Introduction

This report focuses on two main social contexts of youth life: education and work, as well as on the ways young peoples interact with these contexts in their attempts to enhance their educational and vocational credentials and gain a foothold in the labor market, and develop adult identities, which we call participation. As the range of experiences in each of these spheres significantly differ across countries, our aim here was not to provide comprehensive analyses on how young people interact with institutions involved, on the impacts of educational and employment policies, or on the efficacy of these policies, but to provide information on Romanian educational and employment systems, on recent programs/projects in the matter, and on youth policies that may affect youth transitions, for the purpose of enabling comparative analyses at the level of Project team. However, we found it useful to include results of a recent survey carried out by our institute, which offer an inside out perspective on youth transitions and could be taken on board for further analyses under the Project. This also allows us to a certain extent to assess how gender, age, ethnicity, residence area, education and family background influence youth transitions.

The report is based on information and data taken from studies and surveys recently carried out by YSRC, namely “Strategies aimed at stimulating youth economic participation”-first phase, August 2001, and “Youth situation and its expectations – sample survey” – June 2001, as well as from official documents, such as the Governing Program and the National Action Plan for Youth.

1. Youth transitions

1.1. General situation of youth transitions in Romania

Since December 1989, when former communist regime was thrown out, many dramatic changes have happened in Romania (good and bad, in a very complex situation): multi-parties political system implementation, democratic free elections, free market economy start, unemployment, fast devaluation of local currency, new Constitution, freedom to travel without restrictions, legislation improvements, human rights respect, stronger business connections with the Western countries, better job opportunities, mostly in the new private sector, new education system, free contacts with foreigners, start of privatization process. The new political, economic, social, cultural environment strongly influenced youth situation in Romania. Changes happened after December 1989 has created high expectations for youth who believed that Romania would become soon a powerful and economically successful country in Eastern Europe (Romania is second largest country in the area, after Poland, with almost 23 million population).

The governments which have been in power all these years after 1989 have not succeeded to implement a deep and comprehensive economic reform and general situation has become worse each year: industrial production decreased permanently,
high unemployment rate (around 10%, higher for youth), state authority dissolution, very low salary average (around $100, among the lowest in Europe and wages level is lower for youth). This year, statistics reveal a small but sustained economic grows along with a decrease of unemployment rate (8.8% in August), but we cannot speak yet of relevant improvements in youth situation. Moreover, they did not take relevant advantage from the ownership system reform and do not have their own economic resources to improve their lifes significantly.

As a result of this situation, Romanian youth (15-29 years old – almost a quarter of Romania’s total population) has been facing a very challenging internal environment: deep economic crisis, traditional values fall, unemployment, weak professional opportunities, education system in transition, disappointment towards politicians, lack of hope for a better future, wish to emigrate, difficult housing opportunities, fast inflation and prices increase, absence of a real social protection, poor medical care system.

After 1990, several governments that succeeded to power and other official institution strongly stated that education and professional formation of youth has been a top priority goal. Main directions of developing an appropriate education system as officially declared are: adapting the education system to the new free market economy specific demands; termination of state control over the whole education system (many private owned universities and institutes have been established since 1990); keeping education out of politics’ influence and dependence; respect peoples right to choose own careers; equal and free chances for access to education; decentralization of educational management for a better education offer, according to local social and economic needs.

Privatization, development of small and medium sized enterprises, as well as restructuring of economic systems ask for a different model of labor force training. Main target is to adapt professional formation to labor market's demands. However, this target has not been an easy to implement one, as market specific dynamics in a free market economy and permanent instability make this process very difficult. Nevertheless, some changes have happened: faster occupational mobility; professional formation flexibility, better adaptability to rapid dynamics of social-economic development.

Permanent Education is being more and more present in the official discourses. A system has been created to implement this concept: post-school special training, re-qualification courses; specialization improvement. Waited impact is to implement an educational and vocational training system based on a management that could meet the labor market challenges and vocational standards. In addition, a permanent intention is to meet certification standards of European Union (national level of qualification to be accepted and officially certified in Western countries).

Ministry of Education and Research has shown the interest, mostly during the last years, to implement reforms faster (learning methods, the curricula, the variety of educational offer, accessibility to educational institutions) but most of these efforts have been blocked by financial problems.

Young people included in educational process is 20% of whole Romania’s population (almost 23 million people)

Participation in higher education has doubled as compared to 1989, mostly because of private-owned universities boom. With 19.6 students at 1,000 inhabitants, Romania ranks close to developed countries.

In general, one could say that the educational system is quite elaborated and it is capable of ensuring competence required by the labor force market, but much less for citizenship in the Information/Learning society. There is a very small IT infrastructure in
Internet is something that is an exception in most of the schools and even in many universities. The gap between Romania and other countries has been widening each year. Computers price (custom taxes for computers as well) is still very high and make them untouchable for most of young Romanians (average $1,000 price at a $100 monthly salary).

Lacks of resources and bad management have created big problems (bad conditions in schools, which are seldom repaired, difficult heating in classes, especially in rural areas, low salaries for teachers, little family resources to be allocated for education etc.).

Youth labor market has changed dramatically after 1989. Unemployment was, at least officially, unknown in Romania during communist times. Each young person, regardless profession or area, had a job assured after graduating education. Implementation of free market economy system and the process of closing down non-efficient enterprises have created a new phenomenon: unemployment.

As in education’s case, authorities have developed a system to protect youth through specific policies and to make them less vulnerable. Some international projects, aiming to help young people to learn how to find a job, started as well. Several dedicated councils have been created: National Council for Vocational Training, Regional Centers for Vocational Training and Employment Services, Counseling and Adult Training.

On the other hand, Ministry of Labor and Social Solidarity has developed programs for unemployed peoples support, for stimulating young graduates employment in general and young IT specialists in particular; special provisions rule the situation of employees fired as an effect of closing down unprofitable state enterprises.

In principle, under the new legislation (labor, education, social protection), conditions have been created for youth to fulfill their expectations, but current economic situation do not offer them real chances (professional, social, personal). This makes youth extremely vulnerable to the very negative impact of all today’s challenges. On the other hand, Romanian young generation has not been well equipped, mentally and psychologically, to meet the changes that happened. Fast transition from a very rigid, one-party, communist style society to the other extreme has made youth very difficult to adapt to the new conditions.

1.2. **Main structures of the transition system**

1.2.1. **Education System**

The most important law regarding both vocational and academic education is the Law no. 84/1995 (the Education Law), which rules the organizations and functioning of the national education system.

