TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 28, 2022

A new decade for social changes

www.techniumscience.com

ISSN 2668-7798

9 772668 779000

Identifying constraints on Roma minority education provision in Romania

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Abstract. The legislative principles that govern Romanian education, such as ensuring equal opportunities and social inclusion and focusing education on its beneficiaries, are tested by the real-life situation of Roma children and young people. The pandemic has put pressure on the educational system. The closure of schools from March 2020 and the forced transfer of teaching activities to an online format are increasing the problems faced by Roma children and young people, in many cases blocking their access to education due to technological constraints. Family support is essential for primary school students and particularly in the case of digital learning. Many Roma families are not interested in spending money on education, especially if, in addition, they are losing income that older children bring home. For educators, Dewey's (1944) prediction has come true: 'If we teach today's students as we taught yesterday's, we rob them of tomorrow' (p.167). For Roma students, digital education means no education as teachers are unable to connect with them. In Romanian schools today, the curriculum contains a vast amount of information but is not correlated with students' ability to understand the sheer volume of knowledge taught and the purpose it serves. According to the OECD Programme for International Student Assessment's (PISA's) 2018 results, 41% of Romanian students are functionally illiterate (Organisation for Economic Co-operation and Development [OECD], 2018). According to the results of a study based on an online questionnaire, which presupposes a degree of digital literacy, in 2020 32% of young people enrolled in pre-university education did not have exclusive individual access to a functional device (desktop, laptop, tablet); despite that online application supposed, also, that some of the family members have digital abilities. (Romanian Institute for Evaluation and Strategy [RIES], 2020) Through our study, we aim to reveal the series of current problems faced by the Roma ethnic group when attempting to access the educational system, presenting the perspectives of both educators and learners.

Keywords. children's rights, Roma minority, technology, digital education

Introduction

According to the latest Romanian Census, the Roma population of Romania is approximately 3.1%, making it the second largest minority group after the Hungarian ethnicity. Other sources consider the numbers to be higher but the Roma, in order to not be stigmatized or discriminated against, do not always declare their ethnic group [1]

Starting in 2001, the Romanian government developed the National Roma Integration Strategy (NRIS) to improve conditions for the Roma. The NRIS is continually updated

according to political commitment at international level and based on the guiding principles: consensus, social utility, sectorial division, decentralisation of execution, legislative compatibility, identity differentiation and equality. The government is not held formally accountable on NRIS-related matters and reports only to the European Commission, which, in this respect, substitutes for the national parliament. [2]

Although the authorities have taken several actions concerning Roma social inclusion, the results are not as expected. Particularly for children, a low standard of living, marginalised communities, rural areas and culture and tradition may generate social exclusion and inequality.

Education is key to better access to and positive outcomes from the labour market. The state ensures that Romanian citizens have equal access to all levels and forms of pre-university and higher education, as well as to lifelong learning, without any discrimination [3]. These legislative principles are challenged by the actual situation. A 2007 study conducted by the Roma Education Fund highlights some problems in the Romanian educational system, including: Roma children have low enrolment rates in pre-school/kindergarten, and face severe enrolment barriers in primary education; there is a lack of adequate desegregation policies and enforcement measures; there are many Roma children in special education; unsupportive education, finance and management systems discriminate against children from poor families; extensive disparities exist in the quality of education due to different curriculum standards; Roma culture is not well recognised in schools and school curricula; and multicultural education rarely forms part of teacher education or in-service training [4].

Forced targeting of Roma children to follow a particular educational route is highlighted by the opening of low-quality primary, lower secondary and vocational training schools close to Roma settlements. This encourages Roma students to view short-term vocational training as providing their best educational outcome, whereas, in reality, it gives them very little or no prospect of a future professional career. Also, the rates of grade repetition are higher in regions that have a sizable number of disadvantaged Roma communities [5].

The issue of Roma access to education worsens if so far pre-school were not mandatory, but from 2020–2021, the final year of kindergarten and, 11th and 12th grades are part of compulsory education (14 years). After 2030 all three years of kindergarten will be compulsory (according to the Law of National Education No. 1, 2011, art. 16, para. 1, modified by Law 56/2019).

‘Reducing the level of segregation’ and ‘improving Roma school attendance’ are the targets of many interventions in the field of education, according to the European Commission report *A Meta-Evaluation of Interventions for Roma Inclusion* [6].

