up to 23% of the total national funds available). In addition, they are often disciplinary and contingent on the student's or coordinator's field, while trans-disciplinary and interdisciplinary cooperation are weak. Consequently Romanian universities' involvement in major projects at the international level, in consortia addressing global problems (e.g. human genome project, climate change and so on) is still low."

Furthermore the diagnosis also mentions that "universities are not very attractive for foreign doctoral students, the number of which is low in relation to Romania's potential." The solution proposed by universities for increasing the number of foreign PhD students was hiring them in research projects. "Although it is a good strategy, it must be accompanied by efforts to increase international prestige of universities so that they can attract foreign students willing to pay to study in a university marked by excellence and internationally competitive."

For a centralized data regarding the partnerships obtained by HEIs in collaboration with institutions from abroad please see Chapter VII **National and International Partnerships and Cooperation**

<sup>111</sup> The Doctorate or the Organizing of PhD Schools- a Diagnosis of the State of Affairs and Prospecting a Possible Future

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### 5. Funding for research (non-EU)

Education Law no. 1/ 5 January 2011 changed the old system of public university funding based on the number of students to a system based on an internal assessment and performance classification of all departments every five years. The assessment is finalized with an annual report that is a fundamental condition to access public funding.

The Law also mentions that the advanced research and education universities will have priority and will receive more doctoral grants from the state budget. In this regard, according to the Ministry Decision No. 4970 from August 2,, advanced research and education universities should receive more doctoral grants than in the previous years while education universities should receive fewer grants.

The Law stipulates that the Government finances excellent research programs in all three types of universities, in order to encourage competition.

According to the process of collecting the data and information for evaluating universities and study programs for the purpose of classification of universities and hierarchies of the fields of study, the number of enrolled PhD students is:

	Public HEIs (56)		Private HEIs (33)		TOTAL
	full time	part-time	full time	part-time	
<b>2005 - 2006</b>	6316	27898	0	89	<b>34,303</b>
<b>2006 - 2007</b>	7032	26677	0	121	<b>33,830</b>
<b>2007 - 2008</b>	8035	24567	0	141	<b>32,743</b>
<b>2008 - 2009</b>	8675	22422	0	154	<b>31,251</b>
<b>2009 - 2010</b>	10796	19362	21	184	<b>30,363</b>

Table 25 The number of enrolled PhD students

In public HEIs in 2011 approx. 46% of the PhD students were paying tuition fees. The scholarship for the PhD students that are not supported through the structural funds program is at the level of the salary for an assistant professor (approx. 165 euros/month).

The university receives a fixed lump sum for all the state subsidized PhD students. The amount is increased by a factor from 1 to 7.5, depending on the field of study in which the PhD program is developed. Only full time students are supported by the state.

According to the Law on Education, each Doctorate Organizing School is assessed individually, for each field of study, for accreditation. The assessment of the Doctorate Organizing School is made based on its performance and on the institutional capacity of the institutions able to organize doctoral studies IOSUD to which the Doctorate Organizing School belongs. The assessment of the Doctorate Organizing Schools is performed by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) or by another national or foreign quality assurance agency registered in EQAR, based on the National Council for Scientific Research (CNCS) reports for the quality of the research and on the National Council for the Recognition of Degrees, Diplomas and Certificates (CNATDCU) reports for the quality of the human resources. The criteria system and the assessment methodology are set by order of the Ministry of National Education based on joint proposals of ARACIS, CNCS and CNATDCU. Each Doctorate Organizing School is assessed periodically, every 5 years.

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More than that, the new law of education brought some changes for enhancing the quality of doctoral studies as:

- performance based funding was increased for doctoral studies;
- introducing the double statute of students as both doctoral students and research assistants or university assistant on determined period;
- introducing the mobility of research grants;
- more flexibility in the internal organization of the doctorate schools and enhanced autonomy to the university;
- doctoral programs should be organized only on a full time basis;
- adoption of a national code of doctoral studies which has the objective to promote and implement procedures for enhancing the quality of: the organization and content of doctoral programs, rights and obligations of doctoral students and doctorate coordinators and others.

According to UEFISCDI, Romania has 326 bilateral research projects in 2013 summing approx. 23 million euro. In the figure below **you can find the number and the countries with which Romania has bilateral projects regarding the research area.**

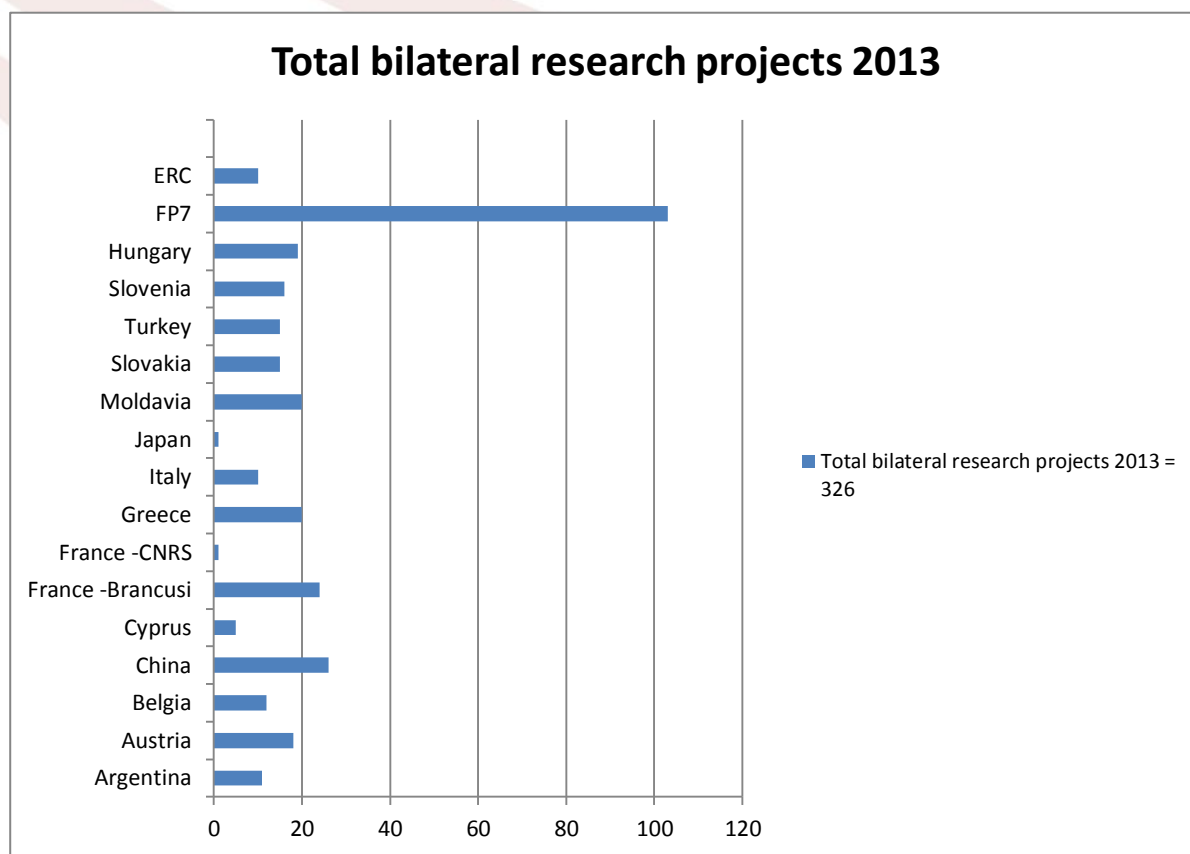


Figure 18 Total Bilateral research projects for 2013; Source: UEFISCDI

One can observe from the figure that the top partner countries for bilateral projects are: China, France, Moldova, Greece, Hungary and Austria.

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## 6. Strategic areas of research

Regarding the strategic areas of research in Romania, in 2013 Romania will complete the National Strategy Plan for Research and Development for 2014 – 2020 in which priority areas will be established. The table below presents key programs and initiatives intended to implement the strategic objectives to train enough researchers to fulfill Romania's R&D targets, to promote attractive working conditions, and to address gender and dual career issues.

Measure	Description
<b>National Plan for R&amp;D and Innovation 2007-2013 (2007)</b>	This Plan (implemented under the National RDI Strategy 2007-2013) aims to: <ul style="list-style-type: none"> <li>– improve young researchers' funding opportunities;</li> <li>– improve researchers' inbound and outbound mobility;</li> <li>– restructure doctoral programs;</li> <li>– establish schools of excellence.</li> </ul>
<b>National R&amp;D and Innovation (RDI) Strategy 2007-2013 (2007)</b>	The RDI Strategy aims to consolidate the Romanian Research Area and facilitate Romania's integration into the European Research Area (ERA). It formulates the following objectives: <ul style="list-style-type: none"> <li>– provide human resources in RDI;</li> <li>– improve the innovative capacity of businesses, especially SMEs.</li> </ul>

Table 26 National strategies; Source: Deloitte

The 2009-2015 Strategy 'Education and Research for a Knowledge Society', elaborated in 2009 by the Presidential Commission for Education and Research Policy-making and Analysis includes among its priorities the support for human resources. With regard to the human resources in universities, the document proposes several measures aimed to improve the quality of the teaching and research staff.