According to the Education Law, in Romania this system has the following forms of education: pre-school; general commendatory (primary); secondary superior (high schools, professional); college; post-college. Starting school education age is 7 (6 at parents request). Higher education is organized in two forms: on short duration (three years) and on long duration (four-six years), both being carried out by day courses, evening classes, without attendance and remote education, with the following profiles of study: university-pedagogical, technical, agricultural, economic, medico-pharmaceutical, juridical, artistic.

In the private higher education, the priorities are different from the state education. Thus, in the public higher education prevail fields like: technical, university-pedagogical and
economic, while in the private one: juridical sciences, economy and university-pedagogical. (See Education System Diagram attached -.xls file)

The main institution responsible for education policy is the Ministry of Education and Research, which draws up the Frame Plan for education. The Educational Plan is an essential regulating component of the national curricula.

For the classes I-VIII, the educational plan is developed as a Frame Plan. It contains disciplines and a number of classes common for all the pupils, offering meanwhile the possibility to provide pupils an alternative education.

For high-school, the Ministry of Education and Research has drawn up differentiated Frame Plans on ways, profiles and specializations: theoretical, technological, vocational.

Based on the provisions of the Education Law, in counties and in the capital-city Bucharest has been established “Psycho-Pedagogical Assistance Centers and Offices”, providing also activities of vocational and school orientation.

The establishment of a career development model usually implies putting back the individual in the center of the direct concern of the counseling activity simultaneously with focusing on the following directions:
1. personal and social development of the individual;
2. development at the educational and vocational training levels;
3. development at career level.

Counseling and Orientation tends to solve simultaneously two aspects, extremely important at present: provision of social quality and continuous amelioration of the good use of human resources held by the society.

For the future graduates of certain educational levels, the involvement of the community members in the counseling carried out in school is foreseen to be extremely beneficial and instructive.

Among the institutions involved in both vocational training and employment of the labor force is the National Center of Resources for Professional Orientation in Romania, which is a component of the European network of vocational orientation. This network, set up in 1993 within the frame of PETRA Program, was taken over in 1994 and extended by the “Leonardo da Vinci” vocational training Program and other institutional structures. So far, 27 such centers have been set up, forming a network of the European Union Countries, European Economic Space and Associated Countries to the European Union.

The National Center of Resources for Professional Orientation in Romania was established in 1999, according to the National Plan for Romania Accession in the European Union and with the national requirements at vocational training and employment levels.

Taking into account the necessity of assisting students and graduates of the higher education with the choice of individual professional route, and to ensuring a direct relation between the vocational training offer of the higher education institutions and the requirements of their exterior environment (the economic agents, public and private institutions, NGO-s) “Consulting Departments for choosing the professional route and placement on the labor market” were set up, through an Order of the minister of education, within the frame of each institution of higher education.

These departments provide: information regarding the ways and curricula of education, consulting for the choice/change of the professional route, services of psychological assistance, the knowledge regarding methodology of self-cognition, prospecting of the
needs of the labor market, consulting for the contact with the economic and business environment.

### 1.2.2. Employment System

Within the period 1990-1998, the institutional system of the labor market has been restructured, taking advantage of international assistance as well. During all these years the system diversified and improved, becoming a public service for employment.

The main institution responsible for labor force related policy is the Ministry of Labor and Social Solidarity, which draws up the strategies and policies of vocational training-retraining, employment and social protection.

M.L.S.S. carries out its attributions by means of its organisms and institutions of national interest, namely: the National Agency of Employment (N.A.E.), County Agencies of Employment (C.A.E.) and the Municipal Agency of Employment in Bucharest (M.A.E.);

the General Directorates of Labor and Social Protection, the County Directorates of Labor and Social Protection, the National Council of Vocational Training for Adults (N.C.V.T.A.), Labor Inspection (L.I.).

In respect of their fields of action and specific functions performed, the institutions of the labor market can be grouped into four categories:

- **institutions of the demand** (economic agents, Agencies of Employment and Vocational Training, General Directorates of Labor and Social Protection, Business Unions);
- **institutions of the offer** (family, school, the Agencies of Employment and Vocational Training, General Directorates of Labor and Social Protection, Ministry of Education and Research);
- **institutions of balance** of the labor market (Government, trade unions, business unions, NGOs);
- **institutions of social protection** (Government, Agencies of Employment and Vocational Training, General Directorates of Labor and Social Protection, NGOs).

### 1.3. Vulnerable groups

While referring to vulnerable youth groups, we embrace the approach of the second trends report (1999) prepared by the Research Correspondents’ Group at the Youth Directorate of the Council of Europe, which one of the authors of this report has contributed to as well. Based on this approach, vulnerability is defined as “the scarce response capacity of certain persons and groups inside society to confront, adapt or cope with specific economic, social, cultural and political challenges to which they are permanently exposed” (apud: “Vulnerable youth: perspectives on vulnerability in education, employment and leisure”, Council of Europe, Youth Directorate, 1999, p.6).

We then call vulnerable those groups of young people that are confronted with “severely restricted opportunities for secure employment, social and economic advancement and personal fulfillment”. (cf.id.)

It is important to notice that the above approach was embraced by the Ministry of Youth and Sports as well, while developing the National Action Plan for Youth together with the YSRC specialists, so that we can assume having an official definition of vulnerable youth.

In the National Action Plan for Youth, the main governmental authority responsible for youth policy defines “Categories of Youth in Situations of Integration Risk” as follows:

- represent subgroups (micro-groups) facing special situations:
  - poor people:
- from areas with a precarious social and economic development, from poor families, living below poverty threshold;
- have no possibilities and means of sustenance;

**young people from rural:**
- they have no land – if they want to work the land;
- they have no place to hire if they want to embrace another trade;
- they do not have a qualification level compatible with requests of the young labor market;
- they do not have the education and training level compatible with the assimilation of a trade requesting some knowledge and abilities;
- they do not have benign cultural models and any facilities of a civilized spending of the spare time.

**unemployed persons:**
- they have registered a few failures in their effort of professional insertion;
- they have no outlooks of re-qualification and/or multiple qualification;
- labor market can not absorb their professional potential;
- they are forced to accept to work illegally, which puts them at the outskirts of social and economical life and excludes them from the observance of human rights specific to the employees with workman’s passport and/or civil agreement of work.

**young women:**
- they are marked by the still present phenomenon of the traditional pattern of inferiority and subordination in comparison with men;
- unemployment is higher among young women;
- many of them are acting in the “gray zone” of economy, without a work agreement and have no social insurance;
- they are (most of them) victims of the “sex industry”, which has known a real boom;
- they are exposed to the sexual harassment;
- they are more affected by the fall of the health care services;
- the ratio of girls that not attend school or abandon it before finishing the compulsory cycle, is bigger than that of boys;
- during last years, their economic dependence degree has grown;

**young people with low education level:**
- can not find a job, unless rarely and very hard – and most often is insecure;
- have no chances to qualify for a higher level of professional training;

**young people from social assistance institutions:**
- they have insuperable problems at their hiring, being exposed to unemployment;
- exposed to the vagrancy and delinquency;
- can not find a tenement;
- frequently they are victims of crime, drug consumption, procurement, prostitution, pedophilia, etc;
- they have no family and no means of subsistence.