Low-quality primary, lower secondary and/or vocational training schools are opened for Roma students close to Roma settlements. This leads to Roma students being encouraged to see short-term vocational training as the best outcome of their educational career, when in fact it gives them very little or no prospect of a future professional career. [7]

An overview of Romanian education

The Europe 2020 Strategy highlights higher education as a key policy area in which reforms may directly contribute to jobs and economic growth. One of the strategy’s twin targets for education refers to the commitment of member states to ensure that at least 40% of young people (aged 30–34) should have completed tertiary or equivalent education by 2020. Romania’s national target is only 26.7% because the percentage of those aged 30–34 who have successfully completed tertiary education (International Standard Classification of Education (ISCED) levels 5 and 6) was 26.3% in 2017 but had decreased to 24.6% in 2018 and failed to

reach its target in 2020 with 0.3 percentual points; the EU-28 target was achieved in 2017 and exceeded (41.6%) in 2019 (see Table 1).

The other twin target for education concerns reducing the rate of early school leavers. In Romania, the percentage of early school leavers among the population aged 18–24 in 2019 was higher than the target (15.3% vs 11.3%) and during the pandemic year of 2020 it increased to 15.6%. The last communicated value for the corresponding EU indicator was 10.3% in 2019. Between 2017 and 2020, Romania allocated no more than 0.5% of GDP to research and development (R&D), well below the EU average of 2.12%, according to Eurostat data. This is the lowest percentage among the member states (see Table 1).

Table 1. Romanian indicators of Europe 2020 Strategy targets

Europe 2020 objectives		2017	2018	2019	2020	Romanian targets	2017	2018	2019	2020
75% of the population aged 20–64 to be employed	% of population aged 20–64	73.2	73.2	73.1	72.4	70	68.8	69.9	70.9	70.8
Share of early leavers from education and training to be reduced to under 10%	% of population aged 18–24	10.5	10.5	10.2	9.9	11.3	18.1	16.4	15.3	15.6
At least 40% of the population aged 30–34 to have completed tertiary or equivalent education	% of population aged 30–34	40.7	40.7	40.3	41%	26.7	26.3	24.6	25.8	26.4
At least 20 million fewer people at risk of poverty or social exclusion	Cumulative difference from 2008 (thousands)	-4,729	-8,582	-11,952	-6,515	-580	-2,074	-2,755	-3,041	-3,242
3% of GDP to be invested in the R&D sector	% of GDP	2.15	2.18	2.2	n.a.	2	0.5	0.5	0.48	n.a.

Source: Eurostat database accessed on 28 October 2021

The Roma population (and other marginalised and underrepresented groups) belong to target group 4 of the Romanian National Strategy of Preventing Early Leaving from Education

and Training (ELET). The underrepresentation of the Roma population in all educational fields will be addressed through the prevention, intervention and compensation measures proposed in this strategy. Under the ELET strategy, particular attention will be paid to increasing the enrolment rates of Roma children in early childhood education and childcare. Solutions aimed at improving the situation of this target group are intended to support communities with a high proportion of Roma and address their needs in urban areas [8].

Monthly nursery vouchers are granted to support employed parents who do not receive childcare allowance. They can be used to pay the fee for the service, although the grant covers the total fees of public institutions only, which are few in number and in available places. The vouchers may cover less than 25% of the fees of private institutions (in 2020 a voucher was worth about 100 Euros private fees being between 200-450 Euros per month).

In 2011, the enrolment rate in pre-school education for Roma children was 32% and that of non-Roma neighbours of 77% [9]; in 2016, the percentage of Roma children attending kindergarten was approximately 50% but young Roma are more likely to be early school leavers. [10]

Positive discrimination for Roma children and young people in education has been applied for more than two decades, through a system of reserved places in high schools and universities. Young Roma sit an exam, like the other candidates, but they compete on their reserved places and must obtain a minimum grade of five from ten. Unfortunately, and particularly in the case of higher education, the reserved places are frequently not taken.

An analysis of 2015 PISA scores shows that the performance gap between Romania and high-scoring EU countries is largely explained by the clustering of students in schools with others from similar socioeconomic backgrounds; poorer students are not only socially segregated in this way but also attend lower quality schools [11]. Equity challenges disproportionately affect Roma students from rural areas, who tend to have lower educational outcomes [12]. The 2018 PISA results revealed that 41% of Romanian students were functionally illiterate and the overall situation of Romanian education had worsened in the previous nine years. [13] Disadvantaged students, with low functional literacy, are more likely to leave school early, especially boys living in rural areas and Roma students. These students are particularly vulnerable to drop out during the transition from lower to upper secondary education [14].