Public funding for RDI is not allocated by priority, but by program, such as the 2007-2013 National RDI Plan, which is the main national RDI funding instrument, and other programs that are briefly described below.

A. The 2007-2013 National RDI Plan - Is structured into six specific programs, named similarly to the EU FP7 programs: Human Resources, Capacities, Ideas, Partnerships in Priority Domains, Innovation and Sustaining Institutional Performance, which reflect the nine national priorities (ICT, energy, environment, health, agriculture and food, biotechnologies, innovative materials, processes and goods, space and security, and socio-economic and humanistic research) to different extents in each program, in a very intricate way.

From the six programs of the National RDI Plan, the Human Resources supports the increase of the number and professional performance of researchers, as well as the attractiveness of scientific careers. The total budget for this program is about €421 million (9% of the 2007-2013 National Plan);

The Human Resources Programme of the 2007-2013 National RDI Plan has a few mobility schemes allowing PhD students to conduct innovation projects in firms, such as Projects supporting the mobility of PhD candidates<sup>112</sup> (provides funding for three months in a public or private research lab) and Post-doctoral research projects<sup>113</sup> for the development of an independent career of young Romanian PhD researchers, especially by granting them access to top research infrastructure in the country.

<sup>112</sup> <http://www.cncsis.ro/Public/cat/501/Proiecte-de-mobilitate-a-doctoranzilortip-MD.html>

<sup>113</sup> <http://www.cncsis.ro/articole/1967/Proiecte-de-cercetare-postdoctoralatip-PD.html>



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#### Other Core R&D Programmes

- The programmes are developed by some national R&D institutes to support their specific medium- and long-term strategies and are financed by NASR as institutional funding. In 2009, NASR supported 46 Core R&D programmes, with a total budget of about €83 million (1 EUR = 4.2 RON), which was about 30% higher than in 2008, in view of helping them maintain the R&D personnel, especially the young researchers trained abroad. In 2010, NASR funded 47 Core R&D Programmes (NASR, 2010).

The preparation of next planning cycle began in 2012. The general principles for the new cycle include the correlation of the smart specialization strategies and the 2014-2020 National RDI strategy around a reduced set of priorities under the requirement of increasing the socio-economic impact. NASR has launched a preparatory project for the identification of smart specializations, which will provide the first results in March 2012. Also, starting with January 2013 a large foresight-based, ten-month project has been launched for the elaboration of the National Research, Technological Development and Innovation Strategy 2013-2020 with the associated Plan (which manages the public funds for RDI). The project will also provide recommendations for the structural funds axis dedicated to innovation.

#### 7. Participation in international research networks

The EURAXESS Network is one of the measures aimed to support trans-national mobility. Romania is involved in two FP7 projects regarding EURAXESS: "Discover Europe" and "EURAXESS T.O.P" (Transnational operation of the EURAXESS Services Network).

The Romanian Mobility Centers Network (RoMob), as part of the European Mobility Centers Network is functional since 2005 and includes eight regional centers set up in the eight development regions of the country. The centers aim to stimulate, encourage and facilitate mobility of foreign researchers in Romania, enhance the visibility of Romanian research and promote the Romanian research or business organizations within the ERA. The centers have dedicated staff in universities, research institutes and chambers of industry and commerce in the main cities of the country. However, the network has a relatively low visibility among researchers, and the mobility of foreign researchers in Romania is reduced, due to the unattractive conditions.

In 2011, the number of researcher posts advertised through the EURAXESS Jobs portal per thousand researchers in the public sector was 1 in Romania compared with 1 among the Innovation Union reference group and an EU average of 24.<sup>114</sup>

Romania was deeply involved in the evolution of the Bologna Process in order to develop and consolidate the European Higher Education Area (EHEA). As such, Romania organized the Bucharest Ministerial Conference on 26-27 April 2012, hosted the Bologna Follow-Up Group (BFUG) Secretariat in 2010-2012 and is currently involved as a Co-Chair of the EHEA Working Group (WG) on the Third Cycle within the Bologna Process, together with Spain and Italy.

The objectives of the EHEA WG on the Third Cycle are:

<sup>114</sup> See Figure 14 "Key indicators – Romania".

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- mapping the current implementation of the third cycle in the EHEA, in the light of the "Salzburg II Recommendations" and the Principles for Innovative Doctoral Training;
- formulating policy proposals to promote quality, transparency, employability and mobility in the third cycle, based on the outcomes of the previous point and taking into account the developments foreseen within the ERA by Horizon 2020 and other EU initiatives;
- exploring the need and feasibility of developing common principles for a better integration of the second and third cycle programs within the EHEA to implement the link between education and research and to strengthen the synergies with the ERA.

Romania's responsibilities within this WG are linked to quality and transparency of doctoral education across the 47 EHEA countries:

- Explore quality and quality assurance procedures in Doctoral training, in cooperation with relevant stakeholders by:
  - o underlining the need for specific criteria to quality assure and accredit third cycle degrees, and set general principles for that purpose in cooperation with the European Association for Quality Assurance in Higher Education (ENQA). In particular, it might be beneficial to encourage countries and QA Agencies to take in due account specificities like, for example, internationalization of curricula or professionally oriented Doctorates.
  - o supporting the successful peer – review approach used by European Universities Association (EUA) and by the WG on HR of the European Commission; the WG should overview as well the more successful procedures for QA set up by higher education institutions to improve the outcomes of their doctoral education;
  - o improving understanding on what HEIs do and increase trust in HE systems with regard to the doctoral cycle, by making use of adequate QA procedures.
- Formulate policy proposals to increase the use of existing transparency tools for third cycle degrees, based on existing good practices in the field, and explore new instruments to increase transparency of third cycle degrees. Possible outcomes could be:
  - o a list of possible transparency tools, in addition to qualifications frameworks and QA systems, to promote transparency in the third cycle;
  - o guidelines for improving transparency in the description of third cycle degrees, in terms of (i) learning outcomes, (ii) pathways to complete doctoral education, (iii) organization of doctoral education ( e.g. doctoral/graduate schools), (iv) assessment procedures.

Romania is also involved in a series of international networks in order to promote quality and innovation in education and research areas. UEFISCDI has established bilateral agreements with France, Germany, Switzerland and the USA. Details regarding these agreements can be found in Chapter VII National and International partnerships and cooperation.

In order to increase cooperation and coordination of research activities at national and regional level in the EU countries and associated states, in 2002 **ERA-NET scheme**/plan was launched as a "6<sup>th</sup> Framework Programme – PC6 " which continues with PC7 Programme. Romania is part of this programme through UEFISCDI. In the ERA-NET scheme funding, UEFISCDI implements the projects in the following areas: cooperation in fisheries, aquaculture, food processing, biology systems applications, maritime technology,



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Romania is also part of **JTI - Joint Technology Initiative** which supports participation in European Joint Technology Enterprises. As well JTI supports the Romanian participants in the public-private partnerships at the European level in order to address strategic areas in which research and innovation are essential to European competitiveness.

In order to enhance the quality of life of older people and strengthen the industrial base in Europe through the use of information and communications technology (ICT), Romania develops joint programmes through **AAL ('Ambient Assisted Living')**.

UEFISCDI develops also projects funded by commune funds with Island, Liechtenstein and Norway by being part of the **(EEA - European Economic Area)** and in the **Transnational Cooperation South East Europe (SEE) Programme**. SEE Programme provides funding for economic development projects in 15 European countries, including Romania.

## VII. National and international partnerships and cooperation

### 1. Education

According to the organizational chart, in the Ministry of National Education, the General Direction for Higher Education is the one which, in collaboration with the International Relations Direction, the European Affairs Direction and the Direction for Bilateral Relations and International Organizations has responsibilities regarding the promotion of Romanian higher education. The Ministry of National Education is the institution responsible with the national and international cooperation.

The main international partnerships and cooperation in Romania are Erasmus, CEEPUS, Fulbright, DAAD, Francophone space related programs and bilateral agreements.

Table 27 shows the third states with which the Romanian government has signed bilateral agreements and the number, or types of scholarships for the academic year 2013-2014.

<sup>115</sup> <http://uefiscdi.gov.ro/Public/cat/651/ERA-NET.html>

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Bilateral partnership	Bachelor	Master	PhD	Postgraduate	Month/scholarship	Other types
Armenia	3	3	2			
Azerbaijan	3		2		30	3
Belgium, the Flemish Community	3		2			2
China	24					5
Korea		2				
Egypt	5	3	2			
Greece	3			1		3
India	2	3			2	
Kazakhstan	1	2	2			10
Moldova	100	50	50		100	
Nigeria	5					
Poland					30	10
Russia	10	+8 PhD				150
Serbia	12	+ 3 PhD			40	5
Turkmenistan	25		2			8

Table 27 Countries with which the Romania Government has bilateral agreements, number and type of grants/scholarships awarded for the academic year 2013-2014

The 2013-2016 Government Program on Education<sup>116</sup>, specifies the following aim linked to the internationalization of education: "to continue to strengthen international bilateral and multilateral partnerships, foster exchanges of students, teachers, in the existing programs and developing new ways of international cooperation."<sup>117</sup> It is also set as objective "developing bilateral and multilateral relations, national and international in order to identify best practices and implement them in our country."<sup>118</sup>

Regarding the partnerships obtained by HEIs in collaboration with institutions from abroad, the only data found are those offered by universities (collected as part of university classification process) and provide information only about the number and nature of their partnerships.

