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Innovation in Administration
Operational Programme
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"Administrative Capacity Development"

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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

Internationalization of Higher Education in Romania



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Internationalization of Higher Education in Romania

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Introduction

The Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) has implemented various projects aimed at increasing the institutional capacity for underpinning public policies in higher education. Within this framework, one of the planned activities aims to develop an analysis of two essential dimensions of Romanian universities: social cohesion/equity and internationalization. The project team includes members of UEFISCDI, the International Association of Universities (IAU), and a team of national and international experts. This report aims to analyze the current status of internationalization of education in Romania, at both national and institutional level. The report also aims to review internationalization as a concept, starting with presenting a conceptual framework for "internationalization of education", globally and in Europe. In this broader context, the report provides an overview of international statistics, data and strategies, specifically within the context of the Bologna Process and the 2020 Mobility Strategy adopted at the Bucharest Ministerial Conference in 2012. The report also provides an in depth overview of existing national policies within the context of internationalization of Romanian higher education.

The entire document serves as a policy instrument that aims to support Romanian policy makers in their decision making process for developing national policies on internationalization of higher education in Romania. This document includes analysis of the national policy environment and of the implementation of the current and past policies and is available at www.politici-edu.ro. The current report proceeds in three parts:

Part A (National overview): This section presents an overview of the Romanian context of higher education, with a specific focus on the new Education Law (Law no.1/2011) and the resulting changes, the institutions responsible for internationalization of Romanian higher education and the national policies that encourage its development. The report provides statistical data related to student mobility, teachers, and researchers in order to assess the current status of mobility programs, institutional cooperation and research in Romania. Part A concludes with a discussion of obstacles identified in the literature, which impede the development of internationalization of education in Romania.

Part B (Institutional case studies): represents analysis of internationalization within higher education institutions. The participating institutions were those that responded to the open call of the project and were selected to be case studies. These institutions include: West University of Timisoara, "1 December 1918" University of Alba-Iulia, "Lucian Blaga" University of Sibiu, "Titu Maiorescu" University of Bucharest and Maritime University of Constanta. The project team thanks all universities that volunteered to participate as case studies and support a genuine mutual learning experience. Their dedication, hard work and openness to the expert panel gave this analysis a very sound empirical grounding and brought to light an impressive array of institutional good practices.

The methodology for institutional analysis was based on the IAU approach, which includes analysis of internationalization strategies through a process of peer learning. The participating universities were first asked to complete a questionnaire (Internationalization Self-Study Guide), designed by project team and based mostly on the IAU framework. Following analysis of the self-study reports, a study visit to each participating institution was organized in order to enable each institution to assess its policies and practices



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regarding the internationalization of education and to receive specific recommendations from the experts in order to improve strategies, policies and practices with respect to internationalization of education. Part B of the document is a resume of the findings and conclusions from all the case studies that can constitute a basis for further development of relevant recommendations on internationalization of higher education at the institutional level.

Part C (Conclusions and recommendations) presents the recommendations of the expert group for further development of internationalization of Romanian education at the national and institutional levels.

The following sources and data have been utilized for the current policy document:

- Data provided by the National Institute of Statistics (NIS);
- Data published on Eurostat;
- Data declared by the universities in the university classification and academic programmes ranking process¹;
- Data from the national institutions and councils responsible with higher education: Ministry of Education (MEN), the Romanian Agency for Quality Assurance in Higher Education (ARACIS), The National Agency for Community Programs in Education and Professional Training (ANPCDEFP);
- Data published by UNESCO Institute of Statistics;
- Data provided by the Romanian Immigration Office;
- Data included in the SciVerse Scopus database;
- Data published in official Romanian reports (reports, strategies, policies);
- Data from studies conducted by institutions and/or non-governmental organizations.

It is worth mentioning that the National Institute of Statistics does not currently collect data regarding mobility at the national level. Given the absence of systematic data collection, the current study required a major effort to identify and make critical use of existing sources at national and international level. In this case, existing studies and other national and international data sources were used to portray an approximate image of mobility flows to/from the Romanian higher education system.

¹ Reference : <http://chestionar.uefiscdi.ro/>; These findings are relevant for the university year 2011-2012.



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1. Conceptual understanding of internationalization of higher education

This section introduces several definitions, strategies and approaches to "internationalization of higher education", both within the policy and academic literature. Internationalization of higher education has been defined by a range of international and national organizations, including the Organization for Economic Co-operation and Development (OECD), the Academic Cooperation Association (ACA), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank (WB). In addition, perspectives from the European Higher Education Area's 'Mobility for Better Learning' Strategy 2020 adopted in Bucharest and statistical data on the global evolution of internationalization of higher education are included.

1.1 Definitions

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

The concept of internationalization has been defined by many experts and institutional actors. Out of the multiple definitions available, several from academic and policy literature were found to be relevant.

One of the most commonly accepted definitions comes from Jane Knight, who stated, "Internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education"². Internationalization of education, in her view, is a process with two main related components – "internationalization at home" and "internationalization abroad". Internationalization at home consists of strategies and approaches to develop activities that help students' international understanding and intercultural skills. Internationalization abroad consists of cross-border mobility of students, teachers, scholars, programmes, courses, curriculum, and projects.

The OECD broadly defines internationalization, according to Pricopie et al., 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"³.

In addition to 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"⁴, 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". To that end, De Wit also stresses that internationalization is not an aim in itself, something he considers as one of the key misconceptions of

² Jane Knight. Higher Education in Turmoil. The Changing World of Internationalization, Rotterdam, Sense Publishers, 2008, p. 21. See also. Pricopie Remus, Reinhardt Zeno, Nicolescu Luminița, Almășan Oana, Bogdan Anamaria, Grecea Daniel Internationalization in higher Education, p 9

³ Idem 2

⁴ Zha Qiang, "Internationalization of Higher Education: towards a conceptual framework", Policy Futures in Education, Volume 1, Number 2, 2013



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internationalization. Internationalization's main aim, according to De Wit, is to enhance the quality of education and research.⁵

De Wit identifies four different categories of rationales for internationalization of higher education: political, economic, social/cultural and academic rationales. Different stakeholders may have different rationales for internationalization. Rationales may change over time and are not mutually exclusive. Rationales describe the motivations and drivers for internationalization at the (inter)national, institutional, programme and individual level, and are important to understand the direction of the policies for internationalization.⁶ An understanding of the rationales for internationalization can also help frame different approaches that policies and institutions may adopt. Internationalization, according to Knight, has four different approaches, each of them with an emphasis on different elements and components. The **activity approach** focuses on promoting activities concerning students and staff exchange, technical assistance and international students, which she argues was more frequently used when the term of internationalization first emerged. The **competency approach** looks primarily at the development of skills, competences, knowledge, attitudes and values, both at the level of students and staff. The emphasis on the creation of a culture that supports international/intercultural perspectives and initiatives relates to the **ethos approach**. The fourth is the **process approach**, which focuses on integrating an international/intercultural dimension, research and service to society through a combination of a wide range of activities, policies and procedures.⁷ As De Wit observes, the process approach is the most consistent one in line with the definition of internationalization by Jane Knight, but the reality is that the other three, in particular the activity approach, are still more common. He argues that this suggests a discrepancy between rhetoric and reality.⁸

1.2 Re-thinking internationalization of higher education

In recent years, a discussion on how to move forward with internationalization has resurfaced in the academic community, with the stakeholders involved expressing increased concern about how it has evolved and potential visions for internationalization in the future. In addition, a series of factors, both internal and external to higher education institutions, have reshaped the conceptualization of internationalization. For example, the rationales for internationalization have diversified, which has brought about new challenges. Moreover, the increasingly globalized world brings particular implications for higher education. As a response to the varying effects of globalization, the importance of internationalization has been recognized both at an institutional level – with commitment from high level representatives, as well as faculties and departments – and at a national level, in which numerous governments are putting into place specific long term strategies and plans for internationalization of higher education. At the same time, myths and misconceptions of the concept have developed, and the concept

⁵ De Wit, Hans. Trends, issues and challenges in internationalisation of higher education. Amsterdam, CAREM, 2011, p. 17.

⁶ De Wit, Hans, Internationalization of higher education in the United States of America and Europe. A Historical, Comparative, and conceptual analysis. Greenwood, USA, 2002, pp. 83-102.

⁷ Jane Knight, Internationalisation of Higher Education. In Jane Knight and Hans de Wit (Eds.), Quality and Internationalisation in Higher Education, Paris, OECD/IMHE, 1999, p. 15. See also Qiang.

⁸ De Wit, Internationalisation of higher education: an introduction on the why, how and what. Vita e Pensiero, CHEI, Milan, 2013, p. 37.



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has also become broader and more diverse in response to the global processes that impact both societies and economies.

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"⁹. 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 improving academic quality; and enhancing an institution's international profile and reputation. In terms of a regional perspective on internationalization, 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 production was considered the strongest rationale behind internationalization.¹⁰

The challenges associated with internationalization have expanded accordingly. The decrease in funding for the educational sector, which differentially affects countries; the increased competition between institutions, also determined by the growing importance of national and international rankings in categorizing institutions, and which prospective students use to some extent in selecting among institutions; the increased demand for the use of English in research and teaching and its implications for national cultural and linguistic heritage, as well as the new demands this places on higher education institutions and the preparation of qualified faculty and staff to conduct research and teach in English; and the increased competition between international companies aiming to attract well prepared graduates. These are some of the leading external factors that have impacted the internationalization strategies currently being developed.

The emphasis on the financial aspects of internationalization makes some institutions shift their focus from the beneficiaries (students, teachers, the society at large) to a more commercial one, sometimes not so beneficial, also referred to as a shift from cooperation to competition. Apart from the overall number of incoming or outgoing students and staff, from the income received from 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 a complex national, regional and international environment.

In order to better understand future national policy and institutional directions of internationalization, redefining its meaning and role, to measure its actual impact both at home and abroad, in recent years, a debate has started on the next phase of internationalization, a need to overcome some of the negative and unintended consequences of internationalization in the past years.¹¹

⁹ 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

¹⁰ 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

¹¹ See for instance Hans de Wit, Rethinking the concept of internationalisation. In Mary Stiasny and Time Gore (Eds.), Going Global, Identifying trends and drivers of international education. Emerald/British council, 2013, pp. 213-218.



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Trends in internationalization of higher education at the macro level

According to the IAU, the concept of **internationalization** is experiencing many changes. Eva Egron-Polak, the IAU Secretary General, mentions in the article "Higher Education Internationalization: Seeking a New Balance of Values"¹² that in the last decade the perceptions regarding internationalization have changed in an accelerated manner. The most remarkable shifts or changes in perceptions about internationalization are:

- A shift from cooperation for "capacity building" to cooperation in order to create alliances to advance in the global competition;
- A shift from offering access to international students to new programs around the world towards a focus for brain drain in the world;
- A shift 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, these remain some of the new and leading trends surrounding internationalization at the education global level.

Due to the diversity of the values and missions of higher education institutions around the world, there is considerable variety in the goals and practices of internationalization. According to the IAU study (Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012), this includes "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"¹³.

The IAU study 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 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 stakeholders' involvement 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"¹⁴.

According to the 2012 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".

¹² Eva Egron Polak, Higher Education Internationalization: Seeking a New Balance of Values, September 2012

¹³ IAU, Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012

¹⁴ IAU, Affirming Academic Values in Internationalization of Higher Education: A Call for Action, April 2012



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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."¹⁵ 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 appear to be seen as the most important actors of the internationalization process at the institutional level.

To conclude, the importance of internationalization for all types of HEIs and governments has grown and it is still in a continuous expansion globally. In its evolution, "internationalization" has multiple meanings and there are various ways in which it is interpreted and pursued in different contexts around the world. Moreover, there are both positive and less positive effects of the process of internationalization, which need to be taken into account by both higher education institutions and governments.

From the literature on internationalization of higher education, there are several notable concerns as institutions and governments consider their approach to internationalization. Among those who express their concern about the current status of internationalization, Jane Knight has underlined the possibility of a "mid-life crisis"¹⁶ in the work on internationalization. She notes that, due to the unprecedented expansion of internationalization at both the institutional and national level, there has been a shift from internationalization as an academic purpose towards a more commercial definition, raising questions regarding the added value brought 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 national or international rankings of universities, the aim might rather be towards highlighting learning outcomes, student and faculty experiences, quality in research, teaching and learning, intercultural competences, and the preparations of students for new economic, environmental and societal changes associated with globalization. Gaining intercultural and international skills and competences can help students become more actively involved in society, also making use of the emergent approaches to internationalization.¹⁷

Despite the different views expressed on the future of internationalization, there is wide agreement about the growing importance it plays and will continue to play in the higher education landscape, as well as in the development of individuals and active contribution to their professional and personal development.

¹⁵ IAU, Internationalization of Higher Education: Global Trends, Regional Perspectives, September 2010, p 28

¹⁶ Knight, J. (2011), *Is Internationalization having an identity crisis?*, IMHE Info, August 2011, OECD, www.oecd.org/dataoecd/57/59/48506334.pdf

¹⁷ See for instance De Wit, idem note 7, Issues of Quality assurance and internationalisation, pp.127-143.

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Being a dynamic process, it evolves continuously, influenced by internal and external factors, of which globalization is of paramount importance. The goals tend to be modified according to context, rationale and approach, from improving the quality of teaching, learning and research, shaping students' personality while developing them into global citizens able to positively impact the surrounding environment, to enhance international prestige and fiscal viability. Alongside the traditional elements of internationalization (short term exchange of staff and students, degree mobility of students, cooperation in research), some new ones have emerged lately, such as joint/double degrees, branch campuses abroad, and distance learning programs. Most universities around the world now articulate internationalization as part of their mission statements and there are increasing numbers of high level institutional personnel 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 forward.

2. Internationalization of Higher Education in a broader context

2.1 Internationalization of higher education at the global level

Several general global trends are notable about internationalization of higher education despite its diverse approaches and practices. These trends include the increased mobility of individuals, programs and institutions; increased research collaboration; the evolution of more internationalized curricula and diverse approaches to teaching and learning; an increase in the interconnectivity of higher education around the world; and the expansion of internationalization between large institutions and higher education systems.¹⁸

According to a study "International Student Mobility Trends 2013"¹⁹ 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 characteristics in terms of where they come from, where they are going, and their level of study is changing.

In the first decade of the 21st century, the number of globally mobile students has nearly doubled from 2.1 m in 2000 to 4.1 m in 2010, growing at an average annual rate of 7.2 % (OECD, 2012). As stated by the OECD (2012), "Europe is the preferred destination for students studying outside their country, with 41% of all international students. North America has 21% of all international students. Nevertheless, the fastest growing regions that attract as destinations are Latin America and the Caribbean, Oceania and Asia, mirroring the internationalization of universities in an increasing set of countries".²⁰

According to the Institute of International Education's Trends in International Student Mobility, currently one in five international students is originally from China or India - countries with more than 700,000

¹⁸ Trends in Global Higher Education: Tracking an Academic Revolution , UNESCO 2009, p24

¹⁹ International Student Mobility Trends 2013: Towards responsive recruitment strategies, WES, 2013, p 6

²⁰ For a critical overview of trends in global student mobility see Rahul Choudaha and Hans de Wit, Challenges and Opportunities for Global Student Mobility in the Future: A Comparative and Critical Analysis. (Forthcoming).

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students enrolled in a higher education system abroad. Only in the USA the two countries represent 84% of the total number of students from the global increases in 2000-2001 and 2010 – 2011 (IIE Open Doors 2011).

2.2 Internationalization of higher education at the 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 internationalization of higher education, as well as at the commitments in the Bologna Process and the way they have been implemented so far in Romania.

The Bologna Declaration of 1999 is a manifestation of the need, as well as joint efforts by governments, the private sector and higher education, to reform higher education in Europe toward becoming more competitive in the global knowledge economy. Van der Wende speaks of a change in paradigms from cooperation to competition, although as she writes: "Not surprisingly most continental European countries pursue a cooperative approach to internationalization, which in terms of international learning and experience is more compatible with the traditional value of academia".²¹

At its inception in 1999, the Bologna Process, as an inter-governmental voluntary initiative, intended to strengthen the competitiveness and attractiveness of the European higher education and to foster student mobility and employability through the introduction of a system based on undergraduate and postgraduate studies with easily readable syllabus and degrees. Quality assurance has also played an important role from the outset. Therefore, the various ministerial meetings since 1999 have broadened this agenda and have given greater precision to the tools that have been developed. The undergraduate/postgraduate degree structure has been modified into a three-cycle system, which now includes the concept of qualifications frameworks, with an emphasis on learning outcomes. The concept of a social dimension of higher education has been introduced and the recognition of qualifications is now clearly perceived as central to European higher education policies. The scale of a project that, on the basis of voluntary cooperation, agrees and implements common objectives for the higher education systems of 47 countries is unprecedented. However, conscious of the fact that the second decade of the present millennium has given rise to new challenges, the ministers, gathered at Leuven/Louvain-la-Neuve in 2009, broadly stated the issues that need to be addressed in a changing environment. They called for a quality higher education and set the following four main goals for the present decade: finalizing the structural reform and deepening its implementation through a consistent understanding and use of the developed tools; implementing quality higher education, connected with research and lifelong learning and promoting employability; making the social dimension become a reality by ensuring that the student body entering and completing higher education reflects the diverse student body of Europe's populations; ensuring that at least 20% of those graduating in the European Higher Education Area (EHEA) have had a study or training period abroad. In their last encounter (Bucharest 2012), the 47 EHEA countries set the following three main priorities for the 2012-2015 timeframe: providing quality higher education for all, enhancing graduates' employability and strengthening mobility as means for better learning.

²¹ Van der Wende, Marijk C. 2001. "Internationalization Policies: About New Trends and Contrasting Paradigms." *Higher Education Policy* 14 (3): 249-259.



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At the Bucharest Ministerial Conference in 2012, the Mobility Strategy 2020 for the European Higher Education Area (EHEA)²² 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 creating better working conditions and offering 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 during an exchange programme abroad 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 promotion 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, 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.

