



ROSE

Romania Secondary Education Project



University
of Craiova

Romania Secondary Education (ROSE) Project

*A Bridge for Stimulating Higher Education
Participation and Preventing Education
Abandon for Children Coming from Non-
University Host Cities*

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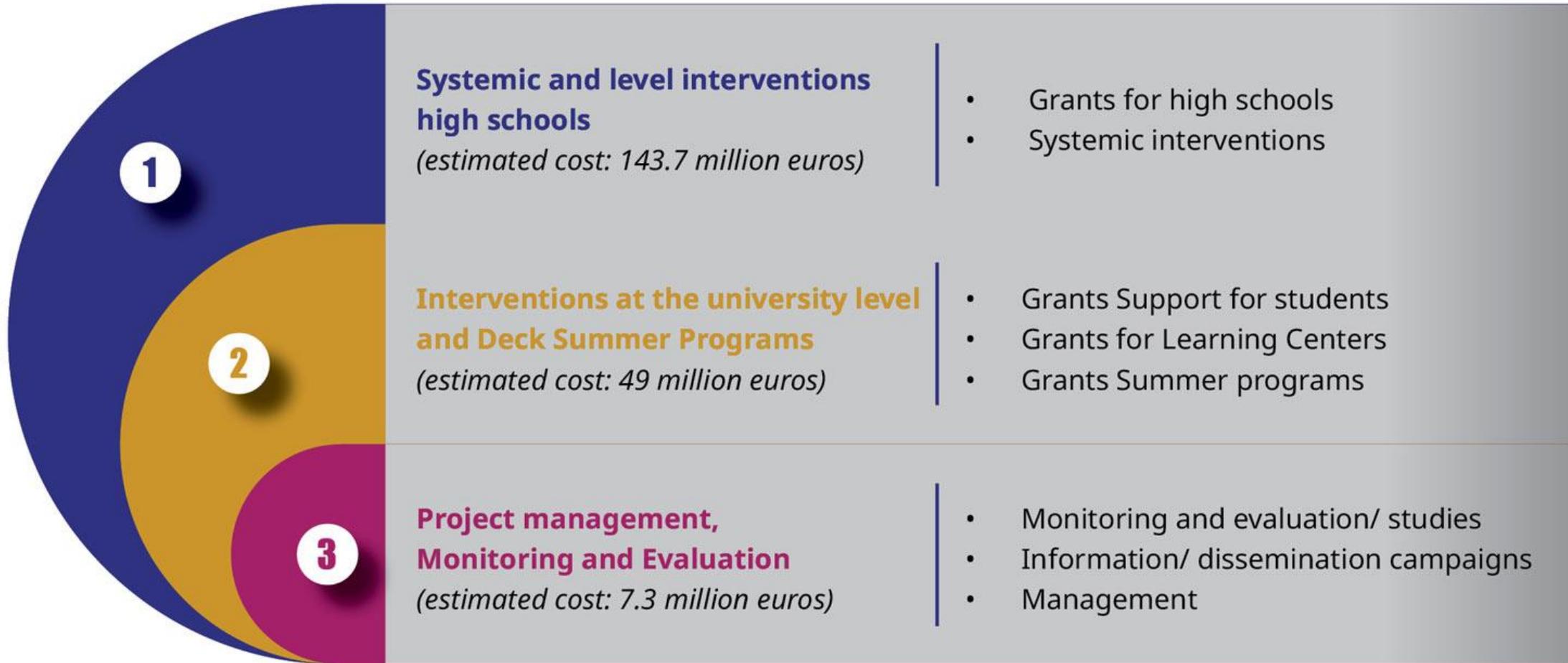
INTRODUCING THE ROSE PROJECT

On April 17, 2015, the Government of Romania and the World Bank (WB) signed the Loan Agreement No 8481-RO on the implementation of the Romania Secondary Education Project (ROSE).

ROSE was declared effective on October 14, 2015. It is worth a total of 200 million euros and is fully funded by the International Bank for Reconstruction and Development.