The situation is more serious for the young people that simultaneously meet more characteristics of the risk groups, etc.

Example:
- poor, unemployed persons, girls, from underdeveloped areas;
- poor, unemployed persons, from rural areas;
- girls with low level of qualification from the social assistance institutions.

We are in presence of a descriptive definition with several analytical aspects, meant to streamline strategies in youth policy, but it could help analyses of youth transitions in relation with youth policy as well.

1.4. Recent programs/reforms

1.4.1. In the education field

The necessity to create a partnership, a new interaction, between schools and universities on the one hand and the economic, administrative and cultural environment, on the other hand, was pointed out in the first streamlining documents on the education reform. This means permanent adaptation of the education system to the labor market demands.

The school and vocational orientation of pupils is structured on two directions:
- within the frame of the curricula activities, especially by counseling and orientation classes;
- within extra-curricula frame, especially by the psycho-pedagogical assistance centers.

The difficulties faced by youth in the professional insertion, unemployment, the exigencies of the mobility and vocational training have lead to a true explosion of the orientation and counseling functions, resulting in its moving from the periphery of the educational system to the center.

As a result, a curricula area of counseling and orientation was created, which can help pupils to consciously orient to various types of way out of the system.

In what regards the school programs, within the frame of the Phare-Vet Program, of reform of vocational and technical education, the program for orientation and vocational counseling – for vocational schools, program for Vocational informing and orientation, respectively, were developed from 1997.

Ministry of Education and Research has received strong support from World Bank and Phare program (European Union) to implement a wide reform in this field which aims following directions:
- New curricula development
- Restructuring the system of teachers formation
- Alternative manuals for all classes and disciplines
- Evaluation and examination system’s reform
- New occupational standards definition through a new system of co-operation between government, unions and owners
- Education management reform
- School buildings rehabilitation to ensure minimum conditions for a decent education process. More than 1,200 poorly schools need help (during winters situation became worse, because lack of heating)
- Career Information & Counseling (Counseling and Adult Training Program), which aims to inform young people about labor market and support them with needed materials: professional profiles, interactive computerized systems for career counseling, aptitudes tests, posters, media advertising.
- High education reform: students` training adapted to new free market economy requests; new formation directions accordingly to the market economy development; post-university formation support to built up strong and competitive research centers
- Young researchers support
- Management improvements of scientifically research system in universities.

1.4.2. In the employment field
The most important present program carried out through the activity of the central and local structures of public services for employment, is the **National Program of Actions** concerning the growth of employment rate of the labor force in 2001.

The Ministry of Labor and Social Solidarity sets up active and passive measures carried out at county and territorial levels by means of its specialized services.

The main **active measures** of the abovementioned National Program are:

- **services of mediation of the employment**, according to the present vacant positions, services that ensure the correlation activities between labor demand and offer;
- **career orientation and counseling services** provided both to persons beginning their career or during the active life and to those persons, who will choose a certain form of vocational training (initial training);
- **services of finding a place of work** – respectively services of mediation of the employment by means of Labor Exchange at county and/or national level; that provides the correlation of the offer with the demand on the labor market;
- **consulting and assistance services** with the view to creating and developing private businesses, services that address natural persons, who want or already are authorized to carry out a private business;
- **services of temporary occupation**, often implying works of community interest;
- **services of vocational training** (qualification, re-qualification, multiple-qualification, specialization, professional improvement);
- **services of assistance with the aim of re-conversion** of redundant personnel, as a result of the privatization, restructuring and reorganization of enterprises with state owned majority capital, of the autonomous administrations, of non-profitable enterprises;
- **services of credit granting** in advantageous conditions, with the view to setting up or development of small and middle size enterprises, aiming at occupation of unemployed persons;
- **services for stimulation of natural and legal persons** to employ by individual labor contract on an undetermined period of time the graduates of educational institutions, by giving subsidies for their wage in a ratio of 70%, from the net basic salary at the employment data, on a period of 12 months, (18 months in case of disabled persons); the employers must maintain the individual labor contract at least three years from the date of employment.

**Passive measures** of social protection of the unemployed persons aim at compensatory payments for losing the payment obtained through work, because of unemployment. These are:

- **unemployment benefit** – for the first 270 days;
- **support allocations** (for a subsequent period of 18 months in the case of impossibility to find a job);
- **professional integration aid** (similar to the unemployment benefit granted to young graduates of the higher, high-school, vocational or apprenticeship education).

The beneficiaries of the professional integration aid are:

- the graduates of the pre-university and university education institutions, who, within 60 days from the graduation, could not find a place to work;
young persons, who before accomplishing the military service, were not employed and who, within 30 days from the discharge date, could not found a place to work;

- graduates of special schools for the disabled persons, who are unemployed.

Among the programs aimed at facilitating young peoples access on the labor market the job fairs play an important role; they are frequently organized by both state agencies and nongovernmental organizations.

1.5. Youth transitions through their eyes

This chapter contains results of analyses undertaken by the authors on data came out from the sample survey “Youth Situation and its Expectations” carried out by YSRC in June 2001 (coordinator: Dr. Leon Buburuzan)

1.5.1. Perception of their role in their own transitions

Most of young peoples believe they can decide upon their lives (67%). Gender does not differentiate the options, but the “older” ones, the higher educated and those whose families have higher educational level are more confident in their forces. As the ethnicity is concerned, Romanians range at the average while Hungarians and Rromas are a little bit more confident in their role to decide upon their lives (because of the very small number of Rroma young peoples in the sample no extrapolation may be made)

When asked about the responsibility for their successes and failures in life, the family is mostly granted the responsibility for successes (47%), followed by young peoples themselves (39%) and bad luck (8%), while for failures young peoples feel mainly themselves responsible (62%); bad luck and the actual social situation are found responsible for their failures by one third of young peoples. We note that the family is associated only with successes and that school, even included as option in the questionnaire, is given no role in respect of either successes or failures influence. Gender makes no differentiation of the options. The age group make difference in what successes are concerned, in the sense that higher the age is, higher scores of individual responsibility and lower scores of family responsibility we find, but make no difference in what failures are concerned. Nevertheless, “older” age groups confer a greater role to social context in influencing the failures and a smaller one to bad luck. Young peoples with middle education level undertake to a larger extent responsibility for both successes and failures, like those having higher education, but the last ones gives a lower role to the social context and bad luck than the first ones. Small differences in the balance between their role and family role in determining successes appear in respect of residence area: rural youth feel higher the role of family and lower their role than the urban ones. Young people of Hungarian origin credit them with a higher role in their successes than the Romanians and with lower responsibility for failures (main responsible are in their case bad luck, followed by family and social context). The same in Romas’ case but, as above mentioned, no generalization may be made.