²² [http://www.ehea.info/Uploads/\(1\)/2012%20EHEA%20Mobility%20Strategy.pdf](http://www.ehea.info/Uploads/(1)/2012%20EHEA%20Mobility%20Strategy.pdf)

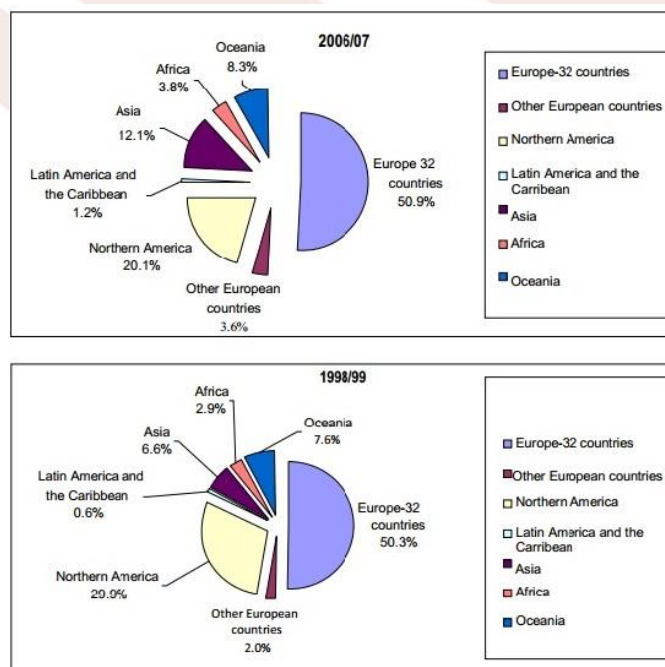
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b. Degree mobility

Regarding the evolution of mobility of degree seeking students in the EHEA, there are difficulties related to the capacity to comparatively measure progress across all 47 member states. According to the Eurodata Study on student mobility in European higher education, "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 the process. 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 the characteristics of 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).²³

In addition, the ACA study from 2006²⁴, illustrated that in 2006/2007, approximately 1.5 million students with foreign nationality were enrolled in Europe–32 region²⁵. This number represented more than half of the total number of students at the global level, which studied abroad (50.9%, Fig 1). This has remained stable as, in 1998/1999, European participation was relatively similar (50.3%).

Figure 1 - Distribution of students studying outside their country of nationality (foreign students) across world region in 1998/1999 and 2006/2007. Source: UOE data collections; ISCED 5/6



²³ http://ec.europa.eu/education/erasmus/doc/publ/eurodata_en.pdf, p 3

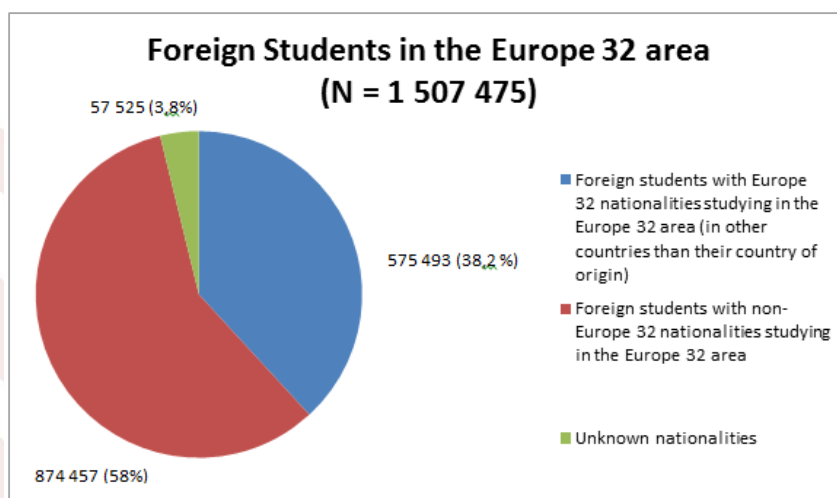
²⁴ Eds. Ulrich Teichler, Irina Ferencz and Bernd Wächter, *Mapping mobility in European higher education, Volume I: Overview and trends*, p 34

²⁵ www.ec.europa.eu/education/study-in-europe

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Furthermore, the same ACA study from 2006 shows that from the total number of 1.5 million foreign students studying in the EU – 32 region, 58% of the students are from the non-EU 32 countries. Only 38% foreign students with EU-32 region 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-32 region. It is remarkable that the percentage of foreign students from all over the world studying in the EU-32 region countries has remained stable over the past decade (about 50% from 3.6 million foreign students worldwide in 2010), even though the attraction for study in emerging countries has increased.

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



c. Short term credit mobility: ERASMUS

Study abroad as part of the home degree is, in absolute numbers and in terms of its social, political and economic impact, less of a factor than degree mobility, although its importance in Europe and North America should not be neglected. In the U.S., for example, only 1.4% of the total student population spends some time abroad. Among that percentage, those who do study abroad are predominantly white (80.5%), undergraduate (nearly 89%) students, who choose to study in Europe (54.5%), and opt to engage in short-term experiences (only 4% of the students who study abroad are going for a whole academic year)²⁶. Trends in U.S. higher education also show an increase in short-term, faculty-led study abroad programs. And although, in absolute numbers and diversity, the participation and location of study abroad over the past decade has increased and, in both national and institutional policy statements, its relevance is increasingly emphasized, the percentages stay small, with the length of the experience becoming shorter.

In Europe, the Erasmus Programme was initiated by the European Commission 25 years ago, in a time that the Commission had not had a mandate on education, the community only had eleven members and the Iron Curtain was still present. The programme continues to have a great impact on the development of Europe and its higher education. In 1987, 3.244 students spent a part of their study in another member country. Three million students have followed their example in the past 25 years and the number of

²⁶ De Wit, H, Ferencz, I and Rumbley, L. E. (2012). International Student Mobility: European and US Perspectives. In Perspectives – Policy and Practice in Higher Education, the Journal of the Association of University Administrators, London: Routledge.



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countries involved in the project has grown from 11 to 33, including non-EU members such as Iceland, Lichtenstein, Norway, Turkey and Switzerland. The budget of the programme for the period 2007-2013 is EUR 3.1 billion.

More than in numbers of internationally mobile students, the impact of the programme has been on the internationalization and the reform of higher education. Erasmus has paved the way for the reform of European higher education under the Bologna Process, has been a pilot for its study point scheme ECTS, and was an initiator for opening up to countries in Central and Eastern Europe to EU-membership, as it is for current aspiring candidate members. The programme stimulated both national governments and institutions of higher education to develop European and international strategies.

According to a study released by the European Commission on September 2012 "The Erasmus Program 2010-2011. A statistical overview",²⁷ the number of the mobile students (for a study or training period abroad) from the EU in the academic year 2010 – 2011 totaled 231,408, 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.

De Wit observes that while the Bologna ministers of education in their recent biannual meeting in Bucharest firmly supported their aspiration to have 20% mobility - the figures however are showing a different picture. In most countries the number of mobile students is still below 5%. There is an increased concern about the focus on numbers and percentages, which moves away from the need to concentrate on the content and the quality of the international experience. He states: "In the early years of the Erasmus programme, the enthusiasm of faculty - encountering their colleagues, learning about their curricula and teaching methods, was driving the success and the impact of the Erasmus programme. (...) If the Erasmus programme would find something back of its focus on curriculum and learning outcomes of the past, not only will it enhance the quality of the experience, but also will increase the interest of the faculty and the students and, as a result, the numbers."²⁸

d. Other EU policies

According to the **EU Council conclusions on the internationalization of higher education**²⁹ 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 invited member states to "foster a truly international culture", "increasing the international attractiveness of higher education institutions and promoting the global dimension and awareness of the social responsibility of higher education institutions". On each aim the Council also suggested specific instruments to use toward reaching these goals.

²⁷ <http://ec.europa.eu/education/erasmus/doc/stat/1011/report.pdf>, p 3, 5

²⁸ Hans de Wit. (2012). *Erasmus at 25: what is the future for international student mobility?* The Guardian, Monday 21 May 2012, www.guardian.co.uk/higher-education-network/blog/2012/may/21

²⁹ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114378.pdf



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The Council also calls on 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 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."

The "European higher education in the world" Communication from the European Commission to the Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions was released on the 11 July 2013 in response to the Council conclusions of 11 May 2010 on the internationalization of higher education.

The 2013 Communication "aims to contribute to the objectives of the Europe 2020 strategy, by helping Member States and higher education institutions develop strategic partnerships that will allow Europe tackle global challenges more effectively."³⁰

The first part of the Communication underlines the key priorities that HEIs³¹ and member states should have in mind to increase their internationalization activities. The last two parts of the document present/highlight the specific actions that the EU will take to support internationalization and the next steps.

Concerning the main actions to be taken by HEIs and member states to increase internationalization of higher education, the Communication underlines that a comprehensive internationalization strategy should have key areas grouped into categories such as: international student and staff mobility, the internationalization and improvement of curricula and digital learning, and strategic cooperation, partnerships and capacity building.

Regarding "International mobility and staff mobility" the EU recommends and encourages:

- The transparency and recognition of learning acquired elsewhere, which should be a key priority together with the world-wide recognition of acquired learning credits to enhance transparency and portability of learning outcomes across borders;
- The use of incentives and rewards for HEIs staff in order to encourage and increase staff mobility/international experience and to motivate career development/proactivity;
- Mobility, in particular credit mobility, which should be used as an incentive to improve the quality of HE;

³⁰ http://ec.europa.eu/education/higher-education/doc/com499_en.pdf

³¹ Higher Education Institutions



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- HEIs in developing or improving mobility services (for incoming and outgoing international students and researchers), along with language courses and including career counseling in order to facilitate integration in the university/city/region/country ;
- HEIs in developing their curricula and adapting it to the international trends, while strengthening institutional leadership and management;
- EU member states to improve rules on immigration, in order to support HEIs' efforts to increase internationalization.

The second priority for improving internationalization – "the internationalization and improvement of curricula and digital learning" – outlines the following recommendations:

- HEIs should increase their focus on integrating the global dimension in the design of curricula and learning process, as well as further internationalization of campuses;
- Mobile students, researchers, academic staff should have more support for language learning, including the opportunity to learn the local language, whether or not this is the language of the study courses or research projects; also, proficiency in English is a prerequisite for any strategy regarding internationalization of education;
- HEIs should take more advantage of the new trends in digital education in order to develop strategic partnerships, which in turn will increase the quality of content and overall learning experience, to enlarge access and internationalize curricula.

On "strategic cooperation, partnerships and capacity building" the EU Communication emphasizes the following:

- European HEIs should be aware of their strengths in education, research and innovation and develop strategic partnerships outside Europe. This will help them complete their profile through joint and double degree, joint research activities, becoming more open to new opportunities, such as joint or branch campuses in non-EU countries.
- HEIs and member states should ensure coherence between their internationalization strategy and the EU development cooperation policies by taking into consideration the principles of equity and partner country ownerships; students, researchers and staff from non-EU countries should be seen as vectors of cooperation with HEIs in these countries.

The third part of the Communication underlines the EU contribution to the internationalization of higher education. The EU assumes to provide stronger and long-term/coherent policy support and financial incentives for internationalization strategies. Also, according to the Communication, the EU will provide financial support through the new programme Erasmus + for mobility and non-EU countries reaching up to 135,000 learners and staff, and allow up to 15,000 non-EU researchers to start or develop their careers through Horizon 2020 programme/strategy.

At the same time, the EU will support HEIs consortia to develop joint degree programmes (master and doctoral) and will provide high-level scholarships for almost 60,000 graduates. The EU will also support strategic partnerships for cooperation and innovation and up to 1,000 capacity-building partnerships between EU and non-EU HEIs.

As for the Commission, it will focus on two policy objectives: "increasing the attractiveness of European HE by improving quality and transparency and increasing the global cooperation for innovation and



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development through partnerships, dialogue and capacity building. ³² In other words, the Commission will enhance the quality of mobility through a new Erasmus programme, will promote implementation of U-Multirank (multi-dimensional and ranking tool for HEI) and foster cooperation with national promotion agencies, alumni NGOs by sharing information and coordinating joint actions. Also, in regard to worldwide cooperation for innovation and development the Commission will carry on bilateral and multilateral policy dialogues with key international partners, will promote the EIT³³ and its KIKs³⁴ to support international cooperation in HE and innovation, will reinforce evidence – based policymaking for the internationalization of education and will draw on a strategy in order to promote the digital learning and the better use of ICT and OER education by the end of 2013.

The final part of the document reiterates the fact that the Communication "aims to contribute to the objectives of the Europe 2020 strategy by helping Member States and HEI develop strategies and partnerships that allow Europe to tackle global challenges more effectively".³⁵

3. Internationalization of higher education in Romania

3.1 Short history

Evolution of the number of foreign students

From the beginning of the 20th 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. At this time, Romania ranked among the first 15 countries in 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 meals 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"³⁶. In the period of 1981 – 1989, the number of foreign students suffered a drastic reduction, which was somewhat alleviated after the fall of communism in 1989, but Romania never again reached the same status within the international education market. As stated in Pricopie (2004), "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."

After 1989, the origin of foreign students in Romania diversified, since Romania signed new bilateral agreements with other states from Europe, Canada and the US, with provisions for student exchange. Additionally, starting with 1996, Romania joined the SOCRATES program, which included an important

³² http://ec.europa.eu/education/higher-education/doc/com499_en.pdf

³³ The European Institute of Innovation and Technology (EIT) is a body of the European Union established in March 2008 with the aim of increasing European sustainable growth and competitiveness by reinforcing the innovation capacity of the EU

³⁴ Knowledge and Innovation Communities (KICs)

³⁵ http://ec.europa.eu/education/higher-education/doc/com499_en.pdf

³⁶ Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization, 2004 – p. 26

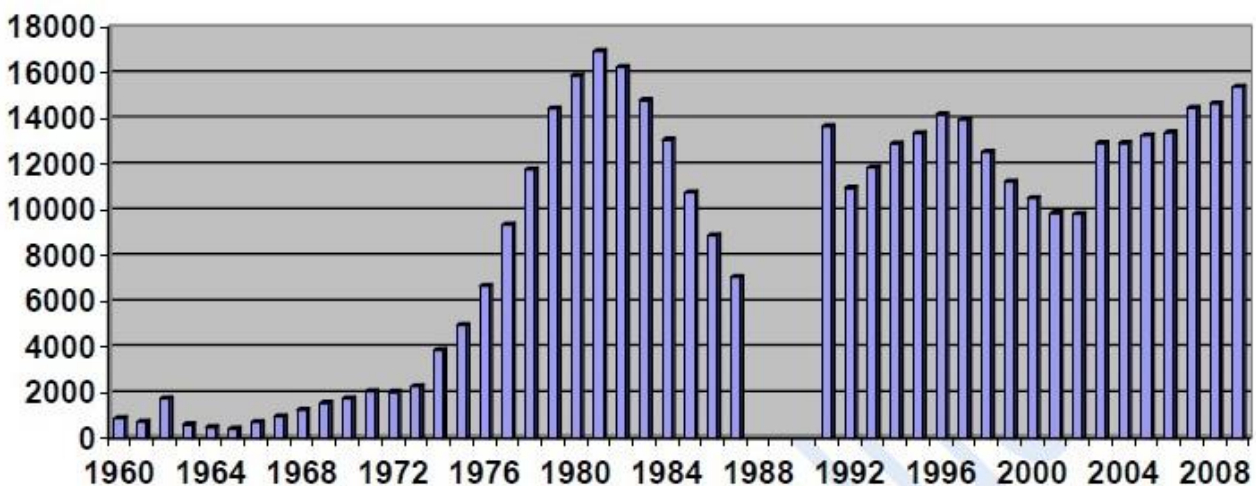
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component of academic exchange – Erasmus. From 1991, the Romanian government began offering a series of scholarships to students from the Republic of Moldova (Basarabia)³⁷. However, their situation needs to be approached differently, given the interest of the Romanian state in implementing specific policies for attracting this category of students, which possess particular historical consideration. Since they are Romanian-speaking students, Romanian 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"³⁸, starting with the '90s, in order to encourage internationalization of higher education, the Ministry of Education launched study programs (in disciplines 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 degree seeking students reached 9,830 (1.69% of total students). The total number of foreign students, including credit seeking 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. 3 below.

Figure 3 Foreign students enrolled in 1960-2009



The total number of foreign students currently 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

³⁷ <http://en.wikipedia.org/wiki/Bessarabia>

³⁸ Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization



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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 data show that the number of **foreign students** who choose to study at a university in Romania (incoming credit 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 credit mobility), **only 10 foreign students** choose to study at a Romanian university (incoming mobility). As for degree mobility, there are approximately 26,000 students who choose to study in other country and 10,903 foreign students who come for an entire cycle in Romania. These numbers show that the quota of incoming students is 2.4 times lower than that of outgoing students for an entire cycle.

Evolution of participation in HE according to gender

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

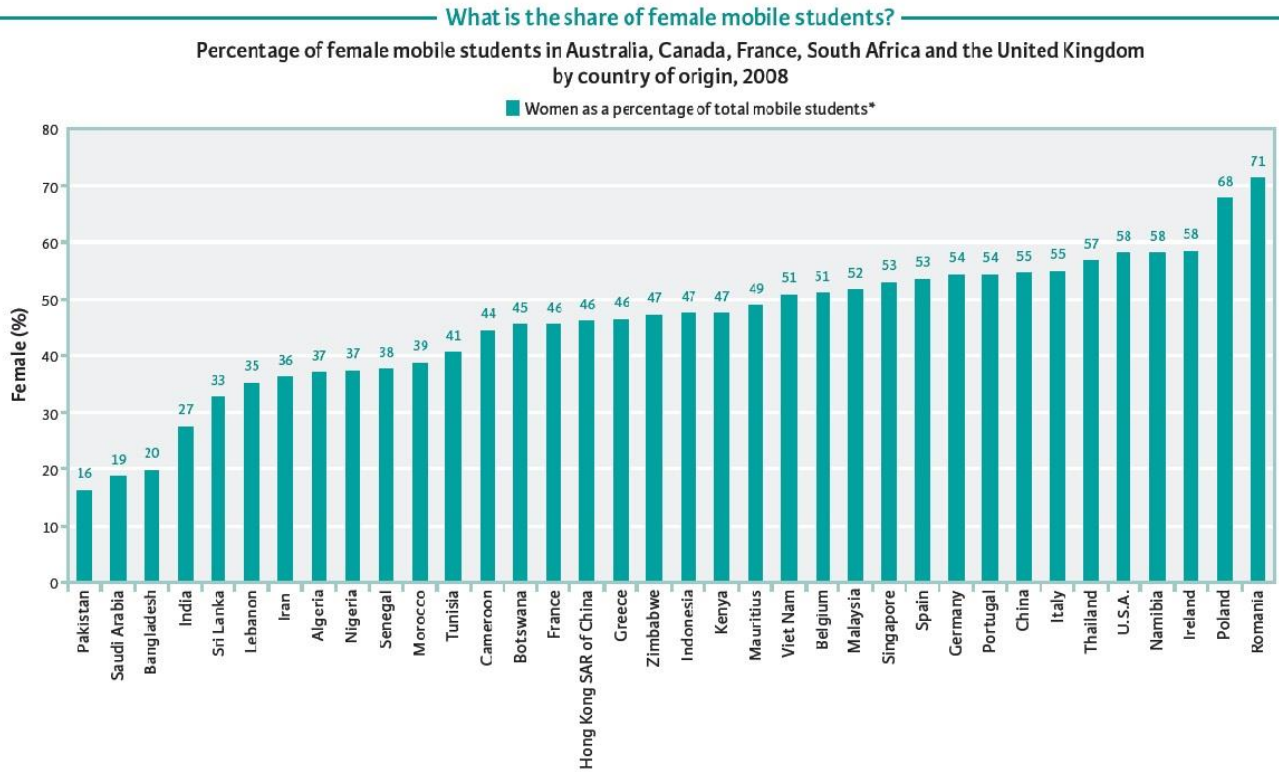
Table 1 Gender distribution, population aged 19-23, and source: INS 2003-2011

	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

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.