Table 28 provides a breakdown by year of university projects conducted in partnership with foreign institutions. As beneficiary or lead partner, Romania received EU funding for a total number of 374 projects in 2010, with over 13% (60 projects) less than in 2006.

The total number of partnerships obtained both as lead partner and as partner is of 853 in 2010, with 9% (71 partnerships) more than in 2006.

<sup>116</sup> <http://www.gov.ro/upload/articles/117011/program-de-guvernare-2013-2016.pdf>, 2013-2016 Government

Program on Education

<sup>117</sup> 2013-2016 Government Program on Education

<sup>118</sup> 2013-2016 Government Program on Education



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As beneficiary or lead partner	2006	2007	2008	2009	2010
From EU framework	157	137	112	117	123
Within other EU programs managed by foreign institutions	114	108	86	88	106
From other programs financed by public funds from abroad	79	97	100	103	96
From other programs financed by private funds from abroad	84	69	68	51	49
<b>As partner</b>					
From EU framework	145	142	199	164	199
Within other EU programs managed by foreign institutions	93	137	146	172	140
From other programs financed by public funds from abroad	67	107	128	109	107
From other programs financed by private funds from abroad	43	43	61	41	33

Table 28 Number of projects financed by institutions from abroad

As a result of institutional partnerships, universities managed to attract a number of funds focused on different areas or aspects, the total value of all projects/ grants/ scientific research contracts/ artistic creativity and research contracts/ other types of projects, obtained by competition organized abroad or by foreign private institutions, was approx. 1.8 million Euros, with 64% more than in 2006 (funds obtained as beneficiary or as partner. Several partner countries are: China, France, Hungary and Austria. Funds obtained as a partner in 2006 - 2010 increased almost three times, at approx. 10 million Euros in 2010.

## 2. Research (Japan, Switzerland, France, Australia etc.)

The Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) promotes quality and innovation in Romanian scientific research by the active implication in developing cooperation with different international organizations. The main cooperation agreements of UEFISCDI, through its councils, are established with:

- **European Science Foundation (ESF)** is an independent, non-governmental organization dedicated to pan-European scientific networking and collaboration. One of its main key roles is the mediation between the heterogeneous research cultures and agencies in Europe and beyond.

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Since 2005, Romania is a member of the European Science Foundation by the Government Decision No. 527/ 2005. The authorities approved the participation of the Romanian scientific community to the initiatives, projects and programs of European Science Foundation. The Romanian scientific community has the opportunity to participate in:

- "EUROCORES programs and scientific programs, with funding provided by the contribution of ESF members, accordingly to the ESF funding regulations;
  - exploratory sessions - Exploratory Workshops and partnership activities, funded by ESF;
  - research conferences of the ESF - ESF Research Conference, funded by ESF in cooperation with other European institutions;
  - activities of scientific prediction - Forward Looks, funded by the ESF;
  - activities regarding Research Infrastructures - Research Infrastructures, funded by ESF together with other institutions;
  - other initiatives, projects and programs that can be implemented by the ESF"<sup>119</sup>.
- **Agence Nationale de la Recherche, France (ANR)** "is a research funding organization. It was established by the French government in 2005 to fund research projects, based on competitive schemes giving researchers the best opportunities to realize their projects and paving the way for ground-breaking new knowledge. The role of the Agency is to bring more flexibility to the French research system, foster new dynamics and devise cutting edge-strategies for acquiring new knowledge"<sup>120</sup>.

The cooperation with ANR was established in 2011, through a Memorandum signed between National Authority for Scientific Research (ANCS), Romania, and Agence Nationale de la Recherche (ANR), France, meant to strengthen the Romanian and French research communities in areas of mutual interests, as well as funding joint research projects conducted by teams from both countries. Accordingly to the document, initial priority will be given to the following research areas: Physics, Environment, Ecosystems and Biodiversity. Each country will found its own team.

- **The Swiss- Romanian Cooperation Programme** aims at reducing the economic and social disparities within the enlarged European Union and between different regions of development of beneficiary countries.

The amount earmarked for Romania, under the Swiss - Romanian Cooperation Programme, is 147 million euro for a commitment period of 5 years and a disbursement period of 10 years, starting from the approval date of the Contribution by the Swiss Parliament (2009). The document that establishes the cooperation between the two governments was signed in Bern, 2010 - the bilateral Framework Agreement between the Swiss Federal Council and the Romanian Government.

One of the focuses of the agreement is the development of social and human resource, emphasizing on strengthening the academic exchanges between the two countries. Achievement aspirations will be made by: *Thematic Research Fund* (promoting joint Romanian-Swiss Research) and *Thematic Fund Research Fellowship* (scientific exchanges between Romania and Switzerland).

<sup>119</sup> [http://uefiscdi.gov.ro/userfiles/file/cooperare%20internationala/ESF/HOTARARE\\_527\\_2005\\_ESF.pdf](http://uefiscdi.gov.ro/userfiles/file/cooperare%20internationala/ESF/HOTARARE_527_2005_ESF.pdf)

<sup>120</sup> <http://www.agence-nationale-recherche.fr/en/project-based-funding-to-advance-french-research/>

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- **National Science Foundation (NSF)**, the USA, invited, in 2008, the Romanian funding bodies to participate in the *Materials World Network*, which activity consists in giving support of international collaborations in physics and materials research. If a project is funded, each participating funding organization supports the part of the project done in that country. Romanian researcher's community had the opportunity to participate at 3 calls until now.

The Executive Agency for Higher Education, Research, Development and Innovation Funding's activity also consists in:

- implementing programs in order to increase cooperation and coordination of research activities in the Member States of EU and associates states (ERA-NET);
- supporting the participation of Romanian researchers in European Joint Technology Enterprises (JTI- Joint Technology Initiative);
- supporting participation in joint research projects within the Program AAL ('Ambient Assisted Living');
- supporting technological research projects SMEs, in partnership with research institutes and universities, at European level, through Eurostars Programme- EUREKA network tool;
- to carry on the projects implemented by UEFISCDI and funded jointly by Iceland, Liechtenstein and Norway (EEA - European Economic Area) or the Transnational Cooperation Programme of South-Eastern Europe (SEE).

### ***3. Romania's involvement in international bodies dealing with internationalization – governmental and non-governmental (IAU, ACA, OECD, EAIE, EUA, university or other types of networks);***

The main international bodies in which Romania is involved (as a country or through various Romanian organizations/ institutions) are:

**The International Association of Universities (IAU).** Romania has 15 universities as IAU member institutions, out of which 5 are private universities and 10 state universities. More than that, Romania is represented, as deputy Board member from Europe, by Remus Pricopie, former Rector of the National University of Political Studies and Public Administration and current Minister of Education.

In the **European University Association (EUA)**, Romania is represented by 30 universities. The Black Sea Universities Network and the Romanian Council of Rectors are also represented in the EUA. In the EUA Council, Romania is represented by Prof. Ecaterina Andronescu, president of the Romanian Council of Rectors. In the **Coimbra Group**, Romania is represented by one university – "Al I. Cuza" University of Iasi and in the **UNICA – Network of Universities from the Capitals of Europe** there is also one university from Romania – University of Bucharest.

In the **European Association for Quality Assurance in Higher Education (ENQA)**, Romania is represented by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). Prof. Dr. Radu Damian is a member of the ENQA Board since 2010.

Furthermore, in the **European Quality Assurance Register for Higher Education (EQAR)**, Romania is represented by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). Melinda Szabo (ex. ANOSR) is Project Officer in EQAR and Anca Prisacariu from the National Alliance of Student

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Organizations in Romania is the European Students' Union delegate in the Register Committee on behalf of ESU. In the **European Students Union**, Romania is represented by the National Alliance of Student Organizations (ANOSR). More than that, Ligia Deca was the Chairperson of ESU between 2008-2010. Also, In the **Education International (EI)**, Romania is represented by 4 teachers unions. Alma Mater teachers union is a member of EI. The Alma Mater honorary president has been a Member in the Executive Board of Pan-European Structure of Education/ETUCE since 2003.

Romania is currently not a member of OECD (<http://www.oecd.org/about/membersandpartners/> )

#### **4. Romanian HEIs consortia (e.g. Universitaria, other sectorial networks if existing)**

##### **Consortia Universitaria**

It was established in 1996 without a juridical status. In 2009 Consortium Universitaria becomes legally. Consortium member universities are: University of Bucharest, "Babes-Bolyai" University of Cluj-Napoca, "Alexandru Ioan Cuza" University of Iasi, West University of Timisoara and The Bucharest University of Economic Studies.