1.5.2. Factors that influence their behaviors:

Although not very relevant for our project, we note that to a great extent individual behavior of Romanian young people is determined by external factors, such as normative systems (legal, moral, religious) and that the “community reaction” appeared to be important for only one quarter of the sample. We are assuming that mentalities specific to the former totalitarian system still influence youth behavior.

1.5.3. Expectations for family support towards an independent life
In order for young peoples to develop adult identities and prepare themselves for an independent life, they would like families to consider their opinions, to behave towards them as mature peoples, and to trust them. They also await support for getting their own home. Except for the need of trust, which is a little bit higher to boys than to girls, gender does not influence the options in this respect. The younger ones feel stronger the need to be considered their opinions, while the “older” ones feel stronger the need for support in getting a home. The residence area does not differentiate the options, except in what concerns being treated as mature persons, where young peoples living in rural areas are less concerned. As ethnicity is concerned, Hungarians pay more attention to being trusted and treated as mature persons, and less attention to being considered their opinions, as compared to Romanians.

1.5.4. Expectations for school support towards an independent live

From school, young peoples expect mainly to pay more attention to concrete life’s requirements (27%) and to stimulate their initiative (25%). In the second range, the survey reveals the need for models from within their teachers, who are expected to be closer to them as well (15%). In the third range we find needs related to leisure time and out of school activities (circa 9%). Gender has no relevant influence on these options, except for the need of more leisure time, which is higher to boys. The age influence the options in the sense that the need for an education more linked to the real life and more inciting for their initiative increases with the age while the need of models within teachers decreases. The need for models is twice higher to young people living in rural areas than for urban youth. No relevant differentiation based on ethnic origin has been found in this respect. However, Hungarians feels a stronger need of education linked to the real life and pay less attention to its role in stimulating the initiative.

1.5.5. Main employment targets

Based on the subjects’ choice for three fields of activity, which most attract them in order to get a job, the preferences ordered by decreasing absolute frequencies range as follows:

- tourism (495 options)
- commerce (370 options)
- banks and finances (319 options)
- education (194 options)
- postal and telecommunication services (183 options)
- health and social assistance (180 options)
- industry (149 options)

Young women prefer a bit more than young men tourism, commerce and banking/financial activities, and much more education and social assistance, while young men prefer more than young women transports, constructions and industry. Age does not influence the options as no differences appear in respect of age groups for the first three ranges of options; the same between pupils and students.

As the father’s occupation is concerned, differences appear: in the first range of options, children of farmers have opted for commerce; in the second range of options, children of technicians, foremans and intellectuals opted to a larger extent for banking/financial and insurance activities, placing in the third range commercial activities, which children of workers and farmers placed in the first and second ranges; in the third range of options, farmers’ children place industrial activities, while workers’ children place banking/financial
and insurance activities; in the forth range of options, workers’ children opted for education, leaving the fifes place to health and social assistance, while children of technicians and foremans putted on the forth place health and social assistance and on the fifes education; farmers’ children placed on the forth range postal and telecommunication services and on the fifes banking/financial activities.

The residence area does not make differentiations in the first range of options, but the next two are reversed, rural youth placing commerce first. Differentiations exist also in the forth and the fifes ranges: in the forth range, rural youth opted for constructions while urban youth for education; in the fifes range, rural youth opted for industry and urban youth for health and social assistance.

Ethnicity makes no differentiations within the first three ranges of options (except that for Hungarians industry is equally interesting as banking/financial activities). Differentiations appear at ranges four and five, where Romanians prefer education to health and social assistance, and Hungarians prefer postal/telecommunication services to education.

### 1.5.6. Conditions of a “good job”

Multiple answers being allowed, the hierarchy could be established based on cumulative percentages:

1. well paid (86,5%)
2. secure (39,9%)
3. opportunities for personal fulfillment (32,3%)
4. agreeable working environment (29,1%)
5. opportunities to do something interesting (27,3%)
6. opportunities to put into effect your capacities/knowledge (26,4%)
7. opportunities of advancement (21,8%)

No relevant influence of gender, age group, residence and ethnicity could be emphasized. Children of intellectuals and young people with higher education attach more importance to the opportunities to put into effect their capacities/knowledge than to the quality of job to be secure.

### 1.5.7. Prerequisites of success in life

Multiple answers being allowed, the hierarchy could be established based on cumulative percentages:

1. qualification/education
2. wealthy family
3. ambition/perseverance
4. luck
5. hardworking
6. wangles
7. inborn capacities

For the purpose of this analysis, we have grouped the options in three categories, in respect of their specific influence:

- intrinsic (951): education (69); qualification (262); work (223); capacities/knowledge (165); ambition/perseverance (232)
- extrinsic (802): wealthy family (272); wangles (194); relations with politics (131); luck (205)
- individual (25): gender (13); ethnicity (5); religious cult (7)
We notice that options for intrinsic and extrinsic factors are very close in terms of cumulative frequencies. This could be the effect of values relativism associated to the general restructuring process, but also the expression of a pragmatic thinking related to youth perception of corruption as one of the main problem of nowadays Romanian society.

Gender, ethnicity, education and religious belonging have no relevant influence (only ± one range). Meanwhile, family background seems to play a significant role in the structuring of youth options in this respect: the options of workers’ children for intrinsic factors are almost three times more numerous than in cases of office workers’ and intellectuals’ children, and five times than in case of farmers’ children; workers’ children and farmers’ children have more often opted for extrinsic factors as compared to office workers’ and intellectuals’ children (twice in the second case), which means that the first ones feel much more dependent on extrinsic factors. Residence also influence the options: young peoples from urban area opted twice than those from rural area for intrinsic factors.

1.5.8. Aptitudes needed for getting a job

Multiple answers being allowed, the hierarchy could be established based on cumulative percentages:

   I. knowing foreign languages (62%)
   II. having a good general education (47,5%)
   III. ambition (43%)
   IV. knowledge of informatics (42%)
   V. communication aptitudes (23,5%)
   VI. knowledge of the business environment (23,3%)

Young peoples believe that knowing foreign languages, followed by a good general education and knowledge of informatics facilitate access to the labor market. They also pay attention to communication abilities and knowledge of business milieu.