INTRODUCING THE ROSE PROJECT

- ROSE's initial duration was of 7 years i.e. 2015 – 2022. On June 24, 2022 the Government of Romania adopted the draft Decision regarding the approval of the extension of the National Program “Support for baccalaureate, access to faculty” to 2024 and therefore of the ROSE project by modifying the Government Decision no. 251/2015 on the approval of the National Program „Support for baccalaureate, access to college”.



COMPONENTS

ROSE PROJECT OVERVIEW

HIGH SCHOOLS



- ❑ part of the National Program of the Ministry of Education "*Support for bacalaureate, access to college*"
- ❑ reduce early school leaving
- ❑ improve the opportunities to participate in tertiary education, for the population of Romania.
- ❑ challenges in ensuring equitable access to quality education
- ❑ In Romania - disparities between university host cities and non-university host cities => unequal opportunities for students



PROJECT OBJECTIVES



- ✓ Reducing the dropout rate in high schools and improving performance in the baccalaureate exam
- ✓ Improving the transition from high school to tertiary education



EXPECTED RESULTS OF THE PROJECT



-  Reducing the dropout rate in the final classes of the high schools supported in the project, from the reference value of 6.5% to the final target of 3.5%;
-  Reduction, in the educational units supported in the project, of the percentage of high schools with drop-out rates over 7%, from the reference value of 23.1% to the final target of 10%;
-  Increase the graduation rate in the high schools supported in the project, from the reference value of 86.9% to the final target of 93%;
-  Increasing the pass rate of the baccalaureate examination in the high schools supported in the project, from the reference value of 49.6% to the final target of 59%;

BENEFICIARIES OF THE ROSE PROJECT



Students enrolled in the approximately 1,110 low-performing state high schools (accounting for 80% of all state high schools), especially students from disadvantaged groups;



High school staff, including principals and teachers from the 1,110 participating high schools;



Personnel from the approximately 350 state faculties of eligible state higher education institutions.



KEY COMPONENTS WITHIN ROSE PROJECT



1. Access to Quality Secondary Education:

- **Objective:** improve access to quality secondary education in non-university host cities.
- **Actions:**
 - Building and upgrading school infrastructure
 - Providing modern teaching materials and technology
 - Facilitating teacher training programs to enhance teaching quality

2. Career Counseling and Guidance:

- **Objective:** guiding students toward the right career paths.
- **Actions:**
 - Offering comprehensive career counseling services
 - Organizing workshops and seminars to introduce students to various career opportunities
 - Establishing partnerships with local industries to provide real-world insights

KEY COMPONENTS WITHIN ROSE PROJECT



3. Skill Development Programs:

- **Objective:** providing students for practical skills.
- **Actions:**
 - Implementing skill development programs in collaboration with vocational training institutions
 - Offering courses in areas like IT, entrepreneurship, and vocational trades
 - Fostering a culture of innovation and creativity among students

4. Community Involvement and Support:

- **Objective:** involvement of local communities to ensure the success of educational initiatives.
- **Actions:**
 - Engaging parents and community members in school activities
 - Establishing community centers as hubs for learning and support
 - Encouraging volunteering to strengthen the community's commitment to education

KEY COMPONENTS WITHIN ROSE PROJECT



5. Psychological and Emotional Well-being Programs:

- **Objective:** students' mental and emotional health.
- **Actions:**
 - Providing access to counseling services and psychological support
 - Organizing workshops on stress management and resilience
 - Creating a nurturing and inclusive school environment

CHALLENGES FACED



1. Resource Constraints:

- **Challenge:** Limited financial resources have sometimes constraint our ability to scale up programs and reach more communities.
- **Response:** We continually seek partnerships and explore innovative funding sources to maximize our impact within budgetary constraints.

CHALLENGES FACED



2. Geographic Barriers:

- **Challenge:** delivering educational services for remote regions of non-university host cities .
- **Response:** adapted programs to ensure accessibility, including the establishment of community centers and mobile educational resources.

3. Resistance to Change:

- **Challenge:** Some communities may initially resist new educational initiatives due to traditional beliefs or skepticism.
- **Response:** prioritize community engagement and collaboration, working closely with local leaders and educators to build trust and gain acceptance.