According to Consortium meeting from Timisoara, universities established a couple of objectives regarding internationalization of education:

- Identifying the problems that may arise due to the OMECTS no. 6000/15.10.2012 (no transfer of funds to universities, the absence of specific positions in this regard, the need for professionally qualified staff etc.) and adopting common positions towards them;
- A joint calendar for the equivalence of diplomas and for study admission for citizens of third countries;
- Establishing in Romania an annual joint program on mobility grants for foreign students "Excellence Scholarships of the Universitaria Consortium" (one scholarship/university, period: 3 months, all fields of study, amount: at least 1000 euros/month + transport and accommodation, priority Ph.D. level);
- In order to promote our consortium universities abroad: a system of representation by joint advertising stands at international fairs; establishing the role of consortium ambassadors: alumni and consortium students that are already on a mobility grant abroad at that particular moment.

"The idea of setting Consortium was to stimulate the development of inter-institutional uniform university curricula. In this regard this four major universities from Romania joined" this is how Prof. Dr. Peter Stef West University of Timisoara's vice-rector, motivated the decision.



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## VIII. Funding for internationalization

### 1. *General provisions regarding funding for Higher Education*

Higher education in Romania is based on the 1991 Constitution of Romania (revised in 2003) and subsequent legislation and amendments on education.

In 1997 a new financing mechanism for higher education was implemented, which was based on bilateral contracts between the Ministry of Education, Research and Innovation and the higher education institutions with a component calculated on a cost-differentiated per student capita formula. Introduced in 2002, the qualitative component (based on process and input indicators) of the financing algorithm has been developed. From that point, the percentage of the overall university financing allotted according to some qualitative criteria increased every year, reaching up to 30% in 2010. However, the relevance of such criteria proved to be very low when considering the need for institutional differentiation. Thus, the two pillars of the algorithm on which the funding strategy of Romanian Higher Education was based on, were:

- block grants allotted according to cost-differentiated per student capita formula, as the main part of the overall universities' public funding;
- the differential universities financing, based on the qualitative component (calculated on qualitative indicators which were updated regularly at the recommendation of a specialized public agency).

The new Law of Education was adopted on 5 January 2011 based on the strategy "Education and Research for Knowledge Society"<sup>121</sup>. At that time public funding was highly uniform and provided few incentives for quality improvement of the education offered and research outcomes. The analysis made by the presidential commission in 2007 suggested that the financing criteria regarding the performance of teaching/learning did not represent an important percentage of the public financing. Two of the main objectives of the new law of education were the ranking of the disciplinary study programs and the classification of the higher education institutions. The public financing of universities was restructured based on the results of the classification and ranking processes.

The financing stream structure changed in the following manner:

- a minimum of 30% represented the core financing stream for public universities, based on a given set of quality standards and criteria, established by the National Council of Higher Education Financing and approved by the Minister of National Education; a new funding stream was added for institutional development addressed to the best universities in each of the established classes.

The purpose of these delimitations was a more efficient resource allocation and excellence growth in the higher education system. Every university assumed a mission, and the public financing of the university changed according to the mission statement and academic quality provision. The classification process was contested in court by Romanian universities and in some of the court cases the classification process was invalidated.

<sup>121</sup> [http://www.presidency.ro/static/ordine/Educatie\\_si\\_Cercetare\\_pentru\\_Societatea\\_Cunoasterii.pdf](http://www.presidency.ro/static/ordine/Educatie_si_Cercetare_pentru_Societatea_Cunoasterii.pdf)

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## 2. *Specific funds for internationalization*

Foreign students can study in Romania on scholarships offered by the Romanian state or through European university cooperation and mobile programs (ERASMUS MUNDUS, CEEPUS, TEMPUS, ASIA). Scholarships offered by the Romanian state, according to the existing bilateral agreements are managed by the Ministry of National Education, General Department for Higher Education in collaboration with International Relations Directions, European Affairs Department and Bilateral Agreements Department, based on a proposal from the competent authorities of the candidate's country of origin.

Scholarships offered by the Romanian state can also be obtained through the Ministry of Foreign Affairs, in the state universities from Romania and for Romanian ethnics. The Agency for Students Loans and Scholarships (ACBS) provides access to scholarships offered by the Ministry of National Education, for different categories of users, and manages the loan system for students<sup>122</sup>. Among the policies that encourage internationalization, especially mobility please find details at chapter III.V. The Agency for Students Loans and Scholarships.

Also, The Agency for Students Loans and Scholarships (ACBS) manages the area of scholarships programs for studies in foreign countries, presents the relevant legislation and organizes the national contests in Romania for state sponsored scholarships<sup>123</sup>:

- Bilateral treaties in force or with unilateral offers made by Romania to other states: Syria, Bulgaria, Moldova, Egypt, Korea, Greece, Italy, Luxembourg, Nigeria, Czech Republic, Croatia, Slovak Republic, Kuwait, Poland, Hungary, Armenia, Palestine, Azerbaijan, China, Kazakhstan, Russia, Turkmenistan, Belgium Valona, India, Serbia, Finland;
- Government Ordinance. no. 697/1996;
- Titu Maiorescu;
- Vasile Pârvan and Nicoale Iorga;
- Theodor Aman;
- Special Scholarship "Romanian Government".

In 2011, for the Erasmus mobility funding there were 68 universities competing. Two candidates were declared non-eligible. Of the 66 candidates declared eligible, only 43 of them applied for funding for all 4 types of Erasmus mobility. For further information please see chapter Internationalization abroad.

Romania is participating in the CEEPUS III program for a period of 7 years that can be renewed, starting from the 2011 - 2012 academic year. Through the programmer, the Ministry of National Education offers 500 months of scholarships on a yearly basis. The beneficiaries of these scholarships will receive during their stay at the host university a monthly allowance of 120 Euros for bachelor students, 150 Euros for Master students, 330 Euros for assistants, 360 Euros for lecturers, 390 Euros for associate professors and 590 Euros for professors. Students who take intensive classes and language classes will also receive one half of the monthly allowance for courses under 15 days and double the monthly allowance for courses that last more than 15 days.

<sup>122</sup> Not yet functional

<sup>123</sup> <http://www.mae.ro/en/node/2176>

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There are 8 CEEPUS Programs in Romania for the academic year 2012-2013. The main covered domains are bio-analysis, cultural anthropology, medicine, engineering and music.<sup>124</sup>

**According to the National Law of Education:**

Art. 205(10) The Ministry of National Education may grant yearly scholarships for university or postgraduate studies abroad, from funds set up for this purpose. These scholarships are granted following a competition organized at national level;

Art. 205(11) Students and graduates of public and accredited private higher education institutions may take part in the competitions organized for granting the scholarships according to the provisions of point (10);

Art. 206(1) The Romanian state shall grant yearly, by government decision, a number of scholarships for the tuition of foreign students. These scholarships shall be granted only to those universities and study programs that meet the highest quality standards, whether public or private;

Art. 206(2) Universities, based on their self-governance, may decide with regards to the full amount of their revenues from enrolling foreign students;

**3. Higher Education Institutions tuition fees policies for Romanian and international students and impacts on Higher Education Institutions' systems as a whole**

In Latvia, Lithuania, Hungary, Romania and Croatia the institutions propose the maximum number of places for each field of study and the education authorities approve the final number to be funded by the educational budget. In Romania, 70% of the base financing is assigned on the number of unitary equivalent students and 30% is assigned on quality indicators. The number of unitary equivalent students is a fundamental parameter of the financing methodology, its value being regarded as a parameter of the higher education institutions. The number of unitary equivalent students is calculated taking into account the number of students on every field of studies and the cost coefficient of every domain of study. Therefore higher education institution financing varies accordingly to the number of fields of studies and the number students in each field of studies.

In May 2011, the list of higher education institutions participating in the data collection process for the university classification and study programs ranking was published. Based on data submitted by Romanian universities during 2009-2010, the total number of students in public and private universities is 980,234. Analyzing the same data provided by the universities, the total number of Romanian students involved in outward mobility was 4,768 – from both public and private universities. This means that from almost one million Romanian students, 0.49% received transferable credits from a foreign university. According to a report published by the National Agency for Community Programmes in the Field of Education and Vocational Training (ANPCDEFP), 3,503 students benefited from Erasmus grants in 2011. The number of students from a foreign university who choose to study in Romania is much lower than the "outgoing" student mobility number, representing 22.18% of the total number of mobile students (incoming and outgoing) in the academic year 2009-2010.

According to ANPCDEFP, the Erasmus student mobility scholarship is usually between 300 and 500 Euro/month. For the year 2012-2013, a student can receive funding up to 4 months min. 300 euro / month. Since Erasmus does not cover all travel costs, students must have additional funding sources to cover the

<sup>124</sup> [http://www.ceepus.info/public/network/network\\_info.aspx](http://www.ceepus.info/public/network/network_info.aspx)

Proiect cofinanțat din Fondul Social European, prin Programul Operațional "Dezvoltarea Capacității Administrative", în perioada 2007-2013 remaining funding needs. For example, some universities require additional funding as a pre-condition to access mobility ERASMUS grants, setting the student's contribution at a minimum amount of 100 Euros/month. Universities can supplement Erasmus scholarship fund, but this is not a common practice at national level.