1.5.9. Strategies of access on the labor market

Half of young people would try to find a job by themselves; one quarter would wait for an opportunity and one quarter would qualify/re-qualify according to the labor market demand. Only one fife would apply to the public employment service and one fife would start a business (although multiple options were allowed, answers can be grouped in only five relevant categories)

Gender, age group and residence do not influence the options. Hungarians opted to a larger extent for looking for a job by oneself and to a smaller extent for waiting an opportunity, as compared to Romanians. Rromas had a double score for “waiting an opportunity”, but as already said we cannot extrapolate.

1.5.10. Main obstacles to access on the labor market

Multiple answers being allowed, the hierarchy could be established based on cumulative percentages:

- insufficient jobs (88,4%)
- lack of wangles (74%)
- lack of information on available jobs (67%)
- lack of chance/ bad luck (55%)
- miss functioning of the employment services (53%)
- inability of young people to look for a job (45%)
- lack of interest to work (35%)

Important differences in respect of gender, age and ethnicity cannot be revealed. Nevertheless, analyses of each obstacle emphasized differentiations of options, mainly in respect of education and family background, but presenting them here would take more space than agreed.

2. Youth policy

2.1. Official definition of youth policy

One cannot speak about a theoretic official definition of youth policy in Romania. However, we can find a descriptive definition in both Governing Program and National Action Plan for Youth (NAPY) developed by the Ministry of Youth and Sports. Therein youth policy is presented as integral part of public policy aimed at achieving a lasting social, economical and cultural development. The main objectives to be achieved are included in the Governing Program, while specific strategies to achieve these objectives are detailed in National Action Plan for Youth (NAPY). The implementation of NAPY is explicitly based on partnership with the structures of the civil society but also the achievements of several other objectives of the Governing Program imply such partnerships and consequently participation.

For the purpose of this report, only relevant provisions of the Governing Program and of the NAPY in respect of the YOYO Project are being presented below.

2.1.1. Governing Program

The relevant strategic guidelines and objectives of governmental policy in youth field, as stated under chapter 6.6, are:

- to increase of the youth participation in economical life;
- to grant equal opportunities to all young people during the educational process and to restructure the training and education systems for youth in order to promote the knowledge of the national language, culture and traditions;
- to facilitate the youth access to information;
- to stimulate the civic participation, with its many aspects, and the youth associability;
- to use the specific functions meant to promote the NGYOs;
- to prevent and combat the risk of marginalization and social exclusion of young people;
- to develop and to diversify the non-formal education and cultural offer for youth;

Other chapters of the Governing Program also includes guidelines and objectives related to youth:

- to offer facilities for youth in rural area;
- to equip all schools with computers having access to Internet;
- to stimulate the creation of jobs for the high education system graduates;
- to decrease the young specialists' emigration level and to encourage the young people studying abroad to come back;
- to develop the entrepreneurial abilities of youth;
- to facilitate the youth insertion on the labor market, by a complex program focusing on optimizing the demand/offer;
- to develop the educational offer for youth, with its different forms, through joint efforts of all involved actors, both governmental and non-governmental ones;
to prevent and combat the risk of marginalization and social exclusion of youth, by measures for social assistance for groups of youth who are in risk situation and special programs for underprivileged groups (young Rromas);

(selection from the Governing Program 2001-2004)

2.1.2. National Action Plan for Youth

The idea of a National Action Plan for Youth - NAPY - has appeared at the end of the year 2000, within the debates of the Working Group on Young People (WGYP) within the Stability Pact for South-East Europe. NAPY — as first programming document in the youth field policy — was drawn up according to the National Program for Romania’s Accession to the EU, to the provisions included within the chapter “Policy in the Youth Field” of the Governing Program 2001-2004, as well as on the basis of the information resulted from the analysis of youth needs and of plans and strategies in the youth policy field, made, at national level, by the institutions having competencies in this field. The drawing up of NAPY was achieved in partnership with the representative structures of and for youth, which approved it, as well as with experts in social policy field and of social research for youth field. It combines both governmental intervention and civil society initiatives.

The NAPY is meant to be a tool for implementing the governmental policy in this field, aiming to create conditions for developing the innovative abilities of young people, through “increasing their participation into the economical life, promoting a training system in order to facilitate the transition of young people from the education system to the labor market” (Policy in the youth field, Governing Program 2001-2004), taking into account that, in the current conditions of economy’s globalization, the initiative and entrepreneurship are basic premises of the economical and social development.

The strategic objectives, the national priorities and the corresponding measures are planned and promoted by the central and local authorities, according to the principles promoted by EU (concentration, programming, partnership, subsidiarity, additionality and efficiency); in the same time, the aim is to connect the objectives included in Y-NAP with those included in assistance programs developed by international financing bodies.

The principles and values to be promoted are the following ones:

- dynamic approach, which means that, taking into account the strategy’s carrying out during 4 years, the elements of the strategy can be, periodically, re-analyzed and, if necessary, adjusted or developed, in the respect of the mentioned principles;
- fundamenting youth policies on the results of social research;
- flexibility of youth policies, taking into account the signals sent by the civil society’s structures;
- promotion of global and specific youth policies (unity in diversity);
- youngsters raising awareness and moving the accent from the approach of youth as a “problem” to its approach as a “resource”;

The goal of the NAPY development is to get closer to the EU countries standards regarding the social and economical participation of youth, as well as the implementation of specific measures for fighting against marginalization and social exclusion.

These general objectives are:
- facilitating/stimulating the youth participation (with all its aspects);
- decreasing the impact of the risk factors upon youth;
- harmonizing the legal framework in youth field with the E.U. one.

2.2. Main structures involved in youth policy
At governmental level, the main responsible authority is the Ministry of Youth and Sports, which has de-centralized services in each county and three specialized units at national level: Youth Information and Counseling Center (INFOTIN), National Agency for the EU "YOUTH" Program (EUROTIN) and Youth Studies and Research Center (CSCPT).

For the purpose of coordination between governmental authorities involved in youth policy implementation, an Inter-ministry Committee for Youth has been established, including top representatives of the following ministries: Ministry of Youth and Sports, Ministry of Labor and Social Solidarity, Ministry of Justice, Ministry of Education and Research, Ministry of Interior, Ministry of European Integration, Ministry of National Defense. However, other ministries have responsibilities in implementing youth related objectives from the Governing Program, such as Ministry of Health and Family, Ministry of Culture etc.

The lower Chamber of the Parliament has a special Committee for Education, Science and Youth.

Some county and local councils have also committees for (inter alia) youth problems.

At nongovernmental level, a lot of youth and youth related organizations have arisen after 1989, some of them having developed regional and national levels networks. Although several attempts have been undertaken towards setting up a "National Youth Committee", no successful achievements could be mentioned so far. It is important to notice that both the governmental responsible authority and the parliamentary committee responsible for youth are willing to have such a nongovernmental partner and are doing now their best to support the initiative of main political and non-political youth organizations towards setting up such a representative body.