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Figure 4 Percentage of female mobile students - Source: UNESCO Institute of Statistics



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 4³⁹ 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.

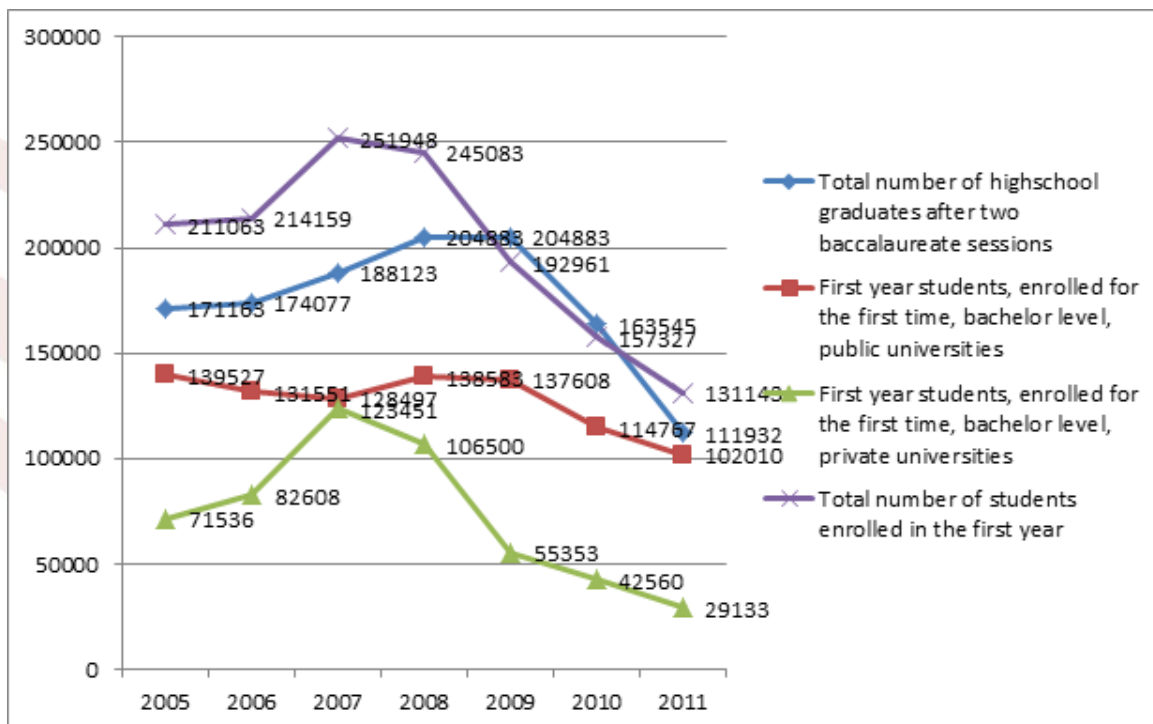
³⁹ UNESCO Institute of Statistics- GLOBAL EDUCATION DIGEST 2010, Comparing Education Statistics Across the World, 2010, p 72

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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 bacalaureate exam, the following trends can be observed:

Figure 5 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 declining number of bacalaureate 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, 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 bacalaureate 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 bacalaureate success rate (to 63.4%).

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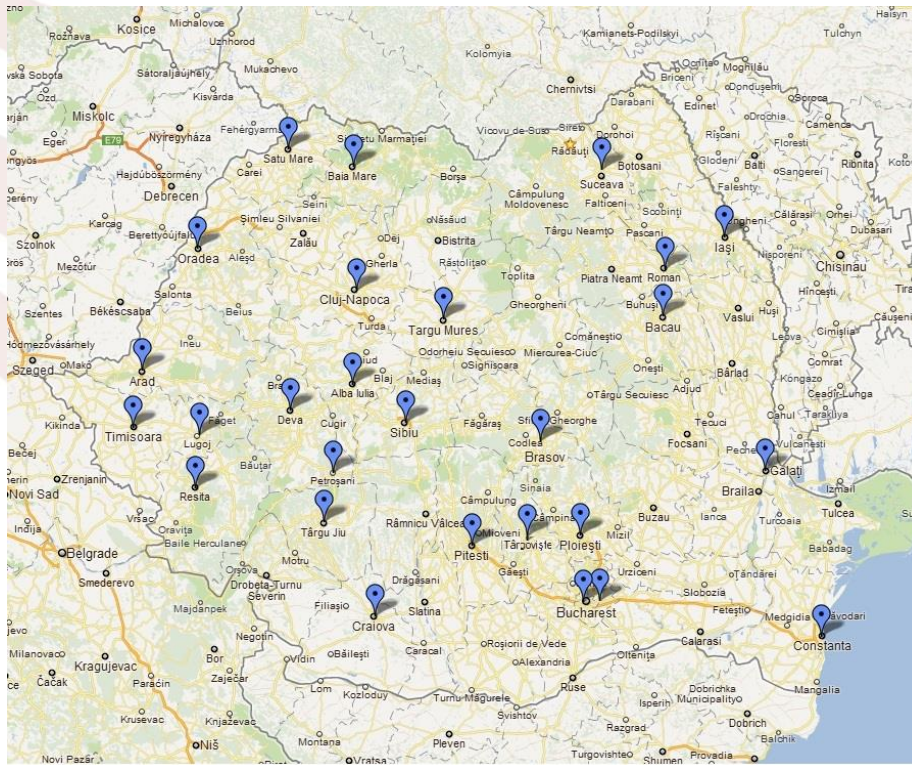
According to data collected as part of university classification process⁴⁰, the following evolution is outlined:

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

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

From these data, there is an increase in the number of students until the university year 2007/2008, after which numbers began to decline. 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 6 University centers in Romania



Evolution of the number of students per university centers

As shown in Figure 6, 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:

⁴⁰ 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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Table 3 Distribution of students by cities Source: NIS

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%		

From the table above, it is observable that 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.

3.2 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 recognize 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;
- 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;



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- 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 strategies on internationalization** and promote mobility taking into account their profile and the input of students, researchers, teachers and other staff. Additionally, 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 mentioned in Romania through the provisions of the Law no. 288/2004. They were actually implemented in the academic year 2005/2006 and represent an important step towards harmonization of higher education structures and programs at European level which facilitates recognition of studies and cross-border mobility of students and graduates;



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- *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 equivalence 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 2005⁴¹ issuing 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 first one is bilingual, issued automatically and free of charge 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 promoted⁴², 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 developed a strategy aiming at systematically attracting foreign students;
 - *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

⁴¹ http://www.ncis.ro/portal/page?_pageid=117,70221&_dad=portal&_schema=PORTAL

⁴² http://ec.europa.eu/education/policies/rec_qual/recognition/ds_en.pdf



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in these 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 on the discussion of mutual academic recognition;
- *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 global level, this term has a variety of meanings and in order to have a common understanding across all Bologna member countries, there is a need to clarify this concept, as others (such as student mobility) were recently clarified for the purpose of data collection.

Romania and Francophony

Romanian language is part of the Latin languages family, which allows for active involvement in the network of francophone countries. 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



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the communist period.⁴³ 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 OIF⁴⁴), 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 higher education, there are several important 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 also shows various commitments at the regional level. In the absence of an internationalization strategy, the participation of Romanian higher education institutions in regional cooperation initiatives is in most of the cases reactive with poor impact at the university level. A brief overview of some of these regional cooperation initiatives are presented below:

- **The South-Eastern European Regional Cooperation Council**⁴⁵ has existed since February 2008. In the field of human capital building, Romania cooperated 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 Initiative in South-Eastern Europe* (ERI-SEE)⁴⁶. It facilitates a coherent dialogue and cooperation

⁴³ <http://www.mae.ro/node/1885?page=2>

⁴⁴ Organisation Internationale de la Francophonie

⁴⁵ <http://www.rcc.int/>

⁴⁶ <http://www.erisee.org/>



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among the actors involved in the management of the education sector. Romania has registered as an observer partner in ERI-SEE and participates in some of its country-clusters.

- Romania is an active participant in the **Regional Network on Qualifications Networks for South East Europe**⁴⁷, 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**⁴⁸ 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 programme⁴⁹.
- **The Black Sea University Network – BSUN**⁵⁰ 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**⁵¹ 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)**⁵² 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."⁵³ The Action Plan describes the main projects which aim to develop and support the main objectives listed above.

International cooperation of Romanian universities

Regarding the forms of cooperation between Romanian and international universities, some of Romanian universities are members of the following international cooperative groups and associations:

- **The Coimbra Group**⁵⁴ – an association of European universities committed to creating special academic and cultural ties in order to promote internationalization, academic collaboration, excellence in learning and research, and service to society.

⁴⁷ http://www.coe.int/t/dg4/highereducation/ehea2010/QF/CetinjeEN_08.asp

⁴⁸ <http://www.ceepus.info/>

⁴⁹ <http://administraresite.edu.ro/index.php/articles/15866>

⁵⁰ <http://www.bsun.org/>

⁵¹ <http://www.uaic.ro/uaic/bin/download/Cooperation/ReteleUniversitare/ConsortiutransfrontalierRO.pdf>

⁵² <http://www.danube-region.eu/pages/what-is-the-eusdr>

⁵³ <http://www.danube-region.eu/pages/what-is-the-eusdr>

⁵⁴ <http://www.coimbra-group.eu/>



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- **The Santander Group**⁵⁵ - this university network (founded in 1992 in Spain) aims to establish special academic, cultural and socio-economic ties; develop specific and advanced facilities; and launch 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**⁵⁶ 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)**⁵⁷ is 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 also seeks 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 Democratization (EIUC)**⁵⁸ 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)**⁵⁹ 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)**⁶⁰ is a network formed by 18 universities based on principle of students' and teachers' mobility at academic level.
- **Danube Rectors' Conference (DRC)**⁶¹ – 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.

Romanian universities are not involved in global networks such as Universitas21, Worldwide Universities Network (WUN), or the International Network of Universities.

3.3 National Legislation

Elements relating to the internationalization of higher 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

⁵⁵ <http://www.sgroup.be/glowna.html>

⁵⁶ <http://www.magna-charta.org/Default.aspx>

⁵⁷ <http://www.unica-network.eu/>

⁵⁸ <http://www.eiuc.org/>

⁵⁹ <http://www.euras-edu.org/>

⁶⁰ <http://www.cei.int/content/post-graduate-studies-university-network>

⁶¹ <http://www.drc-danube.org/>



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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.

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: personnel and financial policies. The university academic and administrative personnel has the legal status of public domain employees; therefore, the salaries, as well as the recruitment and professional advancement procedures were (and still are) governed by the strict provisions of the laws for public domain employees and decision of outside of the university factors. 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 of policies for internationalization of higher education or issues of 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 international agreements and conventions. Also, to confirm titles, diplomas and certificates the Ministry of Education established the National Board for Certification of Degrees, Diplomas and Certificates. The board members were professors and "prestigious scientific, cultural and moral individuals recognized nationally and internationally"⁶².

According to the 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 higher education. One could talk about references to internationalization after 2004 when Romania released a new law (no. 288/2004⁶³), 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.

⁶² Law 84/1995

⁶³ <http://www.cdep.ro/interpel/2008/i4065B.pdf>; <http://lege5.ro/Gratuit/gu3dqnr/legea-288-2004-lege-privind-organizarea-studiilor-universitare>



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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.

a. 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.

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. In addition, universities had to rewrite their charters (according to the new Law), and subsequently change their strategies / management plans.**

Following the legally imposed university categories, public financing for public higher education institutions is now differentiated according to the 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 exercise⁶⁴. 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 basis⁶⁵ that regulates the maximum capacity for enrolment at national scale for each higher education field of study.

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.

⁶⁴ <http://chestionar.uefiscdi.ro/>

⁶⁵ Government Decision (G.D.) no. 966/2011, http://ec.europa.eu/europe2020/pdf/nd/nrp2012_romania_en.pdf



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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. Additionally, students who have opted for a teaching career are encouraged to complete an internship abroad. Similarly, teachers are encouraged to apply for mobility programmes in research and/or teaching, with their position in the home institution being reserved for them in that given period. Teachers and researchers are encouraged to publish studies, articles, and/or artwork and to apply for national and international grants to support international research and teaching projects.

Another essential provision newly introduced by the Education Law is the principle of "freedom of national and international mobility of students, teachers and researchers"⁶⁶. Moreover, 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 extra-financing in this sense (LEN, art. 225, paragraph 1).

Following a qualitative analysis of strategies and operational plans from 92 public and private universities, performed during the "Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania" project, it can be concluded that at least 15 universities have not provided for the establishment of department of international relations in the organizational chart or the department was not identified on the official websites. In the case of 43 higher education institutions, the information on institutional strategies on internationalization and mobility is vague or missing. Another 30 universities mentioned the internationalization of education, mobility and partnerships in general terms, but one cannot talk about the existence of a comprehensive strategy with concrete targets on this dimension. Thus, out of the study documents (institutional strategies and operational plans) of 92 public and private universities, only 19 universities have set detailed objectives and concrete references in regard with the internationalization of higher education.

⁶⁶ LEN, art.118, al.1, letter j.



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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 3.5 Internationalization of Higher Education in Romania – Other national policies and Institutions).

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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b. Other relevant legal provisions

Elements in the Methodology for Distributing Public Funds for Basic and Supplementary Funding of Romanian Universities for Supporting Internationalization in Education⁶⁷

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"⁶⁸). In addition, "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 of 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 **ARACIS** as an independent public institution with competences in accreditation, academic evaluation and quality assurance.

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 quality culture; submitting to MEN strategies and policies for quality enhancement; 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 (MEN⁶⁹, CNCSIS⁷⁰, CNFIS⁷¹, ANC⁷²) as well as with representatives of the socio-economic environment, in order to correlate higher education with the labor market demands.

⁶⁷ [http://legestart.ro/Metodologia-2012-de-alocare-fondurilor-bugetare-finantarea-baza-finantarea-suplimentara-institutiilor-invataman-superior-stat-Romania-anul-2012-\(NjA2MDQ1\).htm](http://legestart.ro/Metodologia-2012-de-alocare-fondurilor-bugetare-finantarea-baza-finantarea-suplimentara-institutiilor-invataman-superior-stat-Romania-anul-2012-(NjA2MDQ1).htm)

⁶⁸ Idem 67

⁶⁹ Ministry of National Education (MEN)

⁷⁰ National Council of Scientific Research in Higher Education (CNCSIS)

⁷¹ The National Council for Higher Education Funding (CNFIS)

⁷² National Authority for Qualifications (ANC)



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ARACIS also takes internationalization into consideration when evaluating universities, this issue being examined in its site visits and referred to 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 is removed from the European Quality Assurance Register for Higher Education (EQAR), the activity of this institution officially ceases.

More information is provided in section 4 "Relevant Institutions Dealing with Internationalization within the Higher Education System".

Admission policies and Letter of acceptance

According to the Law 1/2011 "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." This provision facilitates internationalization of education by guaranteeing the same access conditions as for domestic students to all students from EEA Member States and the Swiss Confederation.

As for EU third country students, 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 Ministry of National Education. Before the registration of candidates for admission, each candidate was required to submit a certificate of recognition of studies.⁷³ Theoretically, by having the Ministerial Ordinance no.3359MD/2013 in place, the admission procedures for foreign students from the EU third countries should be less bureaucratic.

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

⁷³ 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-adminterii-ciclurile-studii-universitare-licenta-master-doctorat-anul-universitar-2012-2013-\(NjAyNzUw\).htm](http://legestart.ro/Ordinul-3313-2012-cadrul-general-organizare-desfasurare-adminterii-ciclurile-studii-universitare-licenta-master-doctorat-anul-universitar-2012-2013-(NjAyNzUw).htm)



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National Centre for Recognition and Equivalence of Diplomas by 1 October 2012 (the date of the National Ministry of Education' 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 18th 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 responsible for the acceleration of admission and mobility for foreign researchers within the EU space. Finally, one of the objectives was that of increasing the EU attractiveness for researchers worldwide.

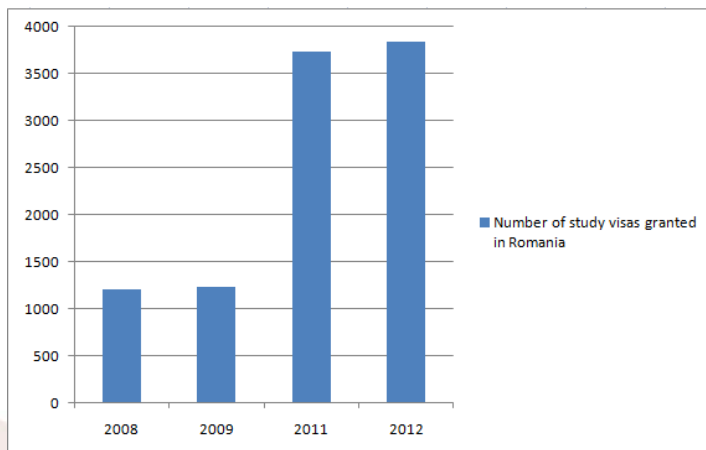
Therefore, the visa for prolonged stay for scientific research activities is granted to foreigners on the basis of a notice from the National Authority for Scientific Research and the Romanian Immigration Office. On the basis of the staying agreement from the host organization for research, the immigration 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 2009⁷⁴, in December 2008 1,201 study visas were issued by the Romanian state. In the year 2012, ORI issued 3,844 study visas. Figure 7 outlines the evolution of the number of study visas issued yearly in Romania.

⁷⁴ <http://ori.mai.gov.ro/api/media/userfiles/FINAL%202009%20.pdf>

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Figure 7 The annual evolution of the number of study visas granted in Romania



With regard to work permits, the ORI does not report separately on visas that grant work rights for any citizen and visas that grant working rights for the members of the academic community.

c. Rules and procedures with an impact on internationalization

At the beginning of 2012, the 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 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 total of 880 requests regarding the validation of study documents for EU citizens applying to study in Romania were approved. In 2012 the number of requests more than doubled, with CNRED registering 2,135 approved requests.

Regarding work related recognition, the situation is as follows:

Table 4 The recognition of study documents of EU and non-EU citizens

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



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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.

3.4 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.

a. Ministry of National Education – MEN (www.edu.ro)⁷⁵

The Ministry of National Education 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. The 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.⁷⁶

In addition, according to art.121, of Law on National Education no.1/2011, the 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, the 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 that, in collaboration with the International Relations Department, the European Affairs Department and the Department for Bilateral 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 approximately 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.⁷⁷

⁷⁵ Following the last Romanian Government change the Ministry has a new name: National Ministry of Education

⁷⁶ Reference National System overview on education systems in Europe - p.2

⁷⁷ Reference <http://www.edu.ro/index.php/articles/c27>



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The MEN also includes the **International Students' Division**, which was established on September 15, 2009. Among its objectives, it aims to promote Romania's science image abroad and attract a large number of foreign students; support public and private accredited universities to internationally promote the educational offer; develop, jointly with universities, promotional materials and participation in fairs to promote the Romanian education system; receive and analyze 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; process 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; process documents submitted by members of the diplomatic corps accredited in Romania and their family members in order to enter the education in our country; prepare the Unique Register of Students⁷⁸.