In Romania, students from a linguistic minority group may also receive education in their mother tongue (Law of National Education No. 1, 2011, art. 45, para. 1) and the Hungarian minority has exercised this right. The Roma minority may study the Romani language but in Romanian language schools, even though there is currently no national assessment in Romani (at 8th and 12th grades).

The three pillars of the Romanian educational system, based on the Educated Romania Project, are: personalisation and quality assurance of the educational process for all students; flexibility of the educational system to understand and respond appropriately to changes; and adaptability to external changes and future trends. In our opinion, concerning Roma children it is important that they have the possibility to study the Romani language and history with the support of trained teachers, but in an inclusive system.

Young people's educational level significantly influences their choice of career. From this point of view, many young people in Romania risk poverty as they are not in education, employment, or training. In the case of the Roma, the risk of poverty is ten times higher than for the majority population, regardless of age, level of education or area of residence. Among

the general population, 25% have an income below the national poverty threshold, while the rate is 70% for the Roma population [15].

The Atlas of Marginalized Rural Areas and Local Human Development in Romania indicates that in 42% of marginalized rural areas, numerically significant communities belong to the Roma minority. [16]. Therefore, the rural Roma community is particularly impacted by reductions in the number of rural educational units. In 2010, the total number of urban and rural educational units had decreased to approximately 30% of that in 2000 and continues to decline. The poorest regions of Romania, the North-East and South-West Oltenia, have seen the most drastic reductions in the number of school units. Rural schools comprised 74% of the total number of schools in 2000 and this had fallen to under 45% in 2019, with many units being merged due to decreasing numbers of students. This situation has led to increases in the average distance between home and school and in schooling expenses and, also, results in segregation (see Table 2).

The lack of correlation between labour market requirements and the educational offer persists, and when the educational offer meets labour market needs, the young workforce emigrates. The younger generation is confused and is seeking guidance. A lack of decent working conditions in Romania leads them to look for work in other countries or transforms them into misfits. [17]

Table 2. Educational units by regions and area

Area	Region	2000	2010	2019
Total	TOTAL	24,481	7,588	7,001
	North-West	3,470	1,044	1,016
	Center	3,502	1,087	903
	North-East	4,238	1,243	1,092
	South-East	3,046	967	870
	South-Muntenia	3,944	1,151	1,013
	Bucharest-Ilfov	773	644	748
	South-West Oltenia	3,146	770	729
	West	2,362	682	630
Urban	TOTAL	6,422	4,168	3,884
	North-West	891	594	566
	Center	1,066	639	528
	North-East	886	602	522
	South-East	851	547	484
	South-Muntenia	802	500	456
	Bucharest-Ilfov	545	579	676
	South-West Oltenia	664	338	317
	West	717	369	335
Rural	TOTAL	18,059	3,420	3,117
	North-West	2,579	450	450
	Center	2,436	448	375

	North-East	3,352	641	570
	South-East	2,195	420	386
	South-Muntenia	3,142	651	557
	Bucharest-Ilfov	228	65	72
	South-West Oltenia	2,482	432	412
	West	1,645	313	295

Source: Romanian National Institute of Statistics, TEMPO database

According to the YMOBILITY study, jobs and income are the main reasons behind young Romanians' desire to emigrate (especially intra-EU). Some of the motivations increase in their relevance if one moves from unstructured to structured intentions to emigrate. This is the case for lifestyle, healthcare, and career advancement [18].

Romania continues to be a supplier of human capital in terms of international migration flows, according to the neoclassical theory whereby migration occurs due to differences between the supply of and demand for labour in different geographical areas (or countries), reflected in wage/income differences.

However, education and lifelong learning, with a focus on STEM (Science, Technology, Engineering and Mathematics) and digital skills, are the only sustainable measures for a healthy labour market and a prosperous economy (PwC, 2018). From this perspective it is important for Roma children to have access to a quality educational system than to learn the minority language and culture in school.

According to National Institute of Statistics data, there are approximately 19 million people in Romania, of which 46% live in rural areas (about 9 mil.) and 51% (approx. 10 mil.) are women. Children and young people (0–24 years old) represent only 26% of Romanian population, share that worldwide is specific to the population of 0–14 years (see Table 3). We present these figures to underline the seriousness of the situation from the perspective of the Roma minority, considering that female Roma children and young people face traditional educational barriers and there is a predominance of Roma families in rural areas.