Youth organizations within main political parties are quite active and seems to have reached some influence on youth policy.

2.3. The issues of youth transitions in youth policy

For the NAPY 2001-2004 strategy, which contains an entire chapter on participation, the following priorities and indicative measures we consider relevant for youth policy related to youth transitions:

**Indicative measures aimed at increasing youth participation in education:**

- to develop and to diversify the non-formal education offer for youth;
- to promote a training system able to facilitate the young people’s transition from school to the labor market;
- to train trainers in non-formal education field;
- to ensure equal opportunities in the educational process for all youngsters;
- to improve the legal framework in this field;
- to establish and develop a network of Youth Centers;
- to facilitate the youth access to the offer of these centres; to train the personnel for these centers;
- to promote the knowledge of national culture and traditions within the educational process;
- to celebrate events specific for youth (Teenager’s Day, etc.);
- to organize for young people educational activities related to environment protection, sports, traveling.
Indicative measures aimed at increasing youth economic participation:

- to create opportunities meant to increase the level of young people participation into the economical life;
- to grant consultancy on the professional orientation;
- to give advantages to the employers offering jobs to youth;
- to develop the youth abilities in using the information technology;
- to take measures for a better valuation of the young people having high qualification in top fields (decreasing the “brain-drain”).
- to adjust the legal framework.

The NAPY stresses the need to improve the contribution and involvement of specialized institutes. As for these key-fields, the technical assistance shall be used in order to create possibilities for each local structure to:

- command - on contractual basis - additional researches in the respective field, including in order to establish basic indicators that will form the starting line for the development of a wide monitoring strategy;
- develop consultancy groups, including large partnerships between local authorities and other public institutions directly involved, specialists in the field, NGOs and other relevant associations, representatives of private sector etc., groups that will monitor and direct the research and will offer the necessary input in the next programming exercises;
- create and put into practice a wide monitoring system for each of these fields, based on the results of the researches.

The coordination of the research carried out at regional level and of the development of consultancy partnerships will be ensured by the Youth Studies and Research Centre. (selection from NAPY, MYS, Bucharest, June 2001)

3. Participation

As no complex research on youth participation is available, except the above mentioned, which is being carried out by YSRC but is at an early stage, we try to provide here an image of youth participation in education and in the economy, based on the available indicators we could have access to.

3.1 Indicators of Economic Participation and Unemployment

3.1.1. Structure of young occupied population (15-29 years old), at Population Census from 07.01.1992

<table>
<thead>
<tr>
<th>Total young population</th>
<th>Active</th>
<th>Inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>occupied</td>
<td>available</td>
</tr>
<tr>
<td></td>
<td>3455</td>
<td>2844</td>
</tr>
<tr>
<td>Total young population</td>
<td>5214</td>
<td></td>
</tr>
</tbody>
</table>

Activity rate–66.3%; inactivity rate–33.7%; occupancy rate–54.5%; unemployment rate–17.7%

Decline of national economy and unemployment growth have affected first of all and more acutely the young population.

From 1994, the National Institute for Statistics (N.I.S.) has been carrying out the survey on the labor in households (AMIGO), and from 1996 the survey has had quarterly periodicity; it offers data about the size and structure of labor:
active population from the economic point of view comprises the persons that provide the available labor for goods and services production, with reference period and includes the occupied population and unemployed persons; occupied population includes persons that have carried out a productive activity of goods or services with at least 1 hour (15 hours in agriculture) in reference period, with the aim of getting incomes as wages, payment in goods or other benefits.

BIM unemployed persons are those that in the reference period meet the following criteria:
- they have no place of work and carry no activities resulting in incomes
- they are searching a place of work
- they are available to start the work if it would be possible
- persons from the inactive population (pupils, students), but who are searching a place of work and are available to start the work.

Thus, according to the AMIGO inquiries:

3.1.2. Structure of occupied young population (15-29 years old)

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>Q III 1999</th>
<th>Q III 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active young population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupied</td>
<td>3019</td>
<td>2574</td>
<td>3103</td>
</tr>
<tr>
<td>BIM unemployed persons</td>
<td>445</td>
<td>3103</td>
<td>3029</td>
</tr>
<tr>
<td>Inactive young population</td>
<td>2417</td>
<td>2236</td>
<td>2257</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>Q III 1999</th>
<th>Q III 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-29 years old</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population</td>
<td>55.5</td>
<td>50.2</td>
<td>58.1</td>
</tr>
<tr>
<td>Rate of activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of inactivity</td>
<td>44.5</td>
<td>49.8</td>
<td>41.8</td>
</tr>
<tr>
<td>Rate of occupancy</td>
<td>47.3</td>
<td>46.7</td>
<td>51.0</td>
</tr>
<tr>
<td>Rate of BIM unemployment</td>
<td>14.8</td>
<td>6.8</td>
<td>12.3</td>
</tr>
</tbody>
</table>

- rate of activity = proportion of active population within the total population
- rate of inactivity = proportion of inactive population within total population
- rate of occupancy = proportion of occupied population within total population
- BIM unemployment rate = proportion of BIM unemployment in active population

Thus, according to the AMIGO inquiries:

(1) There is a high young labor availability; the activity rate of the 3 years exceeds the activity rate of the total population
(2) Occupancy rate is between the average value of the occupancy rate per country
(3) BIM unemployment rate is double at young persons (as compared with BIM unemployment rate per country)

3.1.3. Characteristics of occupancy at young people
a) Socio-professional status of occupied young population
Thousands of persons

<table>
<thead>
<tr>
<th></th>
<th>1992</th>
<th>%</th>
<th>1998</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed person</td>
<td>2441</td>
<td>85.6</td>
<td>1687</td>
<td>65.6</td>
</tr>
<tr>
<td>Self-employed persons</td>
<td>273</td>
<td>9.6</td>
<td>203</td>
<td>7.9</td>
</tr>
<tr>
<td>Employers (businessmen)</td>
<td>6</td>
<td>0.2</td>
<td>13</td>
<td>0.5</td>
</tr>
<tr>
<td>Household unpaid worker</td>
<td>82</td>
<td>2.9</td>
<td>657</td>
<td>25.5</td>
</tr>
<tr>
<td>Member of cooperatist associations</td>
<td>47</td>
<td>1.6</td>
<td>12</td>
<td>0.5</td>
</tr>
<tr>
<td>Other situations</td>
<td>1</td>
<td>0.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>2850*</td>
<td></td>
<td>2572</td>
<td></td>
</tr>
</tbody>
</table>