By law, public education is free of charge and the state grants social scholarships to children or young people coming from disadvantaged families and institutionalized ones. Higher education in state institutions is free of charge, however, universities apply fees for application, registration, credit make up exams and extracurricular teaching activities. Students that are state-funded and some of the tuition-paying ones can receive subsidized accommodation in the university campus for a small fee ranging from 25 – 50 Euros/month. Approximately 30% of all students live in the dormitories. Regarding cafeterias they are subsidized and university run.<sup>125</sup>

According to a study made by ANOSR<sup>126</sup> student living costs in 2009 ranged between 330 (75 euros) lei and 5,340 lei (1,200 euros). An average sum of the monthly cost of housing, food, and other common expenditures for students was that of around 1,400 lei (~ 317 Euros): 124.67 lei (approx. 30 euros) for housing, 483 lei (110 euros) for food, 65 lei (15 euros) for transport and 211 lei (47 euros) for other expenditures. In a study made by ANOSR, in 2011, 69.4% of the 20,000 student respondents had a monthly allowance of less than 500 lei (120 euros) while only 12.9% had a monthly allowance above 700 lei (160 euros).

Study taxes and the number of financed or taxed places are set at the university level for every field of study. Higher education institutions send annually a document containing the number of places financed or taxed for every field of study to the Ministry of National Education which gives the approval.

The figures for the academic year 2012-2013 are as follows:

For Romanian students:

- Bachelor (first year): 62 400 state financed;
- Masters: 35 600 state financed;
- Residency: 4 000 state financed;
- Doctoral: 3 000 state financed;
- Student mobility/work practice stage: 200 state financed.

For foreign students (partially or fully funded on bilateral or unilateral state agreements):

- Bachelor (first year): 3520 state financed;
- Masters: 935 state financed;
- Doctoral: 95 state financed;
- Specialization stage for students: 700 state financed;
- Specialization stage for graduates: 1 000 state financed.

According to a study made by UNESCO-CEPES in 2011, tuition fees range on average between 2,000 lei – 2,500 lei (about 500-600 Euros). Tuition paying students that are not in the final year of studies and have good academic results can receive state financing in the following year. State-subsidized students who do not have good academic results can be demoted to the fee paying ones the following year. The number of

<sup>125</sup> UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 104

<sup>126</sup> <http://www.anosr.ro/parteneri/publicatii/>



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Year	2001	2002	2003	2004	2005	2006	2007	2008
Higher education	1,065	1,283	1,659	2,185	2,680	3,260	4,479	5,022

Table 29 Funds allocated for core-funding can be observed (in thousand RON)

In 2008, funds allocated for core-funding has grown 5 times in comparison with 2001.

An estimated regarding annual tuition fees (euro) paid by students in private universities can be found in the following diagram:

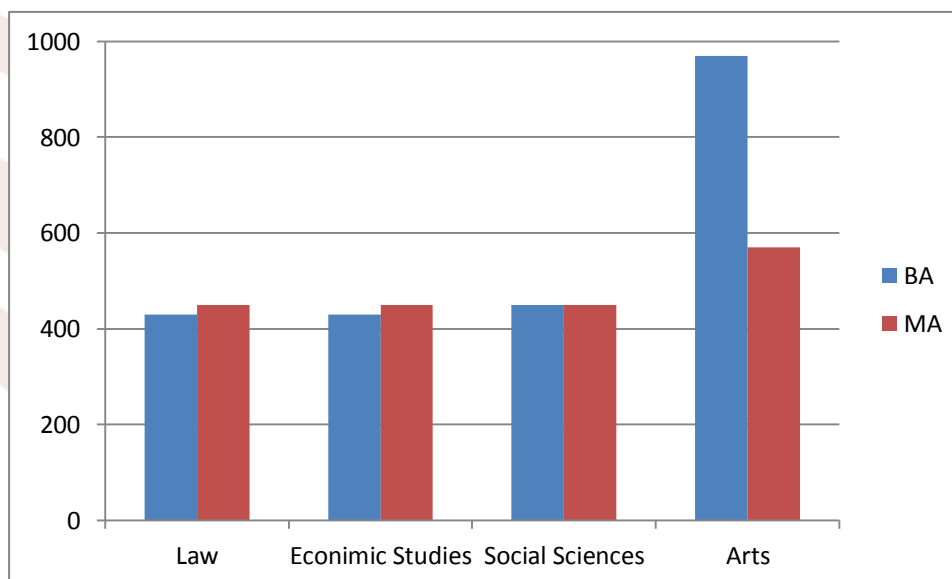


Figure 19 Estimated annual tuition fees (euro) paid by students in private universities

EU foreign students studying in Romania enjoy the same conditions as Romanian students. The amount of tuition fees for non-EU, foreign citizens is determined by the Government Ordinance no. 22/2009. The fees are small but they must be paid in advance, for a period of 10 months for full-time courses and 3 months for part-time courses. The tuition fees in Romania non-EU students are as follows (Source MECTS, 2009):<sup>128</sup>

Field of study	Undergraduate, Master (euro/month)	Post-graduate, PhD (euro/month)
Agronomy, Science, Mathematics and Sports	270	290
Architecture	350	370
Social Studies, Psychology and Economics	220	240

<sup>127</sup> UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 104

<sup>128</sup> UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 105



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Medicine	320	340
Music and Arts	420	440
Musical interpretation, Theatre	750	770
Film	950	970

*Table 30 Tuition fees in Romania non-EU students*

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## IX. Obstacles

In terms of students' perspective on the obstacles regarding student mobility in Romania, ANOSR<sup>129</sup> presented an overview on this issue:

1. A small number of bilateral and multilateral agreements between universities;
2. The lack of a coherent legislation in order to facilitate student mobility;
3. A very small number of mobility grants available;
4. Special interest shown by students towards the social and cultural aspects of the mobility and less interest on the academic aspect;
5. Lack of information for the students regarding mobility programs in terms of access;
6. Different procedures regarding access to mobility programs;
8. Low financial incentives from universities for the mobility programs;
9. The lack of a portable grant system;
10. Problems regarding full recognition of study periods abroad;
11. Insufficient funds for the development of mobility programs;
12. The lack of mobility programs for foreign non-EU students (e.g. students from the Republic of Moldova) studying in Romania.

According to a study conducted as part of a UEFISCDI project<sup>130</sup> the obstacles limiting the internationalization of education in Romania are the following:

- "National education policies without continuity (destabilization of national education strategy, the salaries, and the university curricula etc.).
- Unfavorable legislative framework to university autonomy in the field of internationalization;
- A banking system without protectionist policies for education loans, repayable after graduation / employment;
- An online teaching / examination system is not implemented consistently and coherently;
- Insufficient space for academic activities (campus renewal rate of approximately 6 times lower than necessary - according to a MATCH report, 2008);
- Cognitive training prevailing at the expense of formative training (difficult integration of graduates on the labor market and relatively high unemployment rate among them);
- Limited access to electronic information sources;
- Fewer services to promote abroad the available offers for study, hosting and management of foreign students;
- Technical equipment often below the current European level."<sup>131</sup>

Threats to internationalization development in Romania are increased competition from EU higher education systems, aging population and declining demographics, lack of interest for academic partnerships from the business environment and low stability of the political and economic environment.<sup>132</sup>

<sup>129</sup> [http://www.anosr.ro/wp-content/uploads/2012/07/2010\\_Adoptat\\_Pozitia-ANOSR-cu-privire-la-mobilitatile-studentesti.pdf](http://www.anosr.ro/wp-content/uploads/2012/07/2010_Adoptat_Pozitia-ANOSR-cu-privire-la-mobilitatile-studentesti.pdf)

<sup>130</sup> Remus Pricopie - Diagnosis Analysis- Universities in the Context of Europeanization and Globalization

<sup>131</sup> Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization, p 42

<sup>132</sup> [http://www.marketwatch.ro/articol/5774/Internationalizarea\\_invatamantului\\_superior\\_romanesc/pagina/2](http://www.marketwatch.ro/articol/5774/Internationalizarea_invatamantului_superior_romanesc/pagina/2)



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Furthermore, one of the most important obstacles in the way of internationalization and especially in the way of mobility is related to the ability to measure the actual size of the process. Romanian statistical tools available at this time allow for only partial analysis of student mobility, all other elements of internationalization are almost impossible to analyze in a comparative manner and to a scale that goes beyond national borders. "This is why, in the Leuven / Louvain-to-Neuve Communique, Ministers responsible for higher education recognize this shortcoming (data collection) and try to correct it by introducing an additional set of indicators, applicable at least to the countries involved the Bologna Process."<sup>133</sup>



<sup>133</sup> Remus Pricopie, *Diagnosis Analysis- Universities in the Context of Europeanization and Globalization*, p 18





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## **Part B - Institutional Case studies**

### **I . Introduction:**

**a. Methodological considerations and rationale for case study selection**

**b. Governance of the HEIs; influence of profiles on internationalization**

### **II. Mission, Goals and Visions for Internationalization**

### **III. Policy, administrative structures, implementation, and monitoring of internationalization**

### **IV. Student mobility**

### **V. Internationalization of academic programmes, research, and campus life**

### **VI. Partnerships and cooperation**

### **VII. Analysis and recommendations**

### **VIII. Sectors with high internationalization activity**

### **IX. Opportunities and Obstacles**

## **Part C – Conclusions and recommendations**

### **NATIONAL LEVEL**

**I. National internationalization strategy – based on a participatory development process involving HEIs and stakeholders, bottom-up and top-down**

**II. Improve data collection/ monitoring / needs-assessment**

**III. Support academic research and impact assessment on internationalization**

**IV. Improve funding and setting up a transparent system of incentives aimed at fostering internationalization**

**V. Coherence in the responsibilities of institutions dealing with internationalization**

**VI. Improve Romania's visibility abroad**

**VII. Recommendations addressing the opportunities and challenges identified in part A**



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**Proposals for concrete recommendations**

## NATIONAL LEVEL

### 1. Legislative amendments

- Simplification of visa procedures and reducing the costs associated
- Increase of mobility grants offered by various EU programs and other international institutions, national funds and / or funds of universities to increase and diversify mobile student population
- Change the national Diploma Supplement model (by Ministerial Order) in order to fully comply with the European standards: complete all entries, placing the introduction paragraph found in the international model and reversing headings "5.Information on the title" and "6.Additional information' from the nationally adopted model with the international template.