Table 3. Population (number of people) by area and gender

Indicators		2017	2018	2019	2020
Romania	0–5 years	1,157,313	1,174,148	1,195,417	1,199,681
	6–15 years	2,110,229	2,082,271	2,053,458	2,037,595
	16–24 years	1,914,497	1,875,846	1,845,907	1,821,579
Rural	5 years	531,995	532,750	536,064	529,143
	6–15 years	1,082,792	1,058,241	1,030,236	1,002,589
	16–24 years	1,002,345	1,000,119	989,707	975,420
Female	0–5 years	562,354	571,083	582,810	584,029
	6–15 years	1,025,993	1,012,056	997,860	989,877
	16–24 years	932,510	915,652	898,863	884,134

Source: Romanian National Institute of Statistics, TEMPO database

In 2011, approximately 14% of Roma people were illiterate, compared to only 1% of the majority population. In that year, 20% of people belonging to the Roma minority group did not graduate from elementary school, only 4.8% graduated from high school (less than six times the percentage of the general population) and only 0.67% had completed their university studies. In the case of Roma women, 17% were illiterate, approximately 34% had completed 8th grade and no more than 1% had completed post-secondary or tertiary courses (see Table 4).

Table 4. Number of people (in thousands) graduating from school or university in 2011

Indicators		Graduated school level									
		Tertiary		Post-secondary	Secondary/middle school				Elementary school	Not graduated school	
		Total	of which: university		Total	High school	VE T	Gymnasium		Total	of which: illiterate
Total	18,022	2,591	2,264	574	11,760	4,391	2,501	4,868	2,556	541	245
Romanian	15,222	2,255	1,946	504	9,982	3,766	2,172	4,044	2,102	379	153
Roma	477.7	3.4	3.2	1.0	213.6	23	19.9	170.5	163.2	96.5	67.5
Roma women	235.5	1.8	1.6	0.5	96	10	5.8	80.4	81.9	55.1	40.1

Source: Romanian National Institute of Statistics, Population and Housing Census 2011, URL: <http://www.recensamantromania.ro/rezultate-2/>

The Romanian Secondary Education Project (ROSE), financed by a loan of 200 million Euros from the International Bank for Reconstruction and Development and implemented by the Romanian Ministry of National Education and Research during 2015–2022, aims to assess both the academic and social causes that lead to the poor performance of students in upper secondary education (gymnasium), as well as in the first years of high school, and to evaluate interventions to alleviate the financial constraints faced by upper-secondary students belonging to disadvantaged groups. A study [19] conducted through ROSE, that analysed the results of July 2020 bachelor's and baccalaureate examinations shows that Romania has a selective, inequitable educational system, with large differences between urban and rural settings, between 'named school' and school from the periphery or from poor localities and between children receiving family support and those not. Also, local and central authorities have failed to provide a level playing field for the public education system and have demonstrated that they were not prepared for the pandemic.

Students belonging to disadvantaged groups targeted by ROSE had a 57.07% of graduate at the exam. The percentage would have risen to 75.92% if they had equal chances as students without disadvantages but remained lower than that in the high schools not targeted by the ROSE programme (82.46%)

Examination results were affected by the pandemic and most of both, students and teachers, consider that online learning in March–June 2020 had a negative effect, especially since some students enrolled in the programme did not have adequate technology or a reliable Internet connection. From the general problems identified by the ROSE team, we highlight the followings that are not a direct consequence of the health crisis:

- The involvement of parents in the preparation of students was non-existent; they had weak relationships with the school and were disinterested in students' school achievements.
- Students lacked desire to pass the baccalaureate exam, viewing it as a necessity for continuing their studies rather than as validation of their accumulated knowledge and competences.
- Students lacked motivation and interest in learning, which materialised in low participation in teaching activities [20].

Perspectives of educators and learners

Despite we live the digital age, it appears that we are not ready to implement a distance-learning system. Obstacles to successful implementation include: lack of teachers' familiarisation with this type of education; inability to equip students with functional devices connected to the Internet; malfunctioning online platforms; poor availability of online learning materials; and, worst of all, incoherent coordination within the educational system.

We now present some stakeholder opinions on Roma education problems based on interviews taken from secondary data sources or conducted by us.