* the children of 14 years old are also included

- The employed youth has had a vulnerable position, nurturing either the unemployment or the category of workers unpaid for their work done in the household (household unpaid workers);
- Young businessmen and employers are insignificant from the point of view of shares and remain in the same situation as the years pass by;
- Members of cooperatist associations, insignificant as a share and falling, shows lack of interest from the part of youth in the participation from the rural area;
- Youth participation in economic activities presents characteristics of vulnerability and is put at the outskirts of the society; the concern for the development of enterprise activities at young persons was either inefficient or non-existent.

b) Participation by occupations groups (situation in 1998):

<table>
<thead>
<tr>
<th>Thous. of persons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members of the legislative body, leaders of the public administration or economic, social and political units</td>
<td>22</td>
</tr>
<tr>
<td>2. Specialists with intellectual occupations</td>
<td>117</td>
</tr>
<tr>
<td>3. Technicians, foremen and accountants</td>
<td>177</td>
</tr>
<tr>
<td>4. Administrative workers</td>
<td>101</td>
</tr>
<tr>
<td>5. Workers from trade and services fields</td>
<td>295</td>
</tr>
<tr>
<td>6. Agriculturist and workers qualified in agriculture, forestry and fish breeding</td>
<td>739</td>
</tr>
<tr>
<td>7. Artisans and workers qualified in handicraft type of trades</td>
<td>507</td>
</tr>
<tr>
<td>8. Not qualified workers</td>
<td>224</td>
</tr>
<tr>
<td>9. Other categories</td>
<td>390</td>
</tr>
<tr>
<td>Total</td>
<td>2574</td>
</tr>
</tbody>
</table>

- Prevail the executive functions; youth involvement by taking a decision making position is very small.

c) Occupancy by branches of the national economy – 1998

<table>
<thead>
<tr>
<th>Thous. of persons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agriculture, forestry, game economy</td>
<td>824</td>
</tr>
<tr>
<td>2. Processing industry</td>
<td>532</td>
</tr>
<tr>
<td>3. Trade</td>
<td>352</td>
</tr>
<tr>
<td>4. Others (the 14 ones)</td>
<td>866</td>
</tr>
<tr>
<td>Total</td>
<td>2574</td>
</tr>
</tbody>
</table>

- 66.7% of the young occupied population is occupied mainly in 3 branches of the national economy (agriculture, processing industry and trade). The rest of the occupied young people are distributed in very small shares on the other 14 branches of the national economy;
• There is no diversified participation and on interest branches for youth or in branches well paid, as for example: the financial – banking activities (0.5%), real estate transactions (1.4%), post and telecommunications (0.8%), etc.

d) A special situation is occupancy in rural area - 1998

<table>
<thead>
<tr>
<th>Total of occupied young persons</th>
<th>Of which</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1340</td>
<td>Agriculture</td>
<td>57.8</td>
</tr>
<tr>
<td>774</td>
<td>Processing industry</td>
<td>12.8</td>
</tr>
</tbody>
</table>

• 70.6% of occupied young people are working mainly in two branches of the economy;
• The rest of 29.4% are distributed on the other 15 branches of the national economy;
• Almost 60% of the young people are working in agriculture, branch that has very small and aleatory incomes.

As an occupational statute (rural)

<table>
<thead>
<tr>
<th></th>
<th>1998 (thousands of persons)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>550</td>
<td>41</td>
</tr>
<tr>
<td>Employer</td>
<td>insignificant</td>
<td></td>
</tr>
<tr>
<td>Self-employed workers</td>
<td>147</td>
<td>11%</td>
</tr>
<tr>
<td>Household unpaid worker</td>
<td>631</td>
<td>47%</td>
</tr>
<tr>
<td>Member of cooperatist associations</td>
<td>12</td>
<td>0.8</td>
</tr>
</tbody>
</table>

• The occupational status is divided between the employees and household unpaid worker, both having characteristics of vulnerability under the occupancy aspect

3.1.4. Unemployment at young people

The registered unemployment according to the LSPM definition represents the person capable to work and that can not be employed due to the lack of available places and who is registered in the agencies of professional forming and occupancy (Law 1/1991 republished).

a) Unemployment dimension

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total young unemployed persons of which:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 25 years old</td>
<td>793018</td>
<td>832502</td>
<td>698997</td>
</tr>
<tr>
<td>25-29 years old</td>
<td>247573</td>
<td>242966</td>
<td>218640</td>
</tr>
<tr>
<td>Total number of young unemployed persons</td>
<td>343353</td>
<td>337098</td>
<td>297605</td>
</tr>
</tbody>
</table>

• Young people represent a main source for the total number of unemployed persons (more than 40%);
• The most affected are those of less than 25 years old.

b) Unemployment duration

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total young unemployed persons of which:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


• Unemployment becomes a chronic disease: diminishes the share of those benefiting by unemployment aid on 9 months, grows the share of young unemployed persons on long term;
• The active measures of occupancy were inefficient; young person’s training for the actual request of the labour market were not correlated with an efficient professional orientation.

c) Unemployment structure by socio-professional categories

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total young unemployed</td>
<td>343353</td>
</tr>
<tr>
<td>persons of which:</td>
<td>%</td>
</tr>
<tr>
<td>Up to 9 months</td>
<td>175135</td>
</tr>
<tr>
<td>9-12 months</td>
<td>18622</td>
</tr>
<tr>
<td>12 –37 months</td>
<td>149596</td>
</tr>
</tbody>
</table>

* includes the young persons fired under the Emergency Ordinance 98/99

- The most affected category – blue-collar workers, followed by the young people with medium education level;
- There were deficiencies in the correlation of the educational market with the labor market, the alternative educational programs and informing programs related to the requirements of the labor market were not efficient at all.

Data sources of this chapter: National Institute for Statistics; National Agency of Occupancy and Professional Forming

3.2. Indicators of Participation in Education

3.2.1. Young active population (15-29 years old) by the training level, in 1992

<table>
<thead>
<tr>
<th>Total of which:</th>
<th>3455500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of higher education institutions</td>
<td>125184</td>
</tr>
<tr>
<td>Graduates of special post-high-schools and vocational schools for foremen</td>
<td>13327</td>
</tr>
<tr>
<td>Graduates of high-schools</td>
<td>1330891</td>
</tr>
<tr>
<td>Graduates of complementary vocational schools or schools for apprentices</td>
<td>836615</td>
</tr>
<tr>
<td>Graduates of primary, secondary school and first stage of high-school</td>
<td>1052710</td>
</tr>
<tr>
<td>Graduates of the primary school</td>
<td>97304</td>
</tr>
<tr>
<td>Unfinished school</td>
<td>18009</td>
</tr>
</tbody>
</table>

3.2.2. Young active population by training level, in 1998

<table>
<thead>
<tr>
<th>Total of which:</th>
<th>3019122</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long term higher education</td>
<td>132862</td>
</tr>
<tr>
<td>University colleges education</td>
<td>31446</td>
</tr>
</tbody>
</table>
Youth has a satisfactory educational capital; 42% (1992) and respectively 44% (1998) of young active population has graduated at least the high-school.
Reduction of the pupils’ effectives especially at high-school and vocational levels can affect the human capital forming in future.