### 2. Tools development

- The development of a national data collection and management system that would also collect relevant data and analyse the trends regarding internationalization of higher education;
- **Improving the data collection process** (especially on the characteristics of students and teachers who benefit from mobility - data on the number and country of origin, type of mobility, period, field, belonging or not to a disadvantaged group, the number of students who were involved in a vertical/ degree mobility)
- Developing a national HE information and promotion system via:
  - Financing the participation of the Romanian universities in various international educational fairs;
  - Providing scholarships in collaboration with the Romanian universities for incoming students in Romania, while taking into account social criteria when awarding the scholarships;
  - Promoting the student support system available to foreign students in Romania (visa, health insurance, campus, etc.).
- Developing an ACBS managed funding line for external mobility in line with the priorities of the Romanian Government;
- Developing incentives for participation in mobility programs and ensuring quality working conditions for both incoming and outgoing mobile teachers;
- Developing mobility-friendly academic campuses (e.g. free language courses, developing the international relations departments, offering information about mobility)

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- Introducing financial incentives so that Romanian universities develop projects that increase the number of mobile staff and students or establish joint degree and double degree programs;
- Creating a "Study in Romania" type of website for foreign students which includes, inter alia, information on:
  - Scholarships in Romania;
  - ECTS credits for each study programme;
  - Tuition fees;
  - Social services
  - Terms for Visa
  - Practical information regarding different costs of living in Romania (food, accommodation, transport etc.)
  - Recognition/ accreditation of studies
  - Access to information sources in foreign languages
  - Tourists attractions
- Developing "welcome and integration services for foreign students";
- Introducing free foreign languages lessons for both students and academic/ administrative staff.

### 3. Studies and analysis

- Study regarding the economic impact of mobility on the employability of graduates;
- Developing studies and analysis that should identify and analyse all the categories of students participating in mobility programs, in order to serve as a basis for specific policies to increase access and diversify participation in mobility programs;
- Study on the impact of various policy options regarding the internationalization of education and their influence on the evolution of the number of students mobility in order to achieve the target set (2020);
- Study regarding the benefits of mobility for students and teachers;

### 4. National Policies and Strategies

- Developing a national strategy on internationalization and academic mobility, including:



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- concrete actions to provide information on/ promote Romanian HE and to attract foreign students (developed through collaboration with the Ministry of Foreign Affairs);
  - aspects of research / development in higher education and life-long learning programmes.
- Enhancing collaboration with third countries (not limited only to scholarships, but also projects aimed at sharing experiences, developing double degree and joint degree programs etc.).
- Establishing a strategy /communications campaign in order to communicate the individual, institutional and social benefits of mobility spent abroad, with emphasis on students, parents, counsellors (according to the commitment strategy "Mobility for Better Learning", Bucharest 2012).

#### **INSTITUTIONAL LEVEL (order them in short, medium and long term actions)**

**I. Increase capacity for internationalization and national support in this sense**

**II. Improve the visibility abroad**

**III. Recommendations addressing the opportunities and challenges identified in part B**



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## Part D – Annexes



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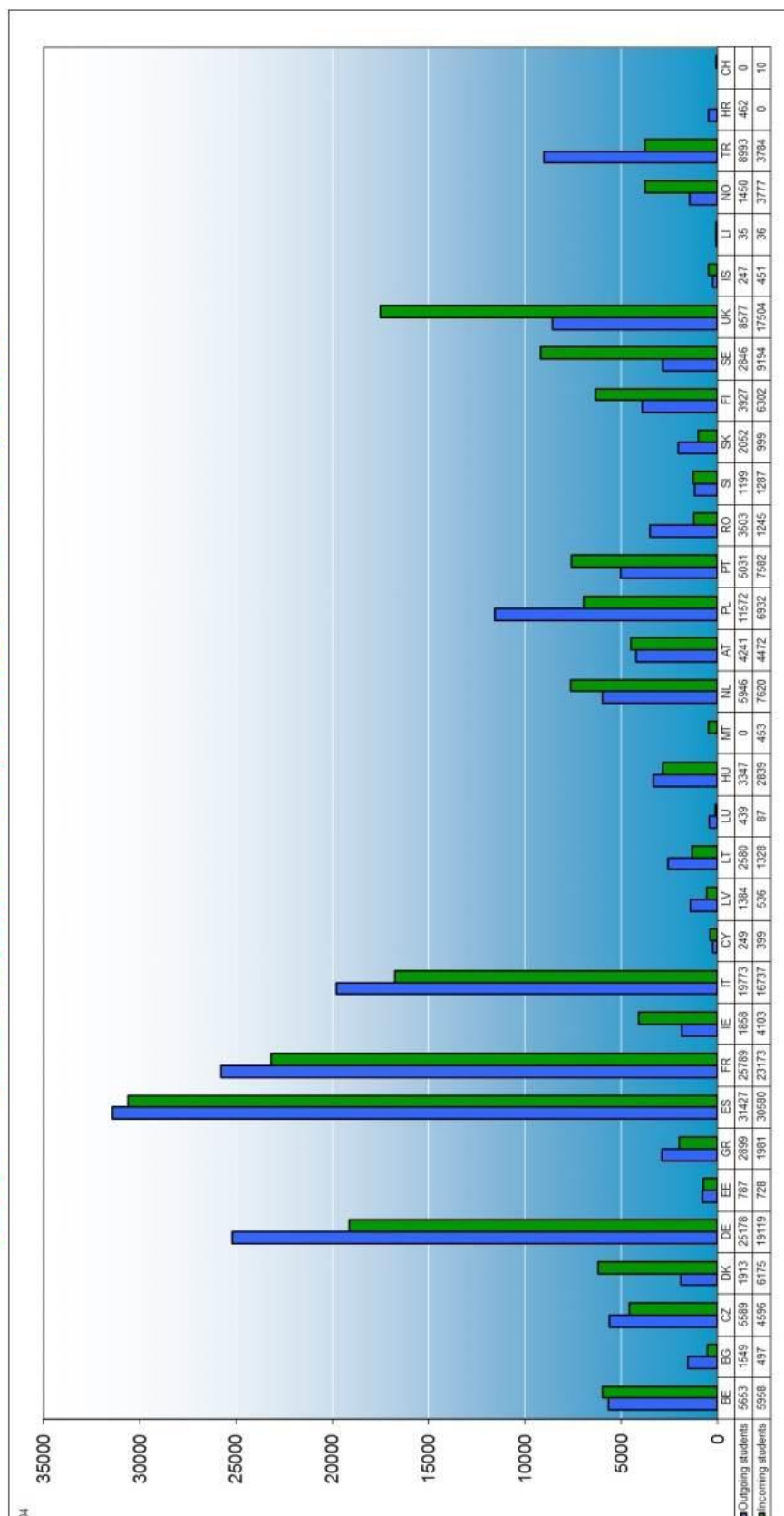


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## Annex 1

Chart 22: Incoming vs. outbound Mobility for Studies per home country in 2010-11



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## Annex 2 - Experts' group

### Coordinator:

**Eva Egron Polak** – is Secretary-General of the International Association of Universities (IAU), an international non-governmental organisation based at UNESCO in Paris, France.

Bringing together Higher Education Institutions and Associations from every region, the IAU is committed to strengthening higher education worldwide by providing a global forum for leaders, undertaking research and analysis, disseminating information and taking up advocacy positions in the interest of quality higher education being available to all.

With a long experience in international co-operation in higher education, and now as the Secretary General of the IAU, Eva Egron-Polak is engaged with many of the most pressing issues in current higher education policy debates globally, such as internationalisation, cross-border higher education, higher education for sustainable development, and equitable access to higher education, among others. Prior to joining the IAU, she was Vice President (international) of the Association of Universities and Colleges of Canada. She was educated in the Czech Republic, Canada and France.