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

b. Romanian Agency for Quality Assurance in Higher Education (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 analyzing the internationalization of education component for each study program or higher education institution.

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/>

c. The Agency for Students Loans and Scholarships - ACBS (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.

⁷⁸ <http://www.edu.ro/index.php/articles/c912>

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- 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 the Agency level (no secondary legislation exists). The provisions in the 2011 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 of up to 5,000 lei (approx. 1,200 euros). Furthermore, the Law stipulates that The Agency for Students Loans and Scholarships is the body proposing appropriate regulations for student loans.

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 website for a review of the Agency's priorities.

d. The National Agency for Community Programs in Education and Professional Training (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.



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e. The National Centre 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 studies' cycle from abroad at accredited universities in Romania (art. 2).

Additionally, 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.

3.5 Other National Policies and Institutions

a. National institutions with an impact regarding internationalization of higher education

In this section, we describe relevant policies, activities, and actions taken by other ministries (outside of the Ministry of National Education) and other institutions that relate to 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 2020⁷⁹.

Romania had elections in 2012 and there was a change of government in the beginning of 2013. To date, 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 in the 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)

The Ministry of Foreign Affairs (MAE) plays a role in the internationalization of higher education in Romania. As part of its cultural diplomacy, MAE is involved in cultural and educational exchanges and in

⁷⁹ Source: Programul Național de Reformă, 2011-2013, pp. 109-110



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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 intermediaries for 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 EU countries can apply to study in Romanian universities under the same conditions as Romanian students.

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 total of 85 scholarships for graduate and postgraduate studies for citizens from countries that are not members of EU or 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 by granting foreign non-EU citizens visas to study in Romania, through its diplomatic offices in different countries. For further information please see the section on the Ministry of Internal Affairs. The 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 within the MAE.

The Romanian Cultural Institute ([ICR - www.icr.ro](http://www.icr.ro)) aims 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 researchers, translators, artists and cultural journalists.



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The MAE's **Department for Romanians from Everywhere** (<http://www.dprp.gov.ro>) develops policy and regulates relationships with Romanians from abroad. The following section provides details about its objectives and actions, as part of the higher education internationalization process.

Ministry of Interior (MAI – www.mai.gov.ro)

The Ministry of Interior (MAI) has an influential role in the attraction of foreign students to study in Romanian universities. Under the General Inspectorate for Immigration, the MAI grants visas for studies and prolongs study permits. The duration and the user-friendliness of the process to obtain these documents has a major impact on the foreign students' experience with study abroad in Romania. 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.

Upon analysis of the process, we find that 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 from the Romanian state, by exempting them from the visas' and permits' taxes payment and by granting them a 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.

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

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	

The process is even more complex when foreign students apply for scholarships, in which case, the MAE works together with the Ministry of National Education deciding 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.

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

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		

In support of internationalization of Romanian higher education, the Ministry of National Education has established the Institute of Romanian Languages, which is a specialized institution aimed at promoting 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 EU, 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 of higher education. Specifically, 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



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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"⁸⁰.

b. Policies regarding ethnics outside of Romania

Given that there is a large Romanian diaspora living abroad, in recent years the Romanian government has increasingly focused on identifying different means to support and consolidate Romanian diaspora. 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 migration. At present there are over 1 million Romanians living in Spain and Italy (National Strategy for Romanians from Everywhere, 2011).

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, particularly any actions directed to Romanians who live abroad and the relationships that Romania has with its co-nationals from abroad are legally regulated through article 7 of the Romanian Constitution, which specifies the relationship between the Romanian state and Romanian ethnics abroad, as well as the Law no. 299/2007 in regard to the support of Romanians from everywhere. Together with the national legislation, activities are regulated by specific international documents, such as the Council of Europe Convention on the Protection of National Minorities, among others. Furthermore, annually, the Ministry of National Education prepares the Government Decision setting the number of

⁸⁰ National Strategy for Sustainable Development of Romania - Horizons 2013-2020-2030, p 72



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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 National Education, in the 2012-2013 academic year 8,405 Romanian Ethnic students (Moldova, Ukraine, Bulgaria, and so on) were enrolled.

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 aims to support Romanians from everywhere at a 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 Romanians from everywhere. In addition to political and diplomatic actions, the strategy also includes actions within education, the media, cultural and confessional domains and in the socio-economic sphere. This report only explores actions in the educational field.

Within education, the National Strategy for the Romanians from Everywhere aims to pursue the following activities: 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 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.⁸¹

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

⁸¹ Law 299/2007 , republished in 2009 – regarding the support concerning Romanian Ethnics from Abroad



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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 4 Internationalization abroad.

Table 7⁸² 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:

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

	Country	Number of subsidized places with additional scholarship	Number of places with tuition fees
Secondary Education	Republic of Moldova	750	550
	Neighboring countries and diaspora		
	Albania	20	
	Bulgaria	25	
	Macedonia	20	
	Serbia	25	
	Hungary	20	
	Ukraine	20	
	Diaspora	20	150
	TOTAL		900
Tertiary Education - Bachelor	Republic of Moldova - with Romanian secondary education diploma	300	200
	Republic of Moldova - with secondary education diploma from RM	700	1600
	of which Republic of Moldova - from high schools with teaching in Romanian language	70	
	Neighboring countries and diaspora		
	Albania	100	5
	Bulgaria	65	40
	Macedonia	29	1
Serbia	200	100	

⁸² 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
	Hungary	100	100
	Ukraine	6	9
	Diaspora		100
	Israel		50
	TOTAL	1500	2205
Master	Republic of Moldova	250	300
	Neighboring countries and diaspora	113	270
	TOTAL	363	570
Residency	Republic of Moldova	25	0
	Neighboring countries and diaspora	112	0
	TOTAL	137	0
PhD	Republic of Moldova	25	100
	Neighboring countries and diaspora	25	20
	TOTAL	50	120

c. Policies towards the Republic of Moldova

The 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 EU. Therefore, the Republic of Moldova holds 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. It also developed a decentralized application process, by which candidates apply directly to universities. 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, given the size of the Romanian ethnic population. 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, doctoral) were allocated in the academic year 2012-2013 for Romanian ethnics from Moldova to



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study in Romania (<http://www.mae.ro/bilateral-relations>). The Protocol between Romania and Moldova, signed in 2012 at Chisinau, 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.⁸³ At the same time, the Government agrees to a number of scholarships annually.

In addition, 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.

3.6 Other relevant actors

Stakeholders – non-governmental organizations with an interest regarding internationalization

a. The National Council of Rectors (CNR) is a non - governmental organization that brings together the rectors of Romanian accredited universities, both public and private. 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 documents related to the internationalization of higher education were identified on the CNR website or in the media.

b. 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"⁸⁴.

Since 2002, ANOSR is a full member of the European Students Union⁸⁵ 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). This, in turn, allowed for ANOSR to improve its knowledge and lobby capacity on several higher education policy areas, with a focus on internationalization of education due to the dissemination of good practices in ESU events and through interactions with several student federations from other European countries.

⁸³ <http://www.edu.ro/index.php/articles/17375>

⁸⁴ <http://www.anosr.ro/despre-noi/statut-anosr/>

⁸⁵ <http://www.esu-online.org/>



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c. National Trade Union Federation "Alma Mater" is a national organization reuniting trade organizations at the university level. It represents the interests of employees in higher education and conducts research within the national system. As stipulated within the Alma Mater statutes, it aims to elaborate studies and analysis regarding the working conditions in education and research, in collaboration with national and international specialized institutions⁸⁶.

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

d. League of Romanian Students Abroad (LRSA)⁸⁷ 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 returning 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.

e. Educativa is a non-governmental organization concerned with the promotion of Romanian higher education abroad and with organizing study fairs. Since 2004, Educativa organizes international university fairs in Romania, including "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 CampusFrance, DAAD, EducationUSA/Fulbright Commission, British Council, as well as from the Romanian Ministry of National Education.

f. Erasmus Student Network⁸⁸ (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".

4. Internationalization abroad

4.1 Credit mobility

This chapter provides recent data on incoming and outgoing mobility both students and teachers. It also provides data regarding the existing incoming and outgoing mobility programs.

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

⁸⁶ <http://www.almamater.ro/statut/statut2009.pdf>

⁸⁷ www.lsr.ro

⁸⁸ <http://esn.org/>



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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.

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 in 1993, which Romania joined in 1998. CEEPUS academic exchanges run through interuniversity networks active in the current academic year. Therefore, all scholarships are granted to students 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 include:

- Student internships of 3-10 months in duration. 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 in duration are for master or doctoral students who work on their dissertation or PhD thesis.

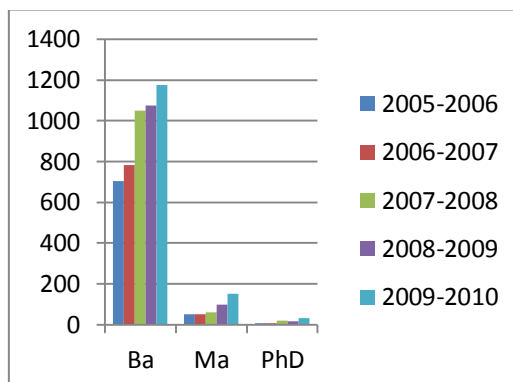
a. Incoming Credit Mobility Programs for Students

According to data collected as part of university classification process⁸⁹, in 2009-2010 there were 1,359 students participating in short-term mobility programmes in Romania, out of which 1,174 were undergraduate students, 153 were master students and 32 were PhD students.

⁸⁹ 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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Figure 8 Incoming Students (temporary)



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

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

	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%

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 (at all levels of education) during 2009 – 2010 was 4,768, with a growth of 36.4% (1,274 students) compared to 2005-2006. This means that of almost one million Romanian students, 0.49% received transferable credits from a foreign university.

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

	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
Total	3494	3734	3613	4029	4768

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On the other hand, according to the ANPCDEFP report, the number of individual students who benefited from mobility programs in 2011 is 17,245.⁹⁰ According to the same report (ANPCDEFP), 3,503 students benefited from Erasmus grants for outward mobility in 2011⁹¹.

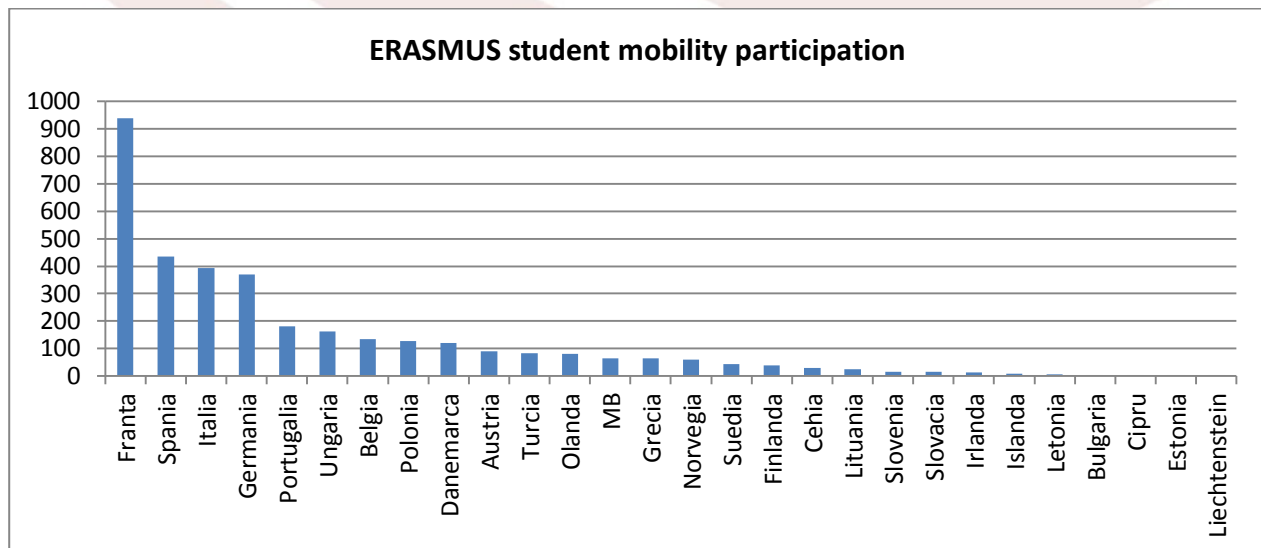
In 2011, a total of 68 universities competed in the Erasmus mobility funding programme, out of which 66 candidates were declared eligible. Of the 66 universities, only 43 of them applied for funding for all 4 types of Erasmus mobility:

- 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 / month⁹².

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 9:⁹³

Figure 9 Participants to student mobility by country of destination



To conclude, according to the ANPCDEFP 2011 report and taking into account the total number of students in Romania, approximately 1% of students are involved in outward mobility. Of the total number of

⁹⁰ ANPCDEFP Report2011 p 10

⁹¹ Reference: Report regarding the implementation of the Long-life Learning Program, 2011

http://www.anpcdefp.ro/userfiles/Raport_2011.pdf

⁹² ANPCDEFP Report2011 p 55

⁹³ ANPCDEFP Report2011 p 67

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students from the universities that receive Erasmus grants, the estimated total of mobile students is 1.16% of the total number of students.

4.2 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 10 Number of students supported by government programs for ethnic Romanian (e.g. Republic of Moldova, Ukraine, Bulgaria etc.) - Incoming

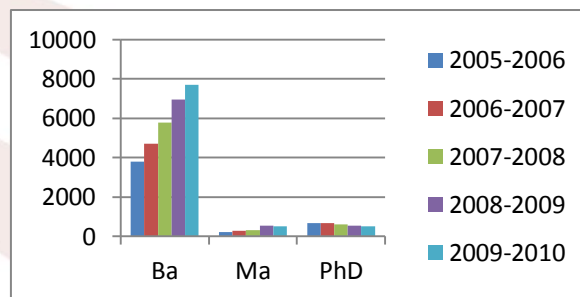
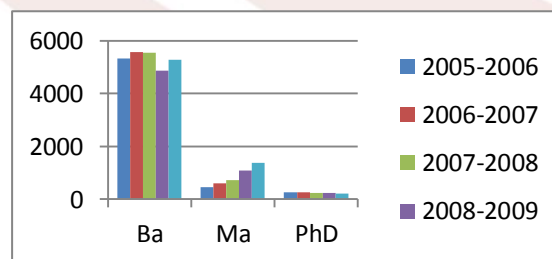


Figure 11 Number of foreign students – incoming



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 and 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.

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

	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
Total	10,722	12,074	13,157	14,196	15,538	19,308

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 Romanians 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:

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

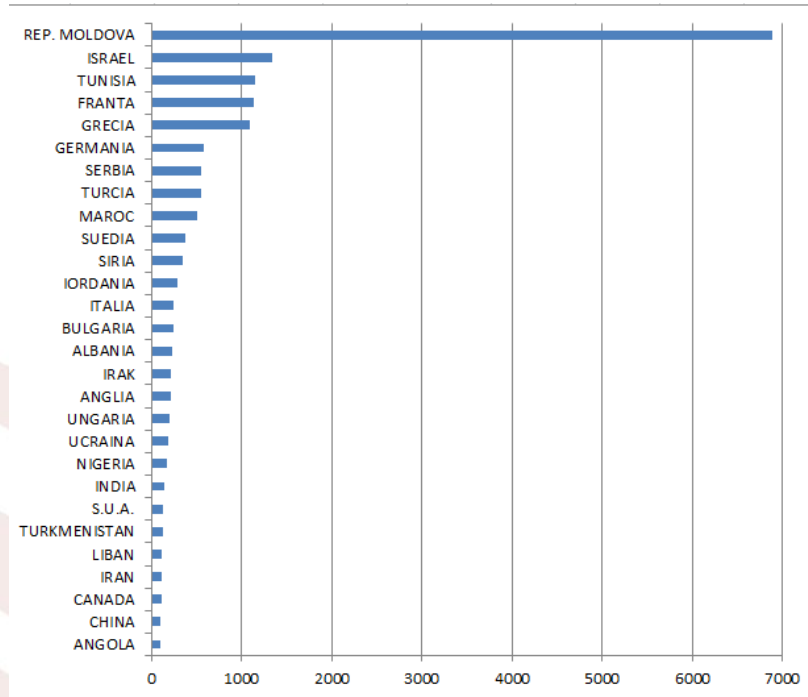
Year 2012 - 2013	Bachelor	Master	PhD	Specialized courses + resident students
Foreign students	10,168	434	301	488
Romanian ethnics	7,277	1,029	99	257
Total	17,445	1,463	400	745

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%.

Figure 12 below presents data on countries of origin (from 100 students up) of foreign students for the academic year 2012-2013 for all levels of study:

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Figure 12 Countries of origin for the foreign students for the academic year 2012-2013



As described above, although Romania has a number of policies to encourage ethnic Romanians to study 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.

Similarly, the number of foreign PhD students enrolled in Romanian doctoral programs was 499 in 2009 - 2010, approximately 27% fewer than in 2005- 2006.

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

	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
Number of foreign PhD Students	684	658	589	549	499

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b. Outgoing Degree Mobility Programs for Students

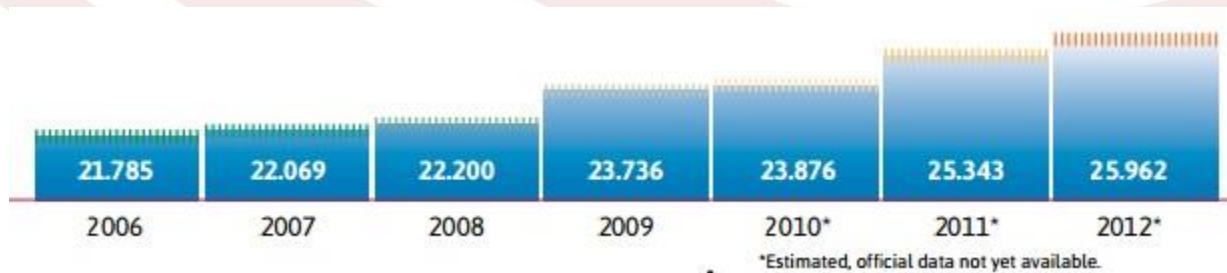
The number of students who went to study abroad for a degree mobility, in the academic year 2011 – 2012, is 25,962⁹⁴ students.

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, there are several noticeable changes. 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, related to the number of Romanians working in those countries.⁹⁵

Figure 13 Total number of outgoing students for degree mobility



4.3 Incoming and Outgoing Mobility Programs for Teaching Staff

In addition to the ERASMUS Mobility, another program for teachers is CEEPUS, described above. 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 from 416 in 2006, an increase of 33.17%. These data are only for teaching activities in the undergraduate cycle.

⁹⁴ Source: UNESCO Institute of Statistics

⁹⁵ http://www.riuf.ro/20112012raportriuf_2811.pdf

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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).

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

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

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

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

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).

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

	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

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 16 below provides statistical data for a 5–year timeframe:

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

	2006	2007	2008	2009	2010
Bachelor	45	58	78	115	100

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).

