ROMANIA

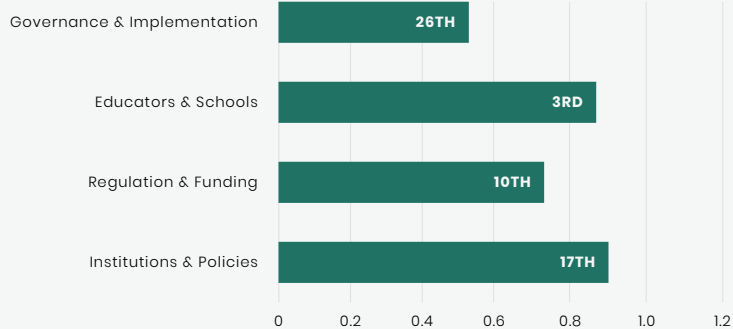| RANK IN EU-27	OVERALL SCORE
24TH	**0.557**

LEARNING PARTICIPATION AND OUTCOMES

RANK 27TH

- Participation in Lifelong Learning — **23RD**
- Educational Attainment & Participation — **27TH**
- Learning Outcomes — **26TH**

(Scale: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6)
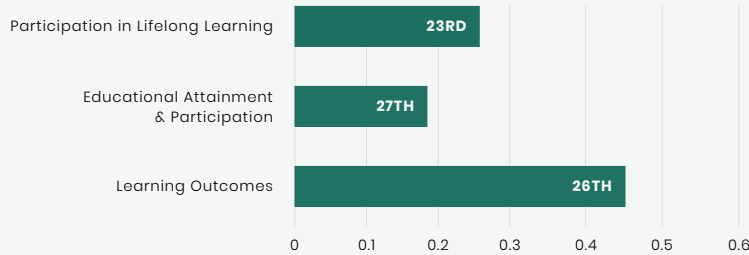
INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK 9TH

- Governance & Implementation — **26TH**
- Educators & Schools — **3RD**
- Regulation & Funding — **10TH**
- Institutions & Policies — **17TH**

(Scale: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)

AVAILABILITY OF DIGITAL LEARNING

RANK 27TH

- Accessibility of Digital Learning — **26TH**
- Attitudes Towards Digitalisation — **23RD**

(Scale: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)
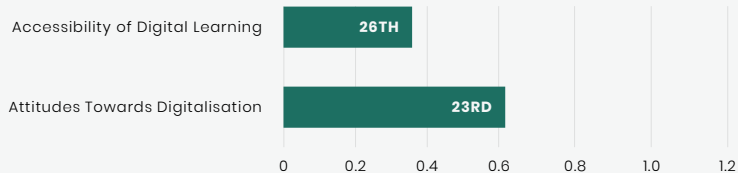
MAIN OBSERVATIONS

- Romania is part of the European laggards in terms of readiness for digital learning. It ranks 24th on the overall index, with very poor scores on learning participation and outcomes (27th) and availability of digital learning (27th).

- It performs better in terms of institutions and policies (9th). Policymakers are aware of the importance of digitalisation of education and, in cooperation with the European Commission, have developed a national strategy in this regard.

TAKEAWAYS:
WHAT CAN WE LEARN FROM THIS COUNTRY?

- The Ministry of Education has started to create learning materials and open educational resources. ICT is increasingly important in the curriculum, in students' assessments and teachers' training.

- In higher education, investments in digital learning depend significantly on EU funds. Universities are increasingly using open technologies, online educational platforms and e-learning methods.

- However, lack of substantial support for innovation or experimentation hinders further developments.

RECOMMENDATIONS

- A main priority for Romania is to improve access to digital learning at all educational levels, including on the infrastructure aspect. Indeed, a major obstacle remains the lack of basic IT infrastructure in schools.

- There are still significant barriers in terms of recognition and accreditation of digital learning methods. MOOCs do not give the right to obtain ECTS as traditional courses do. To encourage digital learning these barriers should be removed.

- Enhancing primary teachers' digital skills, especially those active in primary and secondary schools, should be a priority, to trigger changes in pedagogy and uptake of digital learning from a young age.

KEY REFERENCES

Government of Romania (2015), "Strategiei naţionale privind Agenda Digitală pentru România 2020" [National Strategy in the Digital Agenda for Romania 2020], Bucharest.

Ministry of National Education (2017), "Strategia privind modernizarea infrastructurii educaţionale 2017-2023" [Modernization Strategy Educational Infrastructure 2017-2023], Bucharest.

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