### International experts

- **Hans de Wit** - is Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences and Senior Policy Advisor International of the Hogeschool van Amsterdam. He is the Co-Editor of the "Journal of Studies in International Education" (Association for Studies in International Education/SAGE publishers). In my position of professor of Internationalization of Higher Education I have done research on the themes which will be addressed at the conference and so it will be interesting to exchange experiences, research data and discuss papers on the theme.
- **Patricia Pol** - is the Vice-President for international development at the University of Paris-East in France. She is also a Bologna expert and a member of the International Association of Universities (IAU) board. During the last 15 years, she has coordinated several international and European projects in various fields in Europe, Latin America, Asia and Africa. She is also expert for the French National Evaluation Agency (AERES) and the Swiss Centre of Accreditation and Quality Assurance in Higher Education (OAQ)
- **Ross Hudson** – is Program Officer at International Association of Universities since August 2008. At IAU he is responsible for developing and managing a range of programs and research projects on behalf of the Association and for developing all the IAU's work on internationalization of higher education. He is also the Assistant Editor of the *IAU Horizons* global higher education magazine; Furthermore, He has undertaken a number of research projects on behalf of the IAU including a study on Academic Freedom that was commissioned by UNESCO. Previously Mr. Hudson worked at the University of Brighton, UK, where he was as a Lecturer, and a consultant when the University developed a new international strategy. He has also worked in several other international organizations, including UN-OCHA in Nairobi, Kenya. Mr. Hudson holds an MA in International Development from the University of Sussex, UK.



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- **Laura Engel** - Assistant Professor of International Education and International Affairs, George Washington University. Her research and teaching interests include international and comparative education, globalization, international education policy, large-scale assessment, and Europe/EU studies. She has experience conducting national and cross-national research in education and social policy in Europe, including extensive work on two large-scale, cross-national, European Union-funded research projects. She currently is a faculty member in GW's International Education Program.

### Romanian Experts

- **Mihai Korka** - Professor in Applied Statistics in International Business, Department of Statistics and Economic Forecasting. Academy of Economic Studies, Bucharest. Former Secretary of State for higher education within the Romanian Ministry of Education, former General Director within the Romanian Ministry of Education (responsible for the higher education sector) and former Vice-Rector of the Academy of Economic Studies from Bucharest, in charge for international relations. His fields of excellence are: Statistics, International economy, Macroeconomics, University management, Academic assessment of research and training projects. He was also Romania's representative in the BFUG before the Leuven/ Louvain la Neuve Ministerial Conference.
- **Luminița Nicolescu** - Professor of different disciplines in marketing and member of the Department of International Economic Relations, Faculty of International Economic Relations, Academy of Economic Studies, Bucharest. During 2010- 2012, she was the Chair of the BFUG International Openness Working Group and she was involved in the UEFISCDI structural projects, with a focus in internationalisation.
- **Dan Lazea** - Vice-Rector of International Relations and Institutional Communication at the Faculty of Political Sciences, Philosophy and Communication, West University of Timisoara. He has a PhD in philosophy and he is lector at the Faculty of Political Sciences, Philosophy and Communication, West University of Timisoara. He is also an associate professor at the Romanian Diplomatic Institute - Ministry of Foreign Affairs. He is also an expert in International Relations and European Studies, Foreign Policy and member of the Euro-Mediterranean Network of Phenomenology and Hermeneutics for Intercultural Dialogue and also a member of the Romanian Society of Political Science.



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### Annex 3



INTERNATIONAL ASSOCIATION  
OF UNIVERSITIES  
INTERNATIONAL UNIVERSITIES BUREAU

ASSOCIATION  
INTERNATIONALE  
DES UNIVERSITES  
BUREAU INTERNATIONAL DES UNIVERSITES

## Internationalization of Higher Education – Romanian Institutional Guidelines for Self-Assessment Exercise

Based on: the IAU *Internationalization Strategies Advisory Service (ISAS)*

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**Guidelines for Institutional Internal Review and Data Gathering**

The questions below are intended to guide the case study universities in conducting a review of institutional internationalization policies and activities. This review should have the ownership of the entire academic community (i.e. students, teaching and research staff, administrative staff should be part of the self-assessment efforts) and the final report should bear the signature of a representative of the university leadership (Rector or Vice-Rector).

The project experts' team recommends that you follow the structure of the guiding questions below to organize the self-study report. It is important to note that these questions are meant to be a prompt for the institutional committee's work in gathering information and in analyzing the strengths, weaknesses, and gaps in internationalization. You may choose not to answer all questions, and there may be additional areas the committee wishes to investigate. You may also want to emphasize some areas more than others.

## 1.0 BACKGROUND

### 1.1. Mission, Goals, Vision for Internationalization

- Does your institution have an **internationalization strategy**? Please provide a link if it is available online or a copy attached to the present report if not.
- What are your institutions **goals for internationalization**? (Note: If goals have not been articulated or widely circulated, the self-study provides an important opportunity to do so, and to engage the institutional community (students, faculty and staff) in this discussion. How have they been developed and how are they disseminated to the institutional community?

### 1.2 Context

- What **national legal provisions** you feel have **most impact** on your internationalization policies?
- What national/regional policies/programs have a bearing on your institution's internationalization efforts?
- What international initiatives inspired you in designing your internationalization policies?
- What is the history of your institution's internationalization policy and strategy?

### 1.3. Institutional profile

- Number and profile of faculties/ departments
- Number of full-time students (Ba, Ma, PhD)
- Number of full-time faculty members
- Number of students studying abroad, at what levels (Ba, Ma, PhD) and where — yearly figures
- Number of international students, at what levels and from where— yearly figures

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- Number and location of academic staff going abroad (to teach, research, for conferences)
- Number and origin of international academic staff
- Number of partnerships/exchange or collaboration agreements (for student exchanges and for research) (See section 5 on Partnerships)
- Overall budget, and budget devoted to internationalization (if possible)

## 2.0 POLICY, ADMINISTRATIVE STRUCTURES, IMPLEMENTATION, AND MONITORING OF INTERNATIONALIZATION

### 2.1 Developing the institutional internationalization policy/strategy:

- Who/what are the key drivers for increased internationalization at your institution?
- To what extent is internationalization part of the institutional mission statement and/or strategic plan and embedded in your institution's medium and long-term plans and policies? To what extent is it considered at the most senior levels of management?
- What individual or group has main responsibility for developing policy/strategy for internationalization activities at the university? If an individual, is this person part of the senior management?
- Is the internationalization policy/strategy institution-wide or faculty-based?
- Does the internationalization policy/strategy include specific targets and goals? What are the goals and the specific targets for the present academic year (2012-2013)? How are such goals and objectives set (top-down or bottom-up)?
- How is the internationalization policy/strategy disseminated within the university?
- To what extent are faculty, students, and staff aware of the policy/strategy? Please describe.

### 2.2 Implementation structures and strategies

- What is the university's structure(s) to coordinate or implement internationalization activities? To what extent is implementation of internationalization the responsibility of a central department/office? To what extent is responsibility delegated to various departments, sub-committees or teams? How are student mobility, international research collaboration, curriculum reforms managed?
- Are there dedicated staff members assigned to coordinate/manage internationalization activities? How many? Are they part of a central office? Part of the faculties?
- Does the university offer training programmes to faculty and staff members to equip them with skills needed to implement the internationalization policy and activities?
- To what extent do individual schools/departments/centers develop their own international activities? Do they have autonomy in pursuing international activities? Do they have to seek approval and/or gain support from elsewhere? Is there a university-wide list of activities related to internationalization in the faculties? How can that information be accessed?





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- Is there a specified/dedicated budget (at institutional level) for internationalization activities? What percentage is it of the total budget of the university? Are faculties, departments, schools etc. also expected to set aside an internationalization budget? How is this budget determined?
- What is the source of the university's internationalization budget? To what extent is it part of the institutional operating budget and to what extent is it funded by external grants or from funding agencies? To what extent is external support tied to specific activities?
- Do you collect data on internationalization? What type of data is being collected? How do you collect data on internationalization? Please provide a complete set of data on internationalization for the last year.

### 2.3 Evaluation/monitoring of internationalization activities

- Is there a framework to monitor progress on the internationalization strategy/ objectives/ activities? Please describe.
- Is there a regular internal review of how well internationalization goals are being met and a discussion with regard to adjusting priorities? If so, how is it carried out (what processes are used) and by whom? How often is this undertaken? When was the last time such a review was undertaken? How are the results used? (Please give us a copy of this internal review, if available)
- To what extent are internationalization activities taken into account in individual and/or departmental performance reviews? If yes, exemplify how.

## 3.0 STUDENT MOBILITY

### 3.1 Structures and operations to support incoming international students

- In addition to the general profile of the number of international students studying at the university (over the past 3 years), please describe:
  - a) How many are exchange students coming for less than a full degree;
  - b) How many are coming for full degree programmes;
  - c) Indicate at what level of study (BA, MA and PHD) and
  - d) What disciplines attract the most international students,
  - e) what full degree programmes attract the most international students? Why?
  - f) From what countries do they come? Why?
  - g) From what regions do they come? Why?
- What percentage do international students represent of the overall number of students at the university? What proportion is coming through inter-institutional agreements and via European funding schemes (such as Erasmus etc) and what proportion are self- motivated 'free movers'? Please provide data for the last three academic years, if available.