A teacher in a Roma community in Săcele, Braşov County mentioned that before the pandemic, there were 23 students in the class, who did not experience many problems at school: 'In another class, they are absent when their parents find work, or because they, the 1st grade children, have to stay with younger siblings at home. I had another little girl who was always missing because she was begging. They are troubled children; some of them, I think, don't even have anything to eat at home.'

Since the beginning of the pandemic, the teacher had managed to keep in touch with only 15 of the 23 students, being unable to locate the others. People often change their phone number because it is cheaper to buy a new prepaid card than to recharge an existing one: 'In addition, the signal is very bad to non-existent – there is no telephone signal, even at school. And since we can't talk about online classes (no Internet – not mentioned), it's easier to talk on the phone, but that's not easy either. Do you know how it happens? I call one family; sometimes they don't answer; other times they have no signal; so, I move on to the next one and maybe they don't have a signal either. When the list ends, I start over again' [20].

A Friedrich Stiftung Foundation study, conducted by four researchers from Babeş-Bolyai University, on the mentalities of educators teaching 5th–12th grades in Romania shows that 42.5% of teachers would not want to be neighbours of Roma people and that 13.1% believe that Roma students should study in separate classes to non-Roma students [21]

During the pandemic, access to education worsened. In a TV programme 'From the Life of the Roma' (23 May 2020) Cătălin Manea, First Vice President of the Pro-Europe Roma Party, talked about 900,000 Roma children (30% of three million Romanian students) who came from disadvantaged backgrounds and had their education restricted: 'We can't restrict the right to education for so many children; education is their only chance in life'.

Children from neglected groups had problems accessing education before coronavirus. Online education accentuates the marginalisation of these children. The Roma children can

afford to buy computers. Although Romania has one of the best Internet speeds in Europe, in many Romanian areas there is no Fixed Wireless Internet and the source of the mobile data signal is ‘somewhere between the branches of a cherry perched on a hill, in a curve, or on the railing of the bridge at the entrance to the village’ (translation after Ștefănescu, 2020).

‘One thing is certain about the new school year – the start date: 14 September. Otherwise, nothing is ready ... I see blended learning. Online, the children from pre-school and elementary school suffered the most. Quality and everything that makes a relevant learning experience has not been ensured.’, mentioned the Ferdinand I school director from Bucharest [22]. The hybrid learning system (the class divided between the physical and online presence of students) as well as the forcing of online education were failures of some measures taken in a crisis. In our opinion, blended-learning it can be a direction to follow, both in pandemic and in the post-pandemic, that will allow the adaptation of the educational system to the information economy. It is important that the online component gradually expands as the students move from one level of education to another.

The Ferdinand I School is one of six pilot schools where the European Union and Council of Europe funded Inclusive Schools: Making a Difference for Roma Children (INSCHOOL) project was implemented in May 2017–July 2019 (phase 1) and October 2019–January 2021 (phase 2). Instead of focusing on the child as the problem, INSCHOOL puts the education system and its capacity to respond to the needs of Roma children, to celebrate their differences and support their learning experience at the heart of its action. As a result of phase 1, by the end of 2019, a ministerial order on school segregation monitoring was issued by the Ministry of Education and Research in Romania, which approved its methodology in pre-university education. This order, based on ethnic criteria (self-declared ethnicity), requires the communication of 11 school segregation monitoring indicators in all pre-university education units:

- The share of pre-schoolers and students belonging to each ethnic group at the level of the pre-university education unit.
- The share of pre-schoolers and students belonging to each ethnic group at the level of each building in the pre-university education unit (where the teaching activity takes place in several buildings).
- The share of pre-schoolers and students belonging to each ethnic group at the level of each class/group of the pre-university education unit.
- The share of pre-schoolers and students belonging to each ethnic group seated in the last two benches of each classroom (where the spatial arrangement of the class retains the shape of rows of banks).
- The share of the population belonging to each ethnic group at the level of the administrative-territorial unit where the pre-university education unit operates.
- The share of graduate students belonging to each ethnic group for each cycle of education (4th grade/8th grade/final year of high school or vocational school) at the level of the pre-university educational unit (calculated both on the cohort and annually for the final year of the cycle) and, of this share, the share of those who enrolled in the national assessment at the end of 8th grade/the baccalaureate examination.
- The curriculum at the decision of the school in the pre-university education unit reflects the culture and history of the existing national minorities in the school population.
- The management staff and teachers of the pre-university education unit attend courses on the culture and history of national minorities in the educational unit and examples of such courses.