<table>
<thead>
<tr>
<th>Special post-high-school education or technical for foremen</th>
<th>82603</th>
<th>2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-school education</td>
<td>1081822</td>
<td>35.9</td>
</tr>
<tr>
<td>Complementary vocational training or apprenticeship</td>
<td>689791</td>
<td>22.8</td>
</tr>
<tr>
<td>First stage of high-school education</td>
<td>358893</td>
<td>11.4</td>
</tr>
<tr>
<td>Secondary school education</td>
<td>523970</td>
<td>17.4</td>
</tr>
<tr>
<td>Primary school education</td>
<td>91989</td>
<td>3.3</td>
</tr>
<tr>
<td>Unfinished school</td>
<td>25747</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Youth has a satisfactory educational capital; 42% (1992) and respectively 44% (1998) of young active population has graduated at least the high-school.
Reduction of the pupils’ effectives especially at high-school and vocational levels can affect the human capital forming in future.

3.2.3 Coverage degree in educational system

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage degree at the pre-school education level</td>
<td>54.5</td>
<td>53.3</td>
<td>58.4</td>
<td>60.4</td>
<td>62.8</td>
<td>64.2</td>
</tr>
<tr>
<td>Gross rate of educational coverage in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Primary education</td>
<td>90.8</td>
<td>93.8</td>
<td>99.5</td>
<td>99.1</td>
<td>97.5</td>
<td>99.8</td>
</tr>
<tr>
<td>- Secondary education</td>
<td>91.4</td>
<td>86.1</td>
<td>86.7</td>
<td>86.4</td>
<td>92.3</td>
<td>94.3</td>
</tr>
<tr>
<td>- High-school education</td>
<td>90.7</td>
<td>65.7</td>
<td>68.6</td>
<td>69.1</td>
<td>68.6</td>
<td>67.8</td>
</tr>
<tr>
<td>- Higher education</td>
<td>10.6</td>
<td>20.2</td>
<td>20.9</td>
<td>22.2</td>
<td>22.7</td>
<td>25.4</td>
</tr>
<tr>
<td>Share of children of 7 – 14 years old not enlisted in any educational institutions</td>
<td>8.9</td>
<td>9.3</td>
<td>6.7</td>
<td>5.6</td>
<td>5.0</td>
<td>...</td>
</tr>
</tbody>
</table>

3.2.4. Indicators of participation in education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils and students at:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 100 persons of 6-23 years old</td>
<td>62</td>
<td>58.5</td>
<td>60.3</td>
<td>60.4</td>
<td>61.3</td>
<td>61.6</td>
<td>62.0</td>
<td>62.9</td>
<td>63.9</td>
</tr>
<tr>
<td>- 1000 inhabitants</td>
<td>4</td>
<td>175</td>
<td>175</td>
<td>174</td>
<td>175</td>
<td>176</td>
<td>178</td>
<td>178</td>
<td>178</td>
</tr>
<tr>
<td>Number of pupils and/or students that for a teacher in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- primary education</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>- secondary education</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>- high-school education</td>
<td>14</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>- higher education</td>
<td>24</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Share of pupils in technical secondary education from the total of high-school education (%)</td>
<td>84.8</td>
<td>75.5</td>
<td>70.3</td>
<td>67.3</td>
<td>67.3</td>
<td>67.5</td>
<td>68.3</td>
<td>67.8</td>
<td>67.4</td>
</tr>
<tr>
<td>Share of students from technical university</td>
<td>62.5</td>
<td>57.5</td>
<td>37.0</td>
<td>30.9</td>
<td>27.4</td>
<td>28.1</td>
<td>27.0</td>
<td>27.4</td>
<td>27.6</td>
</tr>
<tr>
<td>Share of students from the private educational system from the total number of students (%)</td>
<td>-</td>
<td>-</td>
<td>26.5</td>
<td>30.7</td>
<td>31.0</td>
<td>25.4</td>
<td>26.4</td>
<td>30.7</td>
<td>31.09</td>
</tr>
</tbody>
</table>

3.2.5. Abandonment (drop out) rate by levels of education and years of study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and secondary</td>
<td>1.0</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>High-school</td>
<td>4.2</td>
<td>3.9</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Vocational education</td>
<td>4.1</td>
<td>5.0</td>
<td>5.4</td>
<td>5.6</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>6.0</td>
<td>6.4</td>
<td>8.0</td>
<td>7.4</td>
</tr>
<tr>
<td>Post high-school education</td>
<td>6.1</td>
<td>7.1</td>
<td>6.0</td>
<td>8.4</td>
</tr>
</tbody>
</table>

3.2.6. Evolution of school population

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total in :</td>
<td>4595</td>
<td>4703</td>
<td>4688</td>
<td>4643</td>
<td>4631</td>
<td>4578</td>
</tr>
<tr>
<td>Pre-school education</td>
<td>716</td>
<td>698</td>
<td>659</td>
<td>623</td>
<td>625</td>
<td>616</td>
</tr>
<tr>
<td>Primary and secondary education</td>
<td>2532</td>
<td>2542</td>
<td>2546</td>
<td>2560</td>
<td>2557</td>
<td>2498</td>
</tr>
<tr>
<td>High-school education</td>
<td>758</td>
<td>787</td>
<td>793</td>
<td>766</td>
<td>718</td>
<td>694</td>
</tr>
<tr>
<td>Vocational and apprenticeship training</td>
<td>289</td>
<td>285</td>
<td>262</td>
<td>247</td>
<td>227</td>
<td>222</td>
</tr>
<tr>
<td>Post high-school and foremen training</td>
<td>45</td>
<td>55</td>
<td>74</td>
<td>86</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

| Higher education 1)       | 255       | 336       | 354       | 361       | 408       | 453       |


Participation in education has known a fall; after 1989 the degree of coverage in education of the population of school age has diminished, except the higher education which has known a rise due to the appearance of the private education.

Secondary education is the most affected level under the aspect of the educational capital of young persons.

Higher education has the most spectacular rise; nevertheless, Romania is below the level of European and western countries in what regards the coverage rate in the higher education system and students’ share within the school population.

The higher education structure on profiles shows a lack of correlation of the two types of higher education (state and private) with the educational needs and requirements of the labor market.