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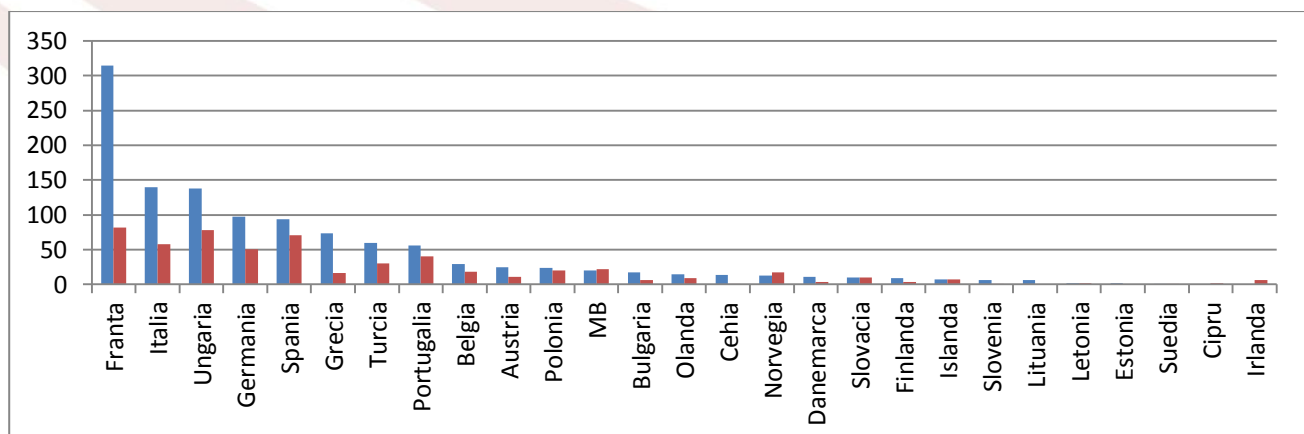
Table 17 Teaching staff and scientific researchers' mobility

	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

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 purposes⁹⁶.

In conclusion, according to the ANPCDEFP report of 2011, the estimated participation rate of teachers within Erasmus mobility programmes is 12.21%.⁹⁷

Figure 14 Countries that have developed teaching missions and / or staff training activities for university staff mobility



4.4 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, which is over 60% more than in 2006.

⁹⁶ ANPCDEFP Report2011 p 56

⁹⁷ ANPCDEFP Report2011 p 59



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The number of students participating to summer/winter international schools or equivalent events is 4,272 in 2010 (an increase by 75% from 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.

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

	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

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.

Table 19 Number of joint study programs

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

According to the Ministry of National Education website there are approx. 200 bilateral collaboration documents with almost 100 partner-states in the education field.⁹⁸

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.

4.5 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 activities and can be part of development cooperation projects, academic exchange programmes and commercial initiatives. The focus of this report is on the movement of students, programmes and providers/institutions. Cross-border education 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 takes into account the role of various legal frameworks defined by

⁹⁸ <http://www.edu.ro/index.php/articles/c27>



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existing governance arrangements at state or local level when it comes to policy frameworks and regulations."⁹⁹

According to Jane Knight (2005b)¹⁰⁰ 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 developed by foreign providers.

Regarding franchises developed by Romanian universities, there are only two universities that 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.¹⁰¹

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 Rectors' Conference¹⁰², Romania's universities have developed 357 cross-border partnerships with the German HEIs. An overview of existing cooperation, "Cross-border cooperation between Universities and Research Center's Synthesis report", is due to be published soon by the Association of European Border Regions (AGEG).¹⁰³

In regard to cross-border grants, Romania opened its research grants to international researchers (EU and – non-EU). Romania has also 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.

5. Internationalization at home

For most members of the academic community (students, professors, researchers and administrative staff), the international opening of universities means, on the one hand, an outward flow of students, teachers and researchers who 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 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

⁹⁹ OECD, World Bank, Cross-border Tertiary Education A way towards capacity development p. 24

¹⁰⁰ "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.

¹⁰¹ <http://www.cmu-edu.eu/>

¹⁰² <http://www.hochschulkompass.de/en/partnerships/partnerships-by-countries.html>

¹⁰³ <http://www.hrk.de/>

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international networking, etc. All these elements are specific to *cross-border mobility* and to *international networking*.

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*¹⁰⁴.

According to Hudzik (2011), comprehensive internationalization at home means "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."¹⁰⁵

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

- 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).¹⁰⁶

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 the syllabus, improvement of student services etc.

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 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

¹⁰⁴ Some of the ideas and opinions inserted bellow have been discussed by Professor Dr. Mihai Korca in the ASIGMA Conference on *Internationalizing Higher Education: Strategies, Methods and Practices for Quality Assurance*, Braşov, 1-3 September 2011

¹⁰⁵ John K. Hudzik, *Comprehensive Internationalization: From Concept to Action*. NAFSA: Washington, DC, 2011
http://www.nafsa.org/ /File/ /cizn2011_execsummary.pdf

¹⁰⁶ <http://www.uio.no/for-ansatte/organisasjon/strategi/internasjonalisering-sare-2012/foiler-inspirasjonsseminaret-040612/educating-the-global-citizen-presentation-by-jos-beelen.pdf>



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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.

5.1 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.

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 help students make connections between their local communities and international/global processes, and to

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persuade students that the learning process never ends within 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 also play 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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providers, which are located in two or more different countries. The differentiation from the local programmes lies in the intercultural content and delivery. These programmes are, by definition, international features as they teach knowledge and transfer skills to be applied in at least two distinctive social and business environments. Romanian universities started to implement such study programmes in the first years of access to the TEMPUS Programme and they became even more active during the implementation of the ERASMUS exercises.

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, syllabus and learning outcomes, but partnering with other universities brings the needed *know-how* in the internationalization of curricula provided by the home institutions.

5.2 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 from 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.

It is noteworthy 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 often have a multicultural exposure even before entering into higher education.

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



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peers in the given language. Most universities rely on external certification of these language skills, but some of the Romanian universities took the initiative to develop special language training programmes for the young teaching staff which intends to teach in international programmes. **These language training programmes are financially supported by the university from its own resources** for members of the local staff, but are open on-pay for those interested which are hired by other universities. The curriculum of such a programme does not address only the improvement of applied language skills. It encompasses also lectures and practice of modern teaching pedagogy and student assessment in the given field of specialization, courses in critical thinking and creative academic writing, in quality assurance at discipline and curriculum level, etc. An example is the Bucharest Academy of Economic Studies which hosts since 2006 a master's degree programme for members of the staff involved in the teaching process in English of different disciplines related to the specific fields of economics and business administration.

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 National 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 ILR¹⁰⁷ 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.

5.3 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.

¹⁰⁷ Romanian Language Institute - <http://www.ilr.ro>



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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 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.

The situation is 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 within 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



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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.

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.

5.4 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:



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- 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 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.
- Many universities have put in place virtual libraries in order to facilitate access to learning resources and broadband 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 compulsory 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. In response to a general requirement of the Ministry of National Education in the late 1990s, universities have set-up special departments for career advice, but frequently staff fails to spot the psycho-pedagogical skills required to perform adequately 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 often directly provides this service to students. 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 also play 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 leave upon students the initiative to identify learning and leisure 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



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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 multilingual websites which represent a first step in offering information to interested individuals, 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 set-up in order to assist international students in all the circumstances of their presence and work on campus and outside the campus. This office also cares for the organization of multicultural events involving local and international students and networking events between home and international students within the university.

Alumni liaison and alumni involvement services could also play a pro-active role as increasingly, 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.

5.5 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 interconnection 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 that 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 qualifications in terms of competences and skills as well as evaluation standards for each competence that 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.



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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 or www.anc.ro (Romanian and English version are available).

In September 2011, the Romanian National Authority for Qualifications has finalized the self-verification of the compatibility of the Romanian NQFHE with the European 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 entire 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.

5.6 Impact of internationalization on institutional infrastructures

A comprehensive internationalization at home strategy within Romanian universities implies 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.

Within the leadership of each Romanian university, there is 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 with various internationalization activities, including the dialogue with cross-border institutional partners; preparation and implementation of international agreements; administration of 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 international mobility has 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 student mobility and offers orientation and functions as an entry point to the other administrative services on campus.



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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.

Currently, the majority of Romanian universities still have the traditional decentralized administrative services at either the 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 skills at the administrative staff level, which eases communication with international students.



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6. Internationalization of research

This part of the document provides existing data regarding joint publications, publications in international journals, patents, access to frameworks, existing national research funds, Romania's priorities regarding research and Romania's involvement in international research networks.

Research and Development (R&D) intensity¹⁰⁸ 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 Scoreboard¹⁰⁹ 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 in 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.15 presents the key indicators measuring Romania's research performance against a reference group and the EU-27 average¹¹⁰.

It can be observed that Romania is above the EU-27 average at the key indicator for "percentage of women as grade A academic staff" (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

¹⁰⁸ 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).

¹⁰⁹ European Commission (2011), "Innovation Union Competitiveness Report 2011".

http://ec.europa.eu/enterprise/policies/innovation/files/ius-2011_en.pdf

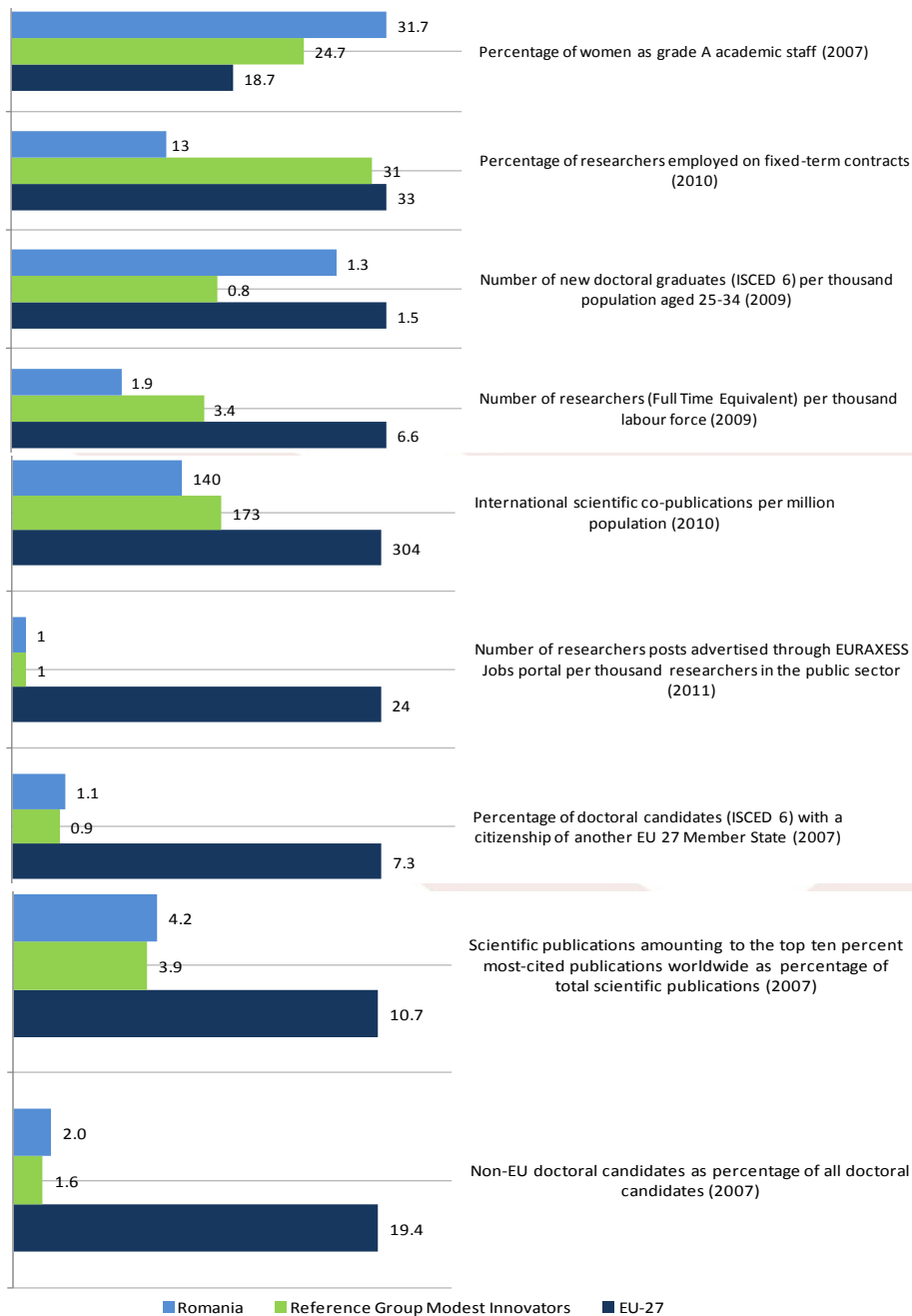
¹¹⁰ The values refer to 2011 or the latest year available.

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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 more open and transparent a set of policies has been developed, such as the **Scientific Visa** and **other admission conditions for foreign researchers**.

Figure 15 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 document's objectives. The Working Group is coordinated by NASR¹¹¹ and includes all of the structures involved in the four key areas mentioned in the communication, namely: 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 so-called **Scientific Visa** was adopted, for admission in the EU Member States of third country citizens conducting scientific research for more than three months¹¹². The issuing of the scientific visa 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 require 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 a health social insurance house in a county or Bucharest, or the individual has to directly pay 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%¹¹³. 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

¹¹¹ National Authority for Scientific Research

¹¹² Further details in the chapter 3. Internationalization in Romania, point 3. National legislation, b. Other relevant legal provisions.

¹¹³ See Figure 15 "Key indicators – Romania".



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development of entrepreneurial culture in women managers in SMEs)¹¹⁴ and the support of training and consultancy services for SMEs (the 2006-2012 multi-annual program supporting SME's access to training and consultancy).

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 "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)¹¹⁵. 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%¹¹⁶. 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 12.500¹¹⁷ 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 4 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,

¹¹⁴ http://www.aippimm.ro/categorie/programe/femei_manager2009/

¹¹⁵ ERAWATCH Country Report 2012

¹¹⁶ See Figure 15 "Key indicators – Romania".

¹¹⁷ <http://www.fonduri->

http://www.fonduri-structurale.ro/Document_Files/resurseumane/00000030/bt53f_DCI%20POSDRU%20ro%20iulie%202010.pdf, 57

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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.

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 researchers¹¹⁸ (participation in international conferences) - discontinued since 2009;
- Projects supporting the mobility of PhD candidates¹¹⁹ (three months in a public or private research lab) - discontinued since 2009.
- Post-doctoral research projects¹²⁰ - 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 teams¹²¹ - 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 abroad¹²² - 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 researchers¹²³ - 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 candidates¹²⁴ - 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 Awards¹²⁵ - for encouraging the production of ISI-indexed publications and patents, both national and international (EPO, USPTO, WIPO);
- Innovation and Creativity Awards¹²⁶ - 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.

¹¹⁸ <http://www.cncsis.ro/Public/cat/498/Proiecte%20MC.html>

¹¹⁹ <http://www.cncsis.ro/Public/cat/501/Proiecte-de-mobilitate-a-doctoranzilortip-MD.html>

¹²⁰ <http://www.cncsis.ro/articole/1967/Proiecte-de-cercetare-postdoctoralatip-PD.html>

¹²¹ <http://www.cncsis.ro/articole/1966/Proiecte-de-cercetare-pentru-stimularea-constituirii-de-tinere-echipe-de-cercetare-independenteti.html>

¹²² <http://www.cncsis.ro/articole/1613/Proiecte-de-cercetare-pentru-stimularea-revenirii-in-tara-a-cercetatorilortip-RP.html>

¹²³ <http://www.cncsis.ro/Public/cat/508/Proiecte%20RC.html>

¹²⁴ <http://www.cncsis.ro/Public/cat/464/Proiecte%20TD.html>

¹²⁵ <http://www.cncsis.ro/Public/cat/471/Premierea%20rezultatelor%20cercetarii.html>

¹²⁶ http://www.cncsis.ro/Public/cat/479/@@_.html

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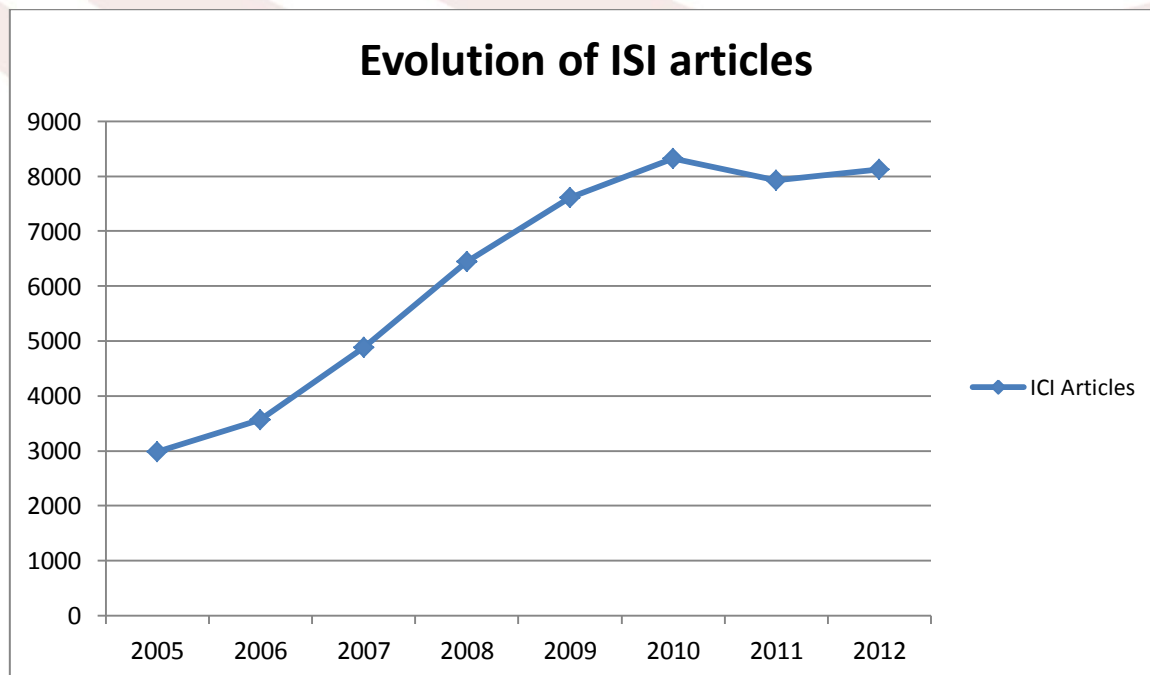
The Ideas Programme of the 2007-2013 National RDI Plan also supports individual mobility of researchers through the 'Exploratory Research Projects'¹²⁷ and 'Complex Exploratory Research Projects'¹²⁸ funding schemes, while the bilateral cooperation programs support short stays of researchers in the context of a joint project. The possibility of covering a part of the researcher's salary from research grants is also a measure to increase the attractiveness of research careers. However, due to budgetary cuts of public R&D funds, the impact of this measure has been drastically reduced since 2009.