- The pre-university education unit carries out extracurricular activities that reflect the culture and history of national minorities.
- The pre-university education unit is equipped with materials that reflect the culture and history of national minorities (e.g. books, periodicals or other educational resources in its library).
- The number of enrolment applications submitted in the native language and the number of students enrolled in this discipline (for each national minority) at the level of the educational unit.

For centuries, non-Roma policymakers, scholars, and societies across the world have portrayed formal education as something that Romani culture rejects. [23]

To identify if some stereotypes regarding Roma education are true or just myths, we conducted a telephone interview and asked a school mediator and Romani-language teacher, born and raised in a Roma community in the Palas neighbourhood of Constanta, about issues facing the community from an educator's perspective.

We found that it is true that women do not have access to education due to tradition, because from an early age in extended and traditional families, their grandparents and parents instilled in them their role – the girl who became a woman is the mainstay of the house; she is wife and mother. Most of the Roma women, even if they go to school, do not capitalise on their education. Despite of promoting the Roma social inclusion policy many teachers avoid working in schools with a predominance of Roma children and the parents of the majority ethnicity prefer to choose another school than to have Roma children in their child's class. We often read in the media that Roma children are from another world or that even if they have reserved places, they do not occupy them.

Although in recent years, the situation has improved, the lack of documents and regulations is still a problem; but it is a vicious circle, for example, the issuing of an identity document involves the existence of a property title and many live illegally in abandoned houses, tents, or barracks.

Highlighting the fact that education is a need on higher-level in Maslow's pyramid, many Roma face problems in meeting basic needs. 'When Roma offspring live in mud huts and go to school dirty, they are ostracised. Also, they cannot study at school if they are malnourished and lack clothing, books and school supplies... only one in five local Roma kids attends school. [24] So, if a person (organisation) really wants to help Roma children they must address to their parents and their communities.

Conclusion

In general terms, the Roma community in Romania has a lower level of schooling, a higher level of illiteracy, a higher share of early school leavers, a lower presence in higher education and, in general, less school success than the majority population.

Lack of access to education and poor quality of schooling are accompanied by the negative attitude of the majority towards those living in poverty, especially in socially segregated communities. Roma parents generally have low expectations of their children, due to low levels of parental education. Roma children lack the necessary role models of successful Roma when living in a segregated environment and are required to take part in different household and income-generating activities, which leave limited time for study. Early marriages in isolated communities and the seasonal migration of Roma families, including children from rural areas, present further barriers to school enrolment (Roma Education Fund, 2007).

The poverty that characterises a large proportion of the Roma population generates a chain effect. Thus, educational possibilities for Roma children are limited; they do not have educational role models; have tradition limits, especially in the case of Roma women; and are also forced to support the family in the struggle for survival.

The measures taken so far to improve Roma segregation and education have not been properly monitored and have achieved poor results.

In 2017, Romania had the highest proportion of workforce at risk of poverty in Europe: 17%, compared with 9.6% for the EU-28. Widespread, informal self-employment is an important challenge for Romania and is particularly prevalent among young people, the rural population and the less educated. Households with children are more affected by in-work poverty. Also, in 2017, Romania had by far the highest rate of material and social deprivation among the employed at more than four times the EU-28 average (38.5% compared with 9.1%) (Pop, 2019). Poverty, low levels of education and insufficient income/state aid contribute to the majority population's misconceptions of Roma communities.

The pandemic that caused the educational system to move online introduced a new barrier to the education of approximately 300,000 children (especially Roma). Following a governmental regulation adopted on 7 May 2020, the budget of the Ministry of Education for 2020 was supplemented to the tune of 150 million RON (approximately 24 million Euros) for the purchase of laptops for 250,000 children. The aim was to ensure access to distance-learning activities for students from disadvantaged backgrounds who were enrolled in pre-university education units. At the end of November 2020 was finally approved the public procurement of for electronic devices not exceeding 250 Euros.

Acknowledgment: We would like to thank the ROSE team (Romanian Secondary Education – a national educational project developed by the Romanian Ministry of Education with World Bank) for the information provided through their project: 'ROSE – The Analysis of the Results at the Bachelor's Exam'.

Also, we mentioned that the present study was conducted under the European Non-Territorial Autonomy [ENTAN]– AC18114, an action developed by COST under the Horizon 2020 Programme.

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