CHALLENGES FACED



4. Socioeconomic Disparities:

- **Challenge:** Addressing socio-economic disparities
- **Response:** expand the range of programs to include not only educational but also psychosocial and economic support to address the complex needs of students.

5. Long-term Sustainability:

- **Challenge:** Ensuring the sustainability of ROSE impact beyond the project's duration
- **Response:** involve communities in project planning and decision-making, empowering them to continue educational improvements independently.

EDUCATION ABANDON - FACTORS



- 1. Lack of Access to Quality Education:** Non-university host cities often lack well-equipped schools, experienced teachers, and necessary educational resources. Limited access to quality education can demotivate students and their families.
- 2. Economic Challenges:** Families in non-university host cities may have lower incomes, making it difficult to afford educational expenses such as books, uniforms, and transportation. Some students may be forced to work to support their families instead of attending school.
- 3. Geographic Isolation:** Many non-university host cities are located in remote or rural areas, making it challenging for students to travel to schools, especially during inclement weather or when schools are far away.

EDUCATION ABANDON - FACTORS



4. Limited Career Prospects: Students in these areas may perceive limited job opportunities in their hometowns, leading them to question the value of education. They may feel that completing their education will not significantly improve their future prospects.

5. Lack of Role Models: Non-university host cities may lack visible role models who have pursued higher education successfully. The absence of such role models can make it difficult for students to envision the benefits of higher education.

6. Peer Pressure: In some cases, peer pressure can lead students to abandon education. If their friends or peers drop out, students may follow suit to avoid feeling left out or isolated.

EDUCATION ABANDON - FACTORS



7. Family Circumstances: Family dynamics can play a significant role. If a family experiences financial difficulties, illness, or other challenges, children may be required to leave school to help address these issues.

8. Educational System Challenges: Inadequate infrastructure, overcrowded classrooms, and a lack of extracurricular activities in schools can result in a less engaging and inspiring learning environment, discouraging students from attending regularly.

9. Cultural and Gender Norms: In some communities, cultural norms and gender expectations may discourage certain groups, particularly girls, from pursuing education beyond a certain level.

ROSE PROJECT – UNIVERSITY OF CRAIOVA



-  - 5 counties from Oltenia region
- 7 years – 4 high schools per faculty each year
- Around 56 students per group + 4 teachers
- 2 week intense activities hosted in Craiova
- 6 tutors from the university

PROJECT ACTIVITIES – UNIVERSITY OF CRAIOVA



- Counselling, guidance and career guidance, coaching, personal development and development of socio-emotional skills
- Training courses – Entrepreneurial Education, Statistics, Personal Finance Management, Ethics, Public Speaking etc.
- Participation in competitions and the formation of interscholastic networks

PROJECT ACTIVITIES – UNIVERSITY OF CRAIOVA



- Role play
- Sports (ping-pong, football, basketball, dances etc)
- Socio-cultural activities on university campus (museums, churches, parks, movies etc.)
- Visits to companies (Qfort, Elpreco, BlueLogic)
- Meetings with volunteers and non-governmental organisations
- Debates with students

SOCIO-CULTURAL PROJECT ACTIVITIES



FOLK ART MUSEUM VISIT



N. ROMANESCU PARK VISIT



GYM HOUR

SOCIO-CULTURAL PROJECT ACTIVITIES



WE'LL BE THE CAPTAINS!



LET'S DANCE!



LABORATORY CLASS

PROJECT RESULTS



- the average dropout rate in the final years decreased from the reference value of 6.5% to 1.98%



- the average high school graduation rate increased from 86.9% to 97, 47%
- the baccalaureate graduation rate increased from 49.6% to 62.88%.

CONCLUSIONS



- Romania Secondary Education Project (ROSE) = addressed educational disparities in non-university host cities.
- expand access to quality education, prevent education abandon, stimulate higher education participation
- scholarships, mentorship programs, skill development, community engagement, and sustainable practices.



**THANK YOU FOR YOUR
ATTENTION!**