6.1 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 figure below, 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 16 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. There has also been a major increase of the same number (70.22%) in 2010 when

¹²⁷ <http://www.cncsis.ro/articole/1559/SCOP.html>

¹²⁸ <http://www.cncsis.ro/articole/1560/SCOP.html>

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Sectoral Operational Programme Human Resources Development 2007 - 2013 (POSDRU) programs for researchers began to be popular.

The table below presents 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.

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

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%

These data illustrate a decrease with 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 (CNCSIS), currently Romania has 58 Romanian ISI indexed publications, recognized by CNCSIS 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.

From 2005-2010, there has been an increase of 76% regarding the ISI articles published in collaboration with international researchers.

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:

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

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 %	■

The main collaborations of Romanian researchers are with France, Germany, US and Italy, which has not changed over the last four years.

6.2 Publications in international journals

With respect to papers published in international journals, the yearly evolution of the articles with Romanian author's situation indexed in ISI and Scopus¹²⁹ bibliometric database can be observed in the table below.

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

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	2,419
%	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%

¹²⁹ SciVerse Scopus, is a bibliographic database containing abstracts and citations for academic journal articles

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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.

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

	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 unique author	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 coordinate books	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) unique author books	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) coordinated books	24	23	28	39	38

There has been 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.

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6.3 Patents

According to the "Research and Innovation National Conference 2012" report¹³⁰ 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)**.¹³¹ 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 the European Patent Convention, adopted in Munich on the 5th October 1973, and in the Act of revision, adopted in Munich on the 29th November 2000.

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

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

	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

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

6.4 Access to EU framework programmes

According to the UEFISCDI project on a diagnosis of PhDs in Romania¹³², "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

¹³⁰ http://cnci.ancs.ro/downloads/raport_conferinta.pdf p6

¹³¹ http://www.osim.ro/index3_files/about/about.htm

¹³² The Doctorate or the Organizing of PhD Schools- a Diagnosis of the State of Affairs and Prospecting a Possible Future

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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 "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 7 **National and International Partnerships and Cooperation**

6.5 Funding for research (non-EU)

Education Law no. 1/ 5 January 2011 changed the former 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 2012, 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:

Table 25 The number of enrolled PhD students

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



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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 2011 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.

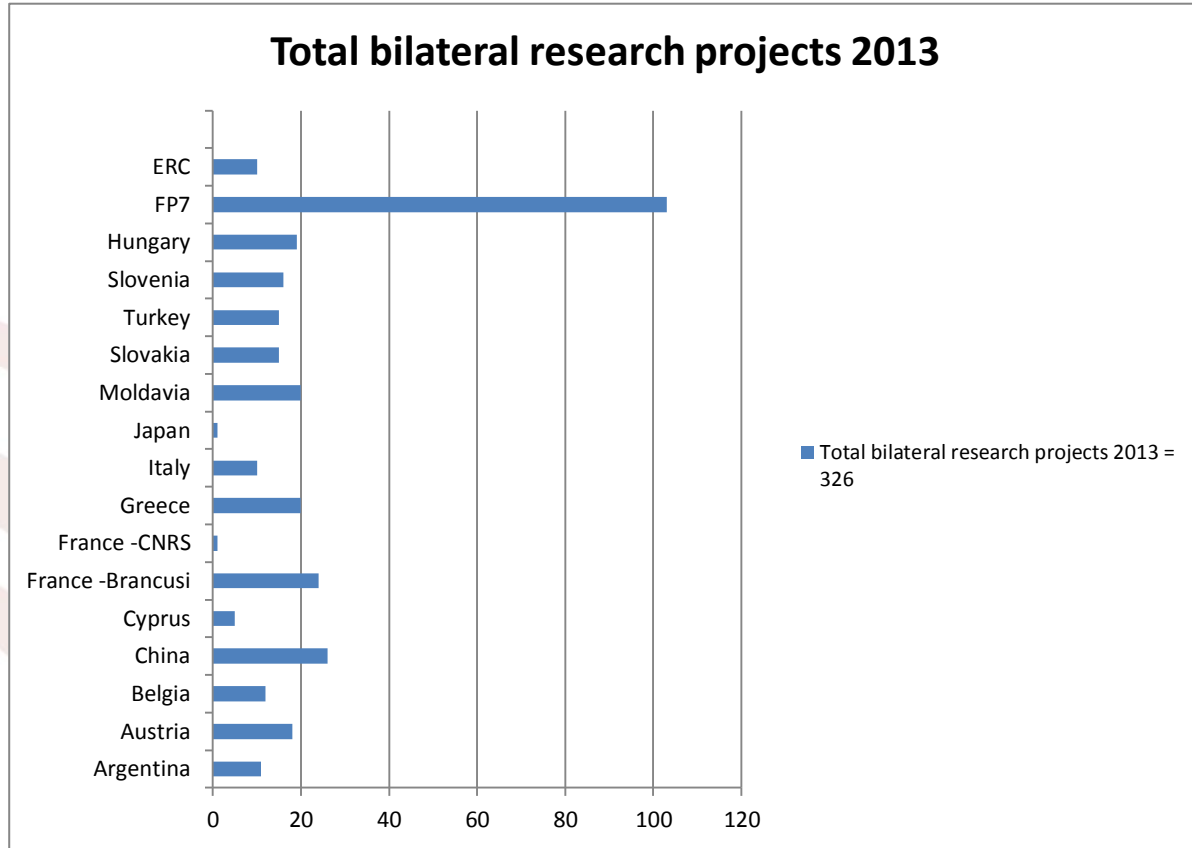
More than that, the new law of education brought some changes for enhancing the quality of doctoral studies as:

- 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. The figure below **presents the number and the countries with which Romania has bilateral projects regarding the research area.**

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Figure 17 Total Bilateral research projects for 2013; Source: UEFISCDI



From these data, the top partner countries for bilateral projects are China, France, Moldova, Greece, Hungary and Austria.

6.6 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.

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Table 26 National strategies; Source: Deloitte

Measure	Description
National Plan for R&D and Innovation 2007-2013 (2007)	This Plan (implemented under the National RDI Strategy 2007-2013) aims to: <ul style="list-style-type: none"> • improve young researchers' funding opportunities; • improve researchers' inbound and outbound mobility; • restructure doctoral programs; • establish schools of excellence.
National R&D and Innovation (RDI) Strategy 2007-2013 (2007)	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"> • provide human resources in RDI; • improve the innovative capacity of businesses, especially SMEs.

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 program 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 candidates¹³³ (provides funding for three months in a public or private research lab) and Post-doctoral research projects¹³⁴ for the development of an independent career of young Romanian PhD researchers, especially by granting them access to top research infrastructure in the country.

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 = 4.3 RON), which was about 30% higher

¹³³ <http://www.cncsis.ro/Public/cat/501/Proiecte-de-mobilitate-a-doctoranzilortip-MD.html>

¹³⁴ <http://www.cncsis.ro/articole/1967/Proiecte-de-cercetare-postdoctoralatip-PD.html>



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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. In addition, 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.

6.7 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 has been 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 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 24.¹³⁵

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:

- 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;

¹³⁵ See Figure 15 "Key indicators – Romania".

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- 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:
 - 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.
 - 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;
 - 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:
 - a list of possible transparency tools, in addition to qualifications frameworks and QA systems, to promote transparency in the third cycle;
 - 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. For example, UEFISCDI has established bilateral agreements with France, Germany, Switzerland and the US. Details regarding these agreements can be found in Chapter 7 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 "6th 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, science and engineering materials, production research, textile in the European Research Area, industrial biotechnology, neuroscience research and nano-medicine.¹³⁶

¹³⁶ <http://uefiscdi.gov.ro/Public/cat/651/ERA-NET.html>

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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.

7. National and international partnerships and cooperation

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

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

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	



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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

The 2013-2016 Government Program on Education¹³⁷ 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."¹³⁸ 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."¹³⁹

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.

Table 28 Number of projects financed by institutions from abroad

As beneficiary or lead partner	Number of projects financed by institutions from abroad				
	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
As partner					
From EU framework	145	142	199	164	199

¹³⁷ <http://www.gov.ro/upload/articles/117011/program-de-guvernare-2013-2016.pdf> , 2013-2016 Government Program on Education

¹³⁸ 2013-2016 Government Program on Education

¹³⁹ 2013-2016 Government Program on Education



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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

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.

7.2 Research (Japan, Switzerland, France, Australia etc.)

UEFISCDI promotes quality and innovation in Romanian scientific research by 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.

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 ESF¹⁴⁰.
- **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

¹⁴⁰ http://uefiscdi.gov.ro/userfiles/file/cooperare%20internationala/ESF/HOTARARE_527_2005_ESF.pdf



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research system, foster new dynamics and devise cutting edge-strategies for acquiring new knowledge¹⁴¹.

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).

- **National Science Foundation (NSF)**, in the US, invited the Romanian funding bodies to participate in the *Materials World Network* in 2008 that provides support to 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 respective 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 of:

- 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;

¹⁴¹ <http://www.agence-nationale-recherche.fr/en/project-based-funding-to-advance-french-research/>



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- 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).

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

Guiding Romania's involvement in internationalization of higher education, 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 on the Administrative Board of the association.

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 the president of the Romanian Council of Rectors, even though the President. 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.

Romania is not represented in the Academic Cooperation Association (ACA).

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. Romania is not represented in the European Consortium for Accreditation.

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 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). Furthermore, Ligia Deca was the Chairperson of ESU between 2008-2010. Also, Romania is represented by 4 teachers unions within **Education International (EI)**. The Alma Mater teachers union (which represented higher education academic staff) 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.

Noteworthy, Romania is not a member of the OECD¹⁴².

¹⁴² <http://www.oecd.org/about/membersandpartners/>



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7.4 Romanian HEIs consortia

Romania does not have a history in creating HEIs consortia. The law which regulates the establishment of HEIs consortia is Law 287/24 June 2004. Some of the Romania university consortia are highlighted as follows:

Consortia Universitaria

It was established in 1996 without a juridical status. In 2009, Consortium Universitaria becomes a legal entity. 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 held in 2012 in Timisoara, universities established a series of objectives regarding internationalization of higher 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 the consortium to 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.

Timisoara University Consortium

It was established in the first half of 2011 between "Traian Vuia" Politehnica University and "Victor Babes" Medicine and Pharmacy University. The main goal of the Timisoara University Consortium University is to become a strong provider of higher education and research, be nationally and internationally competitive, with high performance potential in the fields where individual universities are already well established and also in multidisciplinary areas of interest.

Central Region University Consortium

It was established in April 2011 between four universities: "Transilvania" University of Brasov, "Lucian Blaga" University of Sibiu, "Petru Maior" University of Tirgu Mures and "1 December 1918" University of Alba-Iulia. The purpose of the consortia is to increase excellence in teaching and research, optimize the shared use of the human, material and financial resources with an increased potential of development in the European area of education and research. Also, the consortium aims to identify and expand on new forms of education in areas where partner universities are complementary.

The main objectives of the Consortium are highlighted the following:



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- creating joint strategies in research and sustainable development according with the regional, national and European priorities;
- jointly organizing regional, national and international scientific manifestations, such as conferences, workshops, symposiums;
- promoting the academic joint programmes;
- jointly developing a student guide at Consortium level;
- promoting cotutelle in the doctoral schools and also developing post-doctoral programs in partnership;
- supporting internal mobility at consortium level.

Agronomic and Veterinary Medicine University Consortium

This is a consortium established by six universities from Romania: University of Agronomic Sciences and Veterinary Medicine – Bucharest, Banat University of Agronomical Sciences and Veterinary Medicine – Timisoara, "Ion Ionescu de la Brad" University of Agricultural Sciences and Veterinary Medicine of Iasi, Transilvania University of Brasov, University of Agricultural Science and Veterinary Medicine of Cluj-Napoca, University of Craiova. The main purpose of the consortium was to participate in the tenure for the AGRAL management program.

8. Funding for internationalization

8.1 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"¹⁴³. 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

¹⁴³ http://www.presidency.ro/static/ordine/Educatie_si_Cercetare_pentru_Societatea_Cunoasterii.pdf



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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 these cases the classification process was invalidated.

8.2 Specific funds for internationalization of higher education activities

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 students¹⁴⁴. Among the policies that encourage internationalization of higher education, especially mobility please find details at chapter 3.4.c The Agency for Students Loans and Scholarships.

In addition, 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 scholarships¹⁴⁵:

- 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;

¹⁴⁴ Not yet functional

¹⁴⁵ <http://www.mae.ro/en/node/2176>



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- Titu Maiorescu;
- Vasile Pârvan and Nicoale Iorga;
- Theodor Aman;
- Special Scholarship "Romanian Government".

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.

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.¹⁴⁶

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;

8.3 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.

¹⁴⁶ http://www.ceepus.info/public/network/network_info.aspx

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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 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.¹⁴⁷

According to a study made by ANOSR¹⁴⁸ 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 proposing the number of state-financed or

¹⁴⁷ UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 104

¹⁴⁸ <http://www.anosr.ro/parteneri/publicatii/>

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taxed places for every field of study to the Ministry of National Education, which gives the approval on how the state funds are distributed among HEIs and study fields.

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

For Romanian students:

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

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

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

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 are eligible for state financing 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 state-financed places is increasing annually. In the next table the funds allocated for core-funding can be observed (in thousand lei).¹⁴⁹

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

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

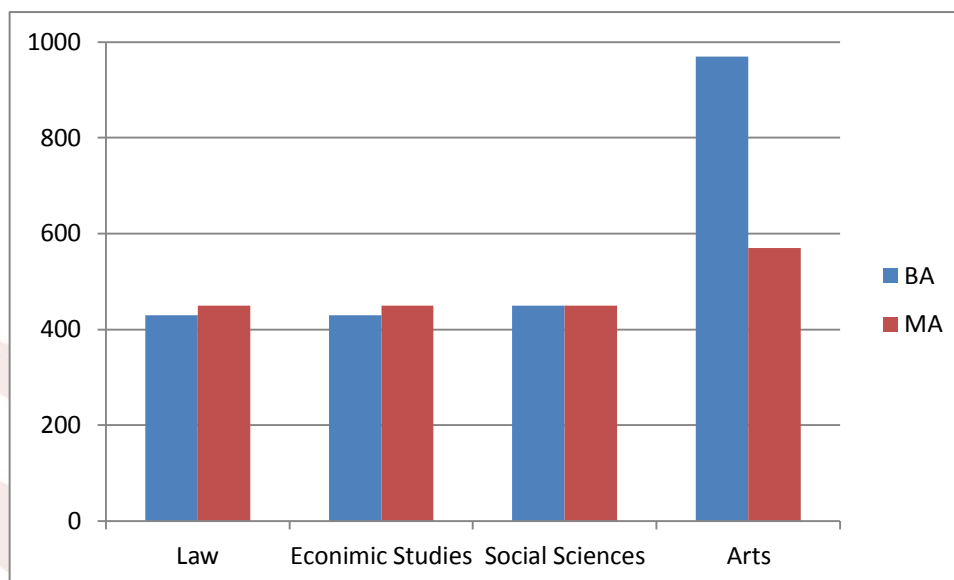
In 2008, funds allocated for core-funding has grown 5 times in comparison with 2001.

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

¹⁴⁹ UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 104

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Figure 18 Estimated annual tuition fees (euro) paid by students in private universities



EU foreign students studying in Romania enjoy the same conditions as Romanian students. Government Ordinance no. 22/2009 regulated the amount of tuition fees to be paid by non-EU foreign citizens. 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):¹⁵⁰

Table 30 Tuition fees in Romania non-EU students

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

¹⁵⁰ UNESCO-CEPES Monographs on Higher Education in Romania, Bucharest 2011, page 105

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9. Obstacles

According to a study conducted as part of a UEFISCDI project¹⁵¹, the obstacles limiting internationalization of higher 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."¹⁵²

Threats to the development of internationalization of higher education 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.¹⁵³

Furthermore, one of the most important obstacles to the further development of internationalization of higher education, particularly related to mobility, is 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 of higher education 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."¹⁵⁴

In terms of students' perspective on the obstacles regarding student mobility in Romania, ANOSR¹⁵⁵ presented an overview on this issue:

- A small number of bilateral and multilateral agreements between universities;
- The lack of a coherent legislation in order to facilitate student mobility;
- A very small number of mobility grants available;
- Special interest shown by students towards the social and cultural aspects of the mobility and less interest on the academic aspect;

¹⁵¹ Remus Pricopie - Diagnosis Analysis- Universities in the Context of Europeanization and Globalization

¹⁵² Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization, p 42

¹⁵³ http://www.marketwatch.ro/articol/5774/Internationalizarea_invatamantului_superior_romanesc/pagina/2

¹⁵⁴ Remus Pricopie, Diagnosis Analysis- Universities in the Context of Europeanization and Globalization, p 18

¹⁵⁵ http://www.anosr.ro/wp-content/uploads/2012/07/2010_Adoptat_Pozitia-ANOSR-cu-privire-la-mobilitatile-studentesti.pdf



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- Lack of information for the students regarding mobility programs in terms of access;
- Different procedures regarding access to mobility programs;
- Low financial incentives from universities for the mobility programs;
- The lack of a portable grant system;
- Problems regarding full recognition of study periods abroad;
- Insufficient funds for the development of mobility programs;
- The lack of mobility programs for foreign non-EU students (e.g. students from the Republic of Moldova) studying in Romania.



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Part B – Institutional Case Studies

Introduction

a. Overall purpose of the project, methodological considerations, and case study selection

The project titled: **"Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania"**, developed by UEFISCDI, seeks amongst other aims to examine the situation in relation to internationalization of higher education on Romania within higher education institutions (HEIs) in the country as well as at the national and international level.

In order to develop this multi-dimensional analysis, UEFISCDI issued an open call for universities to be part of the exercise, and to contribute to the overall objectives by building a wide perspective of institutional experiences of internationalization. The full list of institutions taking part in the internationalization dimension is provided below:

- West University of Timisoara;
- "Titu Maiorescu" University of Bucharest;
- "Lucian Blaga" University of Sibiu;
- "1 December 1918" University of Alba – Iulia;
- Constanta Maritime University.

Alongside the collection of data and information on the policies and measures in place at the national level to promote internationalization, the approach taken for the case studies involved the preparation of institutional self-assessment reports by each university. In early 2013, a self-assessment guide was provided for this purpose to all institutions taking part in the study. This guide was based on an instrument developed by the International Association of Universities (IAU) for the *Internationalization Strategies Advisory Service* (ISAS). The instrument was adjusted following additional feedback from the members of the project Expert Panel and the UEFISCDI project team.

The guide was meant to act as a prompt for the institutions as they gathered information and analyzed the strengths, weaknesses and gaps in their internationalization policies, programmes and activities within a *Self-Assessment Report*. It was suggested in advance that this self-assessment exercise should be undertaken by an institution-wide committee, and 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) within the university.