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- Does your institution set goals with respect to international students, for example:
  - Number of students to attract;
  - Regional distribution of incoming students;
  - Level at which and/or discipline the students should be studying.
- How does your institution recruit international students (e.g. international admissions office? Through the various faculties?) If there is a special office or unit within an office, how is it staffed? Does it have a budget for promotional efforts?
- How long does it take between receipt of an international student's application and acceptance/admission?
- What is the process in place for recognizing prior credits for admission purposes?
- Are there material supports available for international students – e.g. scholarships, accommodations, welcoming services etc? Please provide concrete details.
- What obstacles do international students encounter?

### 3.2 Structures and operations for students going abroad

- In addition to the general statistics provided in the institutional profile, indicate the proportion of your institutions students who go abroad as part of exchanges, self-motivated free movers, other?
- What is the average length of study abroad?

Period	Number of students
3 months	
6 months	
9 months	
12 months	

- Which countries/institutions are most frequent destinations for your students? Take out if the table is changed.
- In what programmes/fields of study and at what level do your students go abroad?
- Does your institution have a goal in terms of the proportion of students that should study abroad or have exchange experience?
- Does your institution target a specific region for outgoing student mobility?



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- How does your institution actively promote student mobility? What preparation, support is offered to students (e.g. funding, language training, cultural awareness training, and exposure to peers from other countries)?
- What is expected of them upon their return?
- To what extent are course credits taken abroad recognized upon students' return? Is this guaranteed prior to their departure? Do students experience problems with recognition?
- How and where do students apply to take part in an international exchange or mobility opportunity? How well are faculty members informed about such opportunities?

#### 4.0 INTERNATIONALIZATION OF ACADEMIC PROGRAMMES, RESEARCH, AND CAMPUS LIFE

##### 4.1 Internationalization of the curriculum and campus life

- How many of your institution's courses can be considered as internationally oriented (area/regional studies, languages etc.)? What proportion of courses can be said to have some international content, even though they are not specifically international/ global in focus?
- What proportion of courses use course textbooks written by authors from outside Romania? What proportion of courses profile case studies (etc) from outside Romania?
- Has your institution elaborated a set of 'international' learning outcomes/competencies that all students need to achieve prior to graduation? If yes, how does your institution assess whether students have achieved these outcomes?
- Apart from language programmes/courses, are there any courses taught in a foreign language? (for example mathematics taught in English?) Please detail all cases.
- To what extent are international students at your institution or students who have studied abroad invited to share their experiences in the classroom? Are there opportunities made available for students to discuss their experience with faculty members or other students? Are there cultural events organized for staff and students to learn about other parts of the world and using international staff and students? If there are, please provide further details.
- Are intercultural experiences of both incoming and outgoing mobile students and staff in any way explored and used in teaching, research or support activities? If they are, please provide further details.

##### 4.2 Internationalization of staff

- Does your institution recruit foreign faculty/researchers? If so, how? What supports are made available to them and their families? If not, what is the motivation? / What are the obstacles?
- What proportion of teaching/research staff at your university is from countries other than your own? How many visiting professors/researchers from other countries are there at your institution? How many were at your institution for at least one semester in the past 3 years? Please provide further details.

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- What proportion of non-academic staff is from outside Romania?
- What proportion of teaching/research staff obtained their PhD from or studied at universities outside of Romania? What proportion of teaching/research staff have had international professional experience outside of your country in the past 5 years?
- Does your institution offer funding and/or other supports and incentives for academic staff to gain international experience? Are there funds to send faculty members to international conferences? How is international activity promoted and rewarded?
- How often does your institution organize an international conference? How are these events and their results communicated to the rest of the university? The wider community?

#### 4.3 Extra-curricular programmes for foreign faculty and researchers

- Are local language programmes offered to foreign faculty and researchers? Are these voluntary? When are they organized (pre-arrival, upon arrival, outside working hours)? How well attended are they?
- What social and community related activities available for international faculty/ researchers? How well are these known?
- Are there any extracurricular activities organized that are international in nature and open to staff and students as well as the wider community?

#### 4.4 Foreign Language Learning

- Are your institution's home students obliged to have foreign language courses? How many semesters of compulsory education? Do the students in your university need to demonstrate their language competences as a pre-condition for obtaining their degree?
- Does your institution offer language courses designed for disciplinary rather than literary knowledge? (for example English for business or engineering)
- Does your institution offer language courses to members of the academic and non-academic staff? Does your institution offer a master's degree program or another type of programme to enable members of the university staff to teach in foreign languages? Please provide further details.
- Is the curriculum flexible enough to allow all students to study a foreign language?
- Are the international library resources adequate for the needs of your institution? How many databases for international publications does your institution have access to? Please provide some details.
- Are there extra-curricular activities organized in other languages? For example English language papers, French radio, international film festivals etc.
- Are there incentives **to promote** language programmes?



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## 5.0 PARTNERSHIPS AND COOPERATION

### 5.1 Research collaboration with institutions abroad

- How important is research collaboration within the overall internationalization strategy? To what extent are the goals and activities of research collaboration integrated with goals and activities for student mobility and student learning? How is this done? Please detail.
- Are there supports/incentives available to researchers and faculty members to attend international scientific conferences? Are there specific supports available to young researchers? How are opportunities to attend international conference promoted at your institution? Please detail.
- Is there expertise at your institution concerning grants and collaboration schemes offered by agencies such as the EU and other international research funding agencies?
- Are faculty members who have been successful internationally made known at your university? How are they recognized for these efforts?

### 5.2 Identifying and attracting partners for research collaboration

- To make your institutions research capacity and strengths known abroad, what information vehicles are used and made available to partner institutions from abroad? What mechanisms are used to promote your institution to international researchers?
- How are your institution's international joint research activities made known? Rewarded? Results disseminated?
- How are relations with potential research partners initiated? Who are the key actors and what supports can they count on from your university's administration? Is there a specific person responsible for negotiating international research cooperation given the importance of intellectual property etc.?

### 5.3 Developing and monitoring international partnerships

- What are your institution's rationales and institutional goals for international partnerships?
- Does your institution have certain regions/countries that are a high priority for the international partnerships? What is the rationale for this choice?
- Are there programs, areas, or issues that are a high priority for the international partnership activity? What is the rationale for this choice?
- Are there guidelines to evaluate proposed partnerships? Are there criteria for awarding university support for the international partnerships?
- What administrative structures exist to coordinate and support the development of the international partnerships?
- Are there university guidelines for the international partnership agreements?

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- How does your institution track existing partnerships and the development of the new international partnerships? Is there an institution-wide inventory? Do faculties have such an inventory?
- What proportion of existing international partnerships are active? How do you know?
- Are there international partnerships that involve several faculties and departments?

#### 5.4 Structures and operations for the development of joint programmes

- How many joint or dual/double degree programmes are offered at your institution and with how many partner institutions? At what level are they: Bachelor, Master or PhD level? Please make a list with these programs.
- What was the process used to develop these joint or double degree programmes? Was it the same for each program or did it differ from faculty to faculty? Who were the key actors? What were the main obstacles and how well were they overcome?
- How many students are currently enrolled in these joint/double degree programmes? (Bachelor, Master, PhD)
- What analysis has your university undertaken to assess the benefits and drawbacks of this model of cooperation? Has there been an institution-wide discussion of this approach?

## 6.0 ANALYSIS AND RECOMMENDATIONS

### Institutional level

- What are the strengths and weaknesses of your institutions current efforts to internationalize?
- What opportunities exist for deepening internationalization?
- What are the threats to future progress? Please detail.
- What are the obstacles that stop or slow internationalization of education at your institutional level?(Please give us examples to have a better understanding of the obstacle)
- What are the changes that should be considered to encourage the internationalization of education at the institutional level?
- What are the implications of the findings from the review of your institutions strategic priorities for:
  - The next year? (2013 - 2014)
  - For the next three to five years?
- To what extent does synergy exist among the various international activities and programs on campus? What communication channels exist and how well are they working?



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- What are the most important targets for future collaboration and connection among international programs/activities at your institution?
- What changes/new initiatives should be considered at your institution in the near term (one to three years)?
- What longer-term changes or initiatives should your institution consider?

### National policy level

- What are the strengths and weaknesses of the current national efforts to internationalize Romanian higher education and research from your institutions' point of view?
- What are the threats to future progress in internationalizing Romanian higher education?
- What are the obstacles that stop or slow internationalization of higher education?
- How well is the Romanian system of legal/ financial incentives working in order for internationalization to be part of institutional strategic plans?
- What are the changes that should be considered to encourage the internationalization of education at the national level?

Please provide any other comments on any topic that you deem relevant:

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Note: The feedback provided regarding the challenges and opportunities for the national policy level will feed into the experts' team report for Romanian decision-makers. Your answers will be considered with due regard for preserving the anonymity of the respondents. The report will present a synthetic overview, without providing details regarding which institution provided a specific recommendation.

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