This section (Part B) outlines the findings of the both the *Self-Assessment Reports* that were undertaken by each of the university in advance of the site visit, and where appropriate, as well outline the findings of the Expert Panels who undertook the site visits, as is outlined in the individual reports that were produced after each site visit.

b. Expert Panel Members

The Expert Panel represents a broad range of regional expertise, experience, and cultural backgrounds, and includes a number of international experts, as well as experts from Romania. Though not all Panel members

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were able to take part in all site visits, at least two or three visited each university, and all were involved in the policy discussions and the preparation of recommendations. The panel members are:

- **Eva Egron-Polak**, Secretary General and Executive Director, International Association of Universities (IAU), France;
- **Hans de Wit**, Professor of Internationalization of Higher Education, Amsterdam University of Applied Sciences, Netherlands; Director, Centre for Higher Education Internationalization (CHEI) of the Catholic University of Sacro Cuore, Italy;
- **Patricia Pol**, Policy advisor for European and international affairs, AERES, France;
- **Laura Engel**, Assistant Professor of International Education and International Affairs, George Washington University, USA;
- **Dan Lazea**, Vice-Rector for International Relations and Institutional Communication at West University of Timisoara, Romania;
- **Mihai Korka**, Former Romanian BFUG Representative/ Professor at the Bucharest University of Economic Studies, Romania;
- **Luminita Nicolescu**, Chair of the 2010 – 2012 BFUG Working Group on International Openness/ Professor at the Bucharest University of Economic Studies, Romania.

IAU staff member coordinating the project activity:

- **Ross Hudson**, Programme Officer, International Association of Universities (IAU); France (r.hudson@iau-aiu.net)

UEFISCDI staff members coordinating the project activity:

- **Cezar Mihai Hâj**, Project Deputy Manager (cezar.haj@uefiscdi.ro)
- **Ligia Deca**: Policy officer (ligia.deca@uefiscdi.ro)
- **Cristina Fiț**: Policy officer responsible for the activity (cristina.fit@uefiscdi.ro)
- **Irina Geantă**: Policy officer (irina.geanta@uefiscdi.ro).

c. Expert Panel site visits

The programme for the site visits, which took place over one or two days at each of the university's included a number of forty-five minutes to one-hour semi structured meetings with a broad range of individuals from across campus community, asking different questions to different stakeholders to gain as wide a perspective current development and challenges as possible. The meetings and site visit process was not framed as an evaluation, but instead operated as a constructive process to assist the institutions involved to re-examine and strengthen their internationalization strategies and related activities.

The five case study institutions ranged in terms of enrolment numbers between approximately 4,000 to 16,000 students. All self-assessment reports produced by the institutions were fully completed, and the university colleagues who met the Expert Panels during the site visits were committed, knowledgeable and open in their reflections on internationalization at their institutions, which greatly aided the work of the Expert Panel Members. Indeed the impressions gained during the meetings with the university colleagues greatly expanded the Panel's understanding and appreciation of internationalization process and activities being undertaken at the case study institutions.

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Under the following broad headings, this report will first provide an overview of the findings of the *Self-Assessment Reports* produced by the universities, as well as detailing the findings of the Expert Panel Members, following each of the site visits:

- Institutional Mission, Goals, Vision for Internationalization
- Policy, Administrative Structures, Implementation and Monitoring of Internationalization
- Student Mobility
- Internationalization of Academic Programmes, Research and Campus Life
- Partnerships and Cooperation
- Analysis – Challenges and Obstacles
- Analysis - Strengths and Unique Selling Points

1. Institutional mission, goals, vision for internationalization

The majority of the case study institutions stated that they had, or were in the process of developing an **internationalization strategy**, but only one institution presented a concrete written document of this nature to the Expert Panel. When designing their internationalization policies, institutions detailed that they had reviewed the internationalization policies of other institutions in the US, Australia and in particular in Europe and had adapted relevant principles, methods and activities undertaken in these institutions to suit their own goals. The institutions also mentioned that European level initiatives including the Bologna Process, the EU's Lisbon agenda (etc.) had had an impact on how their policies were designed. Institutions also provided evidence that they have had a number of bi-lateral or multi-lateral cooperation agreements in place for a number of years.

A wide range of institutional **goals for internationalization** were identified, but the most frequently cited included:

- Developing more high quality degree programmes taught in a foreign language (in particular, English and French), and the development and/or increase of the number of joint degrees that were available at all levels, as well as improved/multicultural academic offering for students;
- Increased international visibility and prestige for the university and its research – including enhanced involvement in research projects of national and international interest using international financial support and international partners, as well as developing initiatives to attract prestigious international researchers and academics to the institutions;
- Increased and more in depth cooperation in university networks and with foreign universities;
- Enhancing student and staff mobility by increasing the numbers of students taking part in outgoing mobility. In addition, develop strategies to increase the institutions attractiveness to incoming students;
- Improved administrative and support structures - professionalising and improving the support system for incoming and outgoing students, including for example, the development of an alumni networks of past international students;
- Promoting the Romanian language culture and values abroad.

When asked what national legal provisions have had most impact on their internationalization policies, institutional representatives mostly cited:

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- Order of the Minister of National Education no. 3359MD/11/03/2013, which amends and completes the Order of the Minister of Education no. 6000/2012, for the approval of the *Methodology of admitting foreign citizens from EU third countries for studies and schooling in accredited state and private educational institutions from Romania.*
- The new Law of Education (2011)

Other laws and legal provisions mentioned by the university community and their focus, included:

- implementation of the ECTS credit transfer system in higher education (Ministerial Order, no. 3617/2005);
- the Methodology for recognition of periods of study abroad (Ministerial Order, OMECTS no. 3223 of 08.02.2012);
- Methodology for using the Europass and Youthpass instruments, approved by joint order of Romanian Ministry of Labour, Family and Social Protection (Joint Ministerial Order no. 1804/03.07.2012, Ministry of Education no. 4469/12.06.2012);
- Order of Minister of Education and Research no. 5541-28.11.2005 for the approval of Regulations of organization of national competitions for the award of study or research grants abroad, provided based on bilateral or unilateral cooperation agreements, with subsequent changes (Ministerial Order no. 5541-28.11.2005).

This summary of the goals presented by the universities demonstrate how diverse the expectations are and the fact that covers both the educational and research functions of the institution. Clearly, policies related to facilitating and enabling academic mobility are seen as crucial in the promotion of internationalization and appear even to displace the issues of funding in their importance. Both visa regulations and recognition instruments were high on the list of priority measures that need to be taken at the national level to facilitate internationalization at the university level. Often the means/exchanges are somewhat confused with goals, but overall universities seem to be convinced that internationalization is a means towards improved quality and better recognition. A concern expressed by the Expert Panels is the lack of connection between overambitious goals and objectives in the policy documents in relation to the reality and opportunities given the current state of the implementation and practice of internationalization in the institutions. A more realistic and long term incremental approach to internationalization and a clearer description of and relation between the why, where, what and how of the internationalization policy is recommended.

2. Policy, Administrative structures, implementation, and monitoring of internationalization

Internationalization was considered by all institutions as being central to their institutional mission statement or strategic plan, and an individual at the level of Rector or Vice/Pro Rector had the main responsibility for developing/managing their strategy for internationalization (and related activities). The Office of International Relations was also noted as being the central coordinating structure for internationalization activities. All case study institutions also indicated that there was a dedicated team responsible for coordinating internationalization activities; with most stating that this team was within the International Office.



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A similar range of institutional actors and/or external factors and policies were seen as the key drivers for increased internationalization within institutions. The University Office of International Relations (or institutional equivalent) was cited in a number of cases, as were the senior management team as important drivers of the process, even though, in some cases the office was understaffed for the size of internationalization goals and processes within the visited institutions (1-2 persons). Other key drivers included the Erasmus Programme/ other EU programmes (LLP, TEMPUS); the globalized nature of the labour market; and the historical multi-cultural background of the institutional location.

The majority of institutions indicated that their internationalization strategy is institution wide, but that it is enhanced or further developed at faculty level, thereby enabling individual faculties to autonomously develop their own goals. However, some stated that faculties were not independent to pursue their own internationalization goals - they could only pursue individual activities with the approval of the Rector / Senior management team. The panels recommend a more balanced and interactive approach to internationalization between institutional objectives and goals and specific objectives and goals at the faculty and department level, providing room for initiative to identify programme or discipline based opportunities for international strategies and activities.

All the case study institutions stated that their internationalization policy/strategy was quite specific in terms of defining goals. However, several institutions show only general goals in the policy, whilst others gave information on specific targets, actions, and indicators by which to assess progress. Also, targets and goals described seem in several cases not in line with the current reality and by that are overambitious and not realistic to accomplish in the defined timeframe. Thus there is a fair amount of difference in the way institutions approach such a policy design. The internationalization policy was in the main, well disseminated in the institutions through e-mail notifications and/or structured events and meetings.

The majority of institutions reported running training programmes for staff members (both teaching and administrative) who work on or are interested in internationalization. In some cases this included regular training programmes on how to apply for or manage the Erasmus Programme; TEMPUS (etc.). These training programmes primarily are focusing on mobility aspects, less training is taking place on research opportunities and internationalization of the curriculum and teaching and learning English. Not all visited institutions offer language training for incoming/ outgoing academic staff.

Most institutions stated that they had not a specific institutional budget for internationalization. For some, institutional activities were linked to internationalization, and so the budget should be regarded in this way. As well, the majority of institutions noted that internationalization was exclusively supported from external funds, primarily EU funding with some pointing to the fact that external funds available were greater than their internal ones and more focused on their purpose; although some of these funds were reserved for particular types of internationalization activities.

Most institutions detailed that they already have, or were developing frameworks to monitor progress of the internationalization strategy and related activities. Where further details were provided, it was indicated that this monitoring was undertaken at the central level including by the Office of International Relations, which usually was primarily focused on the quality of service and not on the outcomes and impact in the curriculum and teaching and learning.



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It seems clear, therefore, that the Romanian universities that took part in the study demonstrated the extent to which internationalization is in a transition stage – to some extent mainstreamed and recognized as central institutional priority, but in several cases overambitious and not really in line with the current and short term reality. Furthermore, all universities are still constrained either by the lack of a dedicated budget or by project orientated external funds or both. Leadership commitment is clear from the findings of the case studies and this is likely to continue reinforcing the mainstreaming trend.

3. Student mobility

a. Incoming mobility/international students

Institutional reports indicate rather large differences in terms of foreign student enrolment, with figures ranging between 0.5% and 4 % of the total student population for the 2012 – 2013 academic year being foreign students. In most cases these students were enrolled via inter-institutional agreements and European mobility schemes. The majority of foreign students was at the Bachelor level, and came from countries within the European region. In addition, all institutions indicated that they had quantitative targets for the number of international students they aimed to attract. Generally, these targets were rather ambitious: around 10% of total student population, or an annual targeted increase in international student numbers of 10%.

In terms of priorities regarding the origin of incoming mobile students, it is important to mention the fact that universities targeted mainly two specific groups of international students: students coming via a European Scheme/bilateral agreement (ERASMUS, CEEPUS etc.), and students coming from countries outside the EU, for which there is no legal limit regarding the tuition fees and which seem to represent a financial priority.

In all cases, the key barrier for augmenting the number of incoming international students was seen to be the lack of knowledge of Romanian language and /or limited number of programmes taught in the Romanian institutions available in a foreign language (e.g. English or French). Nevertheless, all institutions have a dedicated office to deal with incoming international students, and all offer practical guides and a welcome service to incoming international students.

All universities also sought to attract more international students, and Asia has become an important region for incoming international students, although countries in Europe, including Italy and Moldova were still important in terms of the number of incoming students. It was recognized that foreign students were in the main attracted by particular degree programmes, or programme options offered, as well as by relatively low cost of living in Romania. Personal relations with past mobile students also played an important role in bringing students to Romania. International students, in all institutions were requested to share their experiences and perspectives with other students, either in the classroom, or through structured extra-curricular activities such as special events/days, but this was not the case in all visited universities

The most important obstacles for incoming international students were the lack of knowledge of the Romanian language (although courses were available), and visa issues. The current small number of foreign



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incoming students itself acts as a detriment, in that it reduces the motivation of some teachers and academic staff to learn foreign languages and thus enabling the university to offer foreign language programmes. A number of initiatives were in place in institutions which sought to enhance knowledge about and uptake of mobility opportunities for students, including former Erasmus students sharing their international experience to both incoming and outgoing students in dedicated workshops and social events and Erasmus 'parties'.

The panels recommended to a more focused approach, making use of the strengths of the language (more courses in French, Italian and/or German than repeating the global trend to teach in English), the potential interest of neighboring countries (instead of targeting Asia, Latin America or other regions for which competition is much stronger), the specific strengths of certain offers of programmes and the specific strength of the region. Also short term options, such as summer courses and intensive courses are recommended as alternatives for long-term degree mobility.

b. Outgoing mobility

Increasing the number of home students going abroad was also reported as a high priority goal, and a number of initiatives were in place to promote this to students. However it was also recognised that a number of related issues, including non-recognition by home institutions of programmes taken abroad and lack of financial support (Erasmus scholarships were considered too low), needed to be resolved, in order to achieve this goal. Even so, no particular promotion strategy was identified in order to promote the opportunities of students to study abroad.

Students who have been abroad tended to study for a period of six months or less, and were in the main at the Bachelor level. The majority of these students went to institutions in EU countries, with France, Italy and Germany being cited most often as preferred destinations, most benefiting from EU Programmes. Students returning from study abroad periods are variously expected to share their experiences with other students through structured networking events. They also undertake exams to assess what they have learnt whilst abroad, although this is a practice which proves that recognition is still a barrier for mobility at the institutional level, since the Erasmus learning agreement signed before the student leaves for the host institution is the designated tool for ensuring recognition of the time abroad. In the main, there were some issues raised by students regarding recognition of credits undertaken during study abroad periods, especially for students on programmes linked to Erasmus and using ECTS credits.

The majority of institutions did not target specific regions for outgoing student mobility. However, for those institutions that did, countries within the EU were most often cited, along with China.

Language is a central obstacle in a variety of ways, limiting the number of incoming international students. And lack of foreign language capacity also precludes offering programmes in English and French. Language policy therefore also needs to be developed as part of a broader internationalization policy. At the same time, the incoming international students that the panel members met during the site visits described a high level of satisfaction regarding their study experiences at the case study institution. This should be noted, and used in the future high level of satisfaction regarding their study experiences at the case study institution. This should be noted, and used in the future.



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The panels recommend a more innovative approach, using collaborative international online learning, joint and double degree programmes, as well as strategic partnerships, to increase opportunities for study abroad.

4. Internationalization of Academic Programmes, Research and Campus Life

There was a wide variation concerning how institutions considered their courses in terms of being internationally orientated. Some of the institutions detailed that all of their courses were international, whilst others reported that 30% or less of their courses/programmes had an international orientation. The same is true with regards to course textbooks written outside Romania, although some noted that they used no such textbooks. However all institutions deemed that their international library resources were more than adequate, and detailed that the library resources included access to international databases and other publications, with many indicating that they were seeking to increase the access that their students and academic staff had to these database, including those in English.

Some institutions have indicated that they had developed double degree programmes with universities in Europe, whilst in other cases they were in development. One institution reported that it was developing an international PhD school with a foreign institution. However, no institutions had elaborated a set of specific learning outcomes for students that are monitored and evaluated as part of an international outlook of the curricula.

It was recognized by all institutions that it is important to develop programmes in a foreign languages (English was most often cited), to attract foreign students, and also to provide for an international experience for Romanian students. Such foreign language programmes are also seen as a way to develop international standards in education and research. The majority of the case study institutions had a small number (4 or less) of undergraduate programmes that were taught in English, and some also had courses available in French, German and Italian, as well as foreign language courses for students, and specialised modules in a foreign language for incoming students.

For example, almost all institutions indicated that their home students were required to take foreign language courses as part of their study programme. Foreign language courses for disciplinary knowledge, and in particular English, was commonly available to students, as were regular extra-curricular courses organized in a foreign language.

However, challenges still exist. For example, in some instances the level of foreign language ability, and particularly English, amongst teaching staff is too low, and so some institutions have developed initiatives including free language training for academic staff, and more regular evaluations linked to pay increase, to motivate academic staff to improve their language ability. At the more administrative level, the procedure for receiving accreditation for their degree programmes in English (with the same curricula as those already accredited in Romanian) from the ARACIS (Romanian QA Agency) can also stand in the way of these developments, as it involves a complete resubmission of the accreditation dossier and quite a lengthy assessment period. In addition, the numbers of foreign non-academic staff was also low - in all cases 1% or less – with some universities stating that they had none. Those institutions that had foreign faculty

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members on staff provided them with Romanian language training and /or community activities designed to integrate their integration into the life at the university.

The majority of institutions indicated that the development and/or enhancement of international research was a priority goal for their institutions, as this counts when taking about the classification of universities, ranking of study programs, national funds allocation and staff promotion. Almost all universities stated that current academic staff members are the key drivers of potential research partnerships. To achieve this goal, institutions indicated that they were undertaking a number of initiatives including: signing memoranda /agreements with international institutions (including from France, Italy, Spain, Turkey or Israel); developing research projects with specialized foreign firms; offering financial incentives to researchers who publish articles in international peer reviewed journals; providing funding for researchers to attend international conferences etc. Most also indicated that there were persons or departments with expertise within their institution concerning application for grants and collaboration schemes offered by international research funding agencies. Where these were not available, institutions reported employing external companies to assist them.

Commonly, the university website was used to disseminate information on research achievements, capacity and strengths, with a few institutions detailing that they had developed specific websites dedicated to their institutional research. The majority also reported that they had joined associations or consortia in order to help publicize their research achievements more widely, and all institutions detailed that they had organized a number of international conferences in the past year, either within a single faculty or institution wide. Otherwise institutions stated that they actively sought publication of research undertaken through national journals or presentations at international conferences. However, only a few institutions stated that they actively rewarded research achievements through prizes and/or merit remuneration packages.

5. Partnerships and Cooperation

All institutions detailed that they had recently focused on increasing the number of strategic partnerships with foreign universities. They reported a variety of different types of partnerships including: Memorandums of Understanding (MoUs), Erasmus student placement agreements (with universities and companies, including Bosch, Microsoft etc.). In general, institutions detailed that priority was given to developing partnerships with universities and other organizations in European countries (including Italy, Spain, Poland, Turkey and Macedonia), although some institutions said that they had not identified a specific priority geographical region, and others are placing greater emphasis on Asia, and China in particular. Institutions pointed to a wide variety of rationales and goals for their international partnerships. The following were most often cited:

- Potential for exchange/mobility of students and faculty;
- Increased institutional visibility;
- Knowledge and research exchange – including joint research projects and joint academic publications.

In general terms, institutions reported a long list of international partnerships, but stated that many were not active/not regularly producing output. Consideration concerning the ways to (re) activate such



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partnerships was underway in many institutions, but few were ready to stop their development when inactive and mentioned as their main objective for the coming years to increase the number. In the course of the site visits, it became apparent that most institutions are not eager to stop inactive internationalization agreements, as there seems to be no practice of doing so and it is seen as unnecessary, since the existence of a non-active partnership does not seem to bring any disservice to the involved institutions. Some differentiated between Memorandums of Understanding (MoU's) signed for specific activities and Erasmus partnerships, which were a requirement for student exchanges but were more likely to be inactive. However, all institutions stated that a large proportion of their existing partnerships involved several faculties and departments.

Discussions concerning the value of deepening a few partnerships in contrast to widening the coverage of partnerships appeared to be starting in some institutions, without, so far, clear trends appearing. For example, several institutions indicated that they have undertaken discussions and assessments of developing joint/double degrees in the future, whilst others indicated that they had prioritised the development of joint international conferences and other workshops with their international partners.

The majority of institutions stated there were no guidelines to evaluate proposed partnerships, those who did have such guidelines reported that assessment was coordinated through the Office of International Relations. In all cases, it was this department (or the equivalent) that coordinated and supported partnerships, or proposed partnership development.

The panels recommend a more comprehensive and strategic approach to partnerships instead of the current quantitative approach.

6. Challenges and Obstacles

a. Institutional Level

In the self-assessment report, almost all the case study institutions focused their attention on the positive aspects of their current internationalization efforts. When asked to detail what they saw as the threats to future internationalization development, the case study institutions made reference to a range of different factors, including a lack of financial support, which was frequently cited. This was particularly the case for outwardly mobile students, who stated that Erasmus grants were insufficient for the high cost of living during their international study period, and that they were not provided with additional support from the university. Indeed some institutions detailed that they did not have any specific financial support for internationalization activities.

Institutions recognized that the biggest challenge/obstacle that they were facing regarding furthering their internationalization efforts related to foreign language skills – either university staff and lecturers not being able to speak English or other languages, or incoming international students not being able to speak Romanian. Despite efforts to overcome this, the language barrier was still recognized as being a key concern in all institutions.



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The majority of institutions also recognized that there were issues that needed to be addressed regarding recognition of studies abroad by outwardly mobile Romanian students, as well as international students studying for a short period in Romanian institutions. Other challenges included: lack of books in English for various specializations; lack of human resources / personnel to cover all the demands for the administrative issues involved in internationalization activities.

When asked to reflect upon what they saw as key or potential implications that the review process would bring about, institutions cited issues including:

- The development of new institutional partnerships and strategic alliances;
- The promotion of foreign language learning for staff and academics;
- Increased number of programmes taught in a foreign language;
- 'Brand' strengthening and increased international recognition;
- Increased recruitment of foreign faculty;
- Improved business planning.

The panels recommend a more strategic and comprehensive approach to these issues, focusing more on quality than on quantity, based on clear rationales, an analysis of the internal and external context and short term and long term objectives.

b. National level

Institutions expressed hope with regard to the current national efforts to develop a more coherent national policy for promoting internationalization of Romanian higher education, although they detailed that previous approaches had been inflexible. They called for more resources and specifically tailored internationalization initiatives according to institutional specifications and specially targeted categories of students. They also urged the creation of national initiatives to present Romanian higher education abroad.

At the national level, institutions felt that one of the most important challenges in the pursuit of internationalization efforts were the delays caused by national bodies in issuing visas to international students and researchers, particularly to students from Asia (especially from countries where Romania does not have an embassy), and the frequency of legislative changes. This means that universities find it difficult to recruit students from all over the world. Related to this, the majority of institutions pointed to bureaucratic difficulties and to unstable and incoherent regulatory framework at national level. Problems were related both to the amount of paperwork and procedures necessary to accept international students to Romanian, as well as to legislation connected to the diploma recognition (i.e. both the recognition of PhD diplomas of incoming professors and foreign student diplomas).

Other concerns raised included:

- Some institutions have not received national level training and/or grants for training regarding transnational research networks, and so lack expertise in this area;
- Few strategic projects (supported through EU structural funds) are being financed and implemented;
- Current national approaches to internationalization were seen as being inflexible and more coherent national policy for promoting internationalization was needed, according to some;
- Lack of Romanian funding earmarked for internationalization activities;



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- No incentives or support received from the national level for faculty and academic staff who want to learn English and improve teaching skills in English;
- Current legislation also made it difficult to hire international faculty and academic staff;
- Lack of effectiveness of communications between representatives of national bodies and universities;
- Downward demographical trend amongst Romanian students;
- Lack of attractiveness of Romanian higher education;
- Issues relating to the lack of foreign language skills.

Romanian higher education institutions point to a complex, often contradictory and ever-changing set of administrative procedures, which limit the issuance of visas, as a real obstacle. This generalized complaint also points out the extent to which mobility plays a central role in internationalization strategies. Coupled with language issues it can act as a serious barrier to the expansion of internationalization in Romania and limit the outreach of Romanian HEIs.

7. Strengths and Unique Selling Points

When asked to evaluate the strengths of their current efforts to internationalize, institutions gave a wide variety of responses, as expected. Strengths included:

- Active participation in the Erasmus programme – with a wide range of initiatives being developed by universities to promote the Erasmus programme such as :
 - Exemption from tuition fees for incoming and outgoing Erasmus students;
 - The development of local Erasmus Student Networks – which amongst other roles provides students with information on mobility opportunities, organises meetings among potential students mentors outgoing students and develops support structures to re-integrate Erasmus students on their return;
 - Covering the cost of mobility for academic staff involved in the Erasmus programme;
 - Developing a specific university website for Erasmus students.
- Cultural centres opened - including for example a Latin American Cultural Centre, and a Confucius Institute to act as a gateway for collaboration and partnerships for the universities;
- High level knowledge of and commitment to internationalization throughout the institutions as exemplified by:
 - Enthusiastic and centrally located international relations departments, in charge of ensuring that internationalization targets are met, providing a structure for a data driven approach to monitoring internationalization activities including clear targets on mobility flows, and providing information on opportunities to students;
 - Director of the International Relations Departments who can act as strong asset to the universities in developing their internationalization strategies as part of the overall strategies of the universities;
 - Honest reflection on strengths and weakness of the university's internationalization strategies and activities. This includes sound knowledge of the most attractive/respected academic offerings for students (including for example medicine, dentistry, IT, journalism, archaeology) as well as good awareness of continued imbalances in student mobility flows;

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potential risks of current demographic changes taking place in Romania; the need for a more internationalized research agenda in universities.

- Partnerships and connections – active academic partnerships with international universities, academic communities and companies, which help the university fulfill its internationalization goals, including for example providing students with high quality curricula adapted to the international labour market, invite international faculty to the university, and link the internationalization strategy and related activities to local industry demand.
- Cross border education provision – the inception of a cross-border outreach strategy, with plans to expand on this sector on the future.
- Student centered learning approach – to meet student needs and requirements including by:
 - Development new programs for international students;
 - Having young and dynamic faculty members with international experience;
 - Requiring students to be proficient in a foreign language for graduation (and entry) and the development of multilingual teaching centers.
- Other strengths related to the location of the university
 - Proximity to other countries
 - Multicultural city (with different cultural activities offered in foreign languages)

An analysis of strengths, weakness and unique selling points is necessarily at the institutional level. At the case study institutions, for the most part, such an analysis appears to have been undertaken, although not always in a coherent and systematic way. It is noted however that the majority of HEIs did not work with other/external stakeholders (other institutions of higher education, municipal, regional, etc.) to build their profiles or identify their strengths.



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Part C – Conclusions and recommendations

This section summarizes the recommendations of the Expert Panel members based on their analysis of the national policy framework, review of institutional self-assessment, reports and the discussions that took place during each of the site visits.

A longer, more detailed list of recommendations was included in each of the institutional project reports elaborated and made available to the five case study universities.

It is clear that many recommendations targeted at the national level also have important implications at the institutional level, and vice-versa. Therefore, it is significant to keep in mind both policies and practices related to internationalization of higher education at both institutional and national levels.

1. National level recommendations

1.1. It is recommended that a national policy for the comprehensive Internationalization of Romanian Higher Education be developed and that it be accompanied with financial resources.

Such a national strategy should be transparent, multi-year and developed in consultation with the stakeholders. It should clearly articulate the rationales (the 'why') and the objectives (the 'what') of a national strategy, as well as include a discussion of the means (the 'how') that will be deployed for implementation. As well, it should cover *inter alia*, the following actions:

- Identification of countries and regions of strategic importance to Romania;
- Targeted strategic support for institutional project (such as support for projects aimed at sharing experiences, developing double and joint degree programs, joint research etc.) and study programmes development;
- Scholarships and student support systems to attract and retain international students and funding to increase equity of students' access to outgoing international mobility opportunities;
- The provision of the appropriate legal framework and incentives to facilitate the internationalization of academic staff in Romanian higher education institutions;
- Promotion, marketing and information, as well as provision of student services to promote Romania as a destination for quality study ('Study in Romania' portal, participation at education fairs, welcome services for foreign students, language courses etc);
- The establishment of the most appropriate and effective organizational and operational structure for the implementation of the national policy, based on the analysis of the current situation and good practices elsewhere;
- Link the national policy with the 2013 EU Communication European Higher Education in the World, and its three pillars: mobility, internationalisation at home and partnerships, as well as the Horizon 2020 strategy and the new ERASMUS+ programme.

1.2. It is recommended that in line with a new policy on internationalization of higher education at the national level, every effort be made, in all relevant Ministries and agencies, to remove legislative barriers to the easy flow of incoming international students, researchers and academics to Romania.

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This effort will necessarily overlap with the current regulations of the Ministry of Foreign Affairs (MAE), Ministry of National Education (MEN) and agencies such as ARACIS and CNRED among others.

Per this recommendation, efforts need to focus on the following specific areas:

- Simplify visa procedures, reduce delays in granting working permits, and reduce related costs;
- Change the Diploma Supplement model to fully comply with the European standard; allowing institutions to issue double and/or joint diplomas;
- Improve, simplify and ensure fair recognition of diplomas, credits and programs (including language) of study undertaken outside of Romania;
- Develop training programs and increase capacity/expertise in the field of recognition; in foreign language skills of academic and administrative personnel in higher education institutions;
- Increase institutional autonomy to set conditions for the hiring and/or hosting of international personnel (academic and administrative);
- Simplify the procedure for the accreditation by MEN and ARACIS of foreign language programs and applied modern languages, especially when these programs have a high degree of similarity with the same programmes in Romanian language.

1.3. It is recommended that at the national level, the development of robust information and statistical data on the higher education system as a whole be given high priority as the foundation for policy-making specific to the internationalization of higher education and more generally.

Improving the national data collection and information management process with regard to all dimensions of incoming and outgoing mobility should be the initial focus.

As well, more evidence-based, analytical studies based on data collection should focus on matters such as:

- Socio-economic impact of international students;
- Benefits and challenges of the mobility experience for students and staff, which can be used as a resource for program development, as well as future participants in mobility programs.

1.4. It is recommended that a communication campaign be developed to promote the social benefits of international mobility at the individual, institutional and societal level in line with the "Mobility for Better Learning", strategy Bucharest 2012 and the EU Communication European Higher Education in the World 2013.

1.5. It is recommended that internationalization of higher education be considered a key dimension at national level when allocating structural funds.

2. Institutional level recommendations

During each site visit, institutional representatives were invited to consider recommendations for policy at the national level, as well as more institutionally focused recommendations to improve the internationalization process. The following recommendations highlight the main action points, as resulted



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from the analysis, covering a variety of areas ranging from institutional processes, to communications, to mobility and research:

- 2.1 It is recommended that each institution defines clearly the rationales (the 'why'), objectives (the 'what') and the means (the 'how') of the institutional policy of internationalization;
- 2.2 It is recommended that each institution undertakes a consultative process to develop or refine its **comprehensive internationalization strategy**.
- 2.3 As an essential aspect of institutional development, it is recommended that **internationalization be more fully embedded in the overall institutional strategy** and that its expected impact on all areas of institutional life be made clear.
- 2.4 As information is a key tool for policy development and monitoring of results, it is recommended that institutions **strengthen and standardize their internal data collection on internationalization**.
- 2.5 It is recommended that with regard to mobility, institutions i) make a greater effort to **disseminate information** about and promote the value of mobility opportunities to all students, using all available media and by taking advantage of international students or returning domestic students; ii) **set realistic quantitative targets, and feasible strategies for attracting incoming international students**, taking into consideration their institutional, national and linguistic assets; iii) **provide incentives** (material and otherwise) to both incoming and outgoing students and, iv) to **increase mobility of academic staff**, ensure that a transparent and clear decision-making process exists for the selection of academics to go abroad.
- 2.6 For non-mobile students especially, but inclusive of all others as well, a more concerted effort to **enhance the internationalization of the curriculum and the teaching and learning** is recommended, including more emphasis on language learning, international and intercultural competencies and making use of international students' knowledge and experience.
- 2.7 It is recommended that each institution **develop a comprehensive communication and promotion strategy for internationalization**, targeting students, academic staff as well as potential employers to explain the importance of internationalization, increase attractiveness of the institution and mobilize staff and students.
- 2.8 Foreign language skills of faculty members and staff are key to the implementation of institutional internationalization strategies and it is recommended that **more emphasis on promoting and rewarding language acquisition and making more language courses be made available**.
- 2.9 It is recommended that institutions undertake **regular reviews of existing partnerships**, focusing on qualitative rather than quantitative measures, with a view to develop the full potential of these relationships by deepening and broadening successful relationships (through joint research, joint/double programmes, staff and student exchanges etc).
- 2.10 It is recommended that every effort be made to **integrate internationalization of research more fully into the overall internationalization strategy** so as to build synergies between research and teaching activities and thus leveraging the benefits of all activities to improve quality and to enhance attractiveness for young researchers abroad and increase publications in research journals.
- 2.11 It is recommended that institutions **make available earmarked financial resources to promote and facilitate internationalization** and provide incentives to academic and administrative staff



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as well as higher stipends to students (including complementary stipends in addition to Erasmus scholarships) to encourage mobility and make such opportunities accessible to all.

- 2.12 It is recommended that universities make their **websites available in at least one language of international circulation**, with preference the languages also used for instruction.
- 2.13 It is recommended that universities **increase their collaboration at the national, regional and local level to promote themselves abroad** and that they work with relevant authorities and the private sector to strengthen their attractiveness as centers of learning and research.

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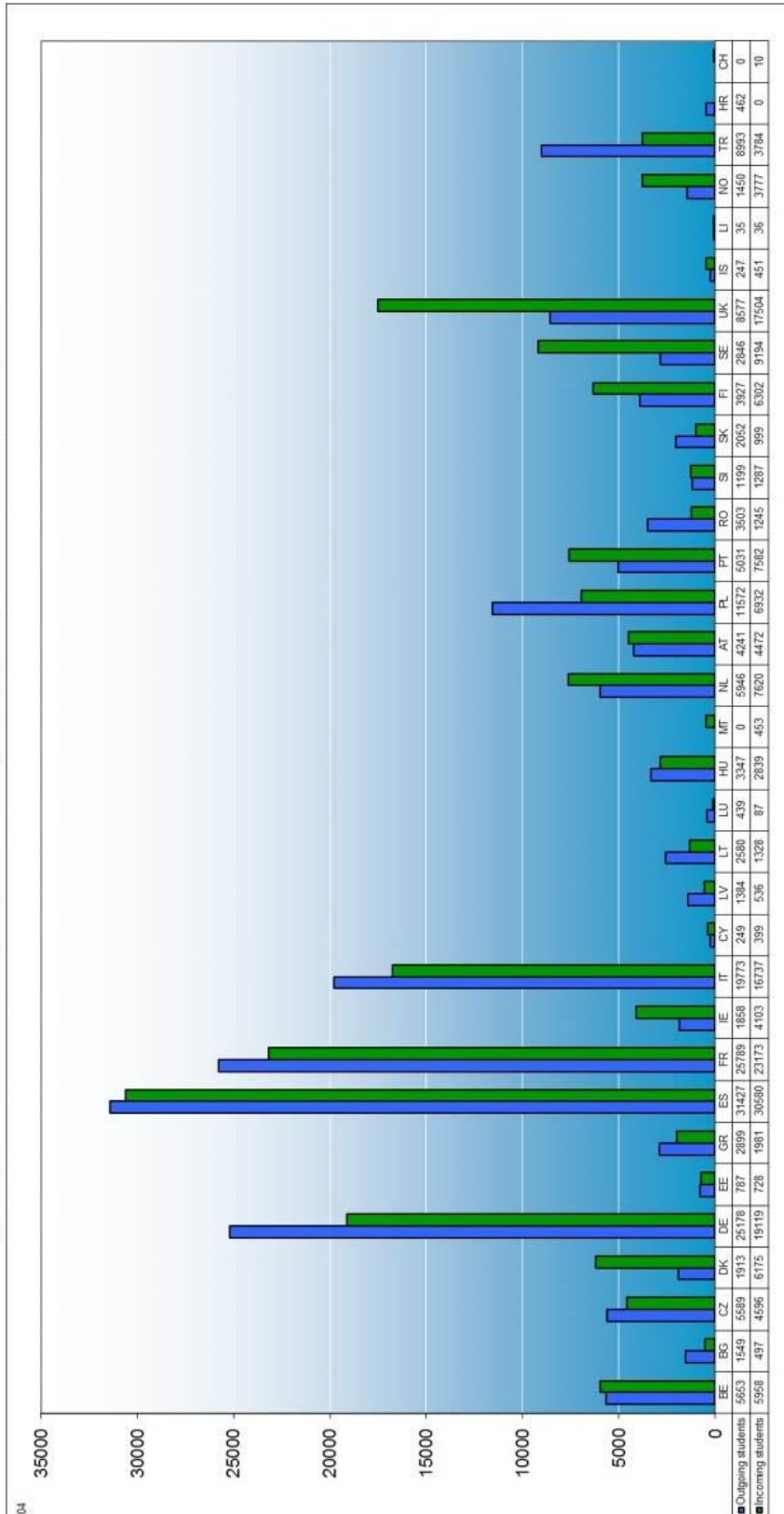
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Annex 1

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





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Annex 2 – Group of experts

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 Korca** - Professor in Applied Statistics in International Business, Department of Statistics and Econometrics, 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.
- **Luminița Nicolescu** - Professor of marketing in 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 internationalization.
- **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.
- **Ligia Deca** - is a PhD candidate in political science at the University of Luxembourg, focusing on higher education and Europeanisation policy research. She recently published in the Journal of the EHEA and Internationalisation of HE Handbook (Raabe) and she is now editing a research volume on higher education reforms in Romania (published by Springer), forthcoming. Previously, she was the Head of the Bologna Follow-Up Group Secretariat (2010-2012), and the Chairperson of the European Students' Union (2008-2010).
- **Cezar Hâj** - is a public policy expert at the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), where he coordinates the activities within the project "Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania". He is also currently a doctoral researcher at the National School for Political and Administrative Studies. Previously, Cezar Haj was a member of the Bologna Secretariat (2010-2012).
- **Cristina Fiț** – is a public policy expert at the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), with a special focus on internationalization of higher education and the Bologna Process implementation. Previously she was Vice-president at National Alliance



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of Student Organizations in Romania. She also worked as PR Expert on human rights, women, minorities and ethnic groups for "Împreună" Agency for Community Development. She studied at West University of Timisoara and at Romanian Diplomatic Institute.

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Higher Education Evidence
Based Policy Making

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

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