



Good Practices that Could Change the Educational Environment in Romania

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Abstract: *This study analyses key educational indicators in Romania to identify successful EU initiatives that could enhance academic outcomes. The study used a two-phase methodology. To compare Romania's performance with the EU averages in terms of student achievement, early school leaving, tertiary education participation, and education investment, a data analysis first looks at data from the Romanian Education and Training Monitor reports (2021–2024) released by the European Commission. This stage draws attention to disparities, opportunities for development, and advancements throughout time. Second, to get insight into best practices that could be modified for Romania's situation, a qualitative analysis looks at successful educational reforms that have been put into place in EU nations where these indicators have improved. By improving individualised learning, expediting administrative duties, and empowering teachers, the use of AI in education creates a more flexible and effective learning environment. The results are intended to bolster evidence-based suggestions for closing current gaps and promoting Romanian educational modernisation.*

Keywords: *EU education; Romanian education; change management; education indicators; education improvement.*

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1. Introduction

Education is a fundamental pillar of economic and social development, yet Romania still faces significant challenges in aligning its education system with European Union (EU) standards. Despite ongoing reforms, Romania lags behind EU-27 averages in key educational indicators, raising concerns about its ability to equip future generations with the necessary skills for a rapidly evolving labor market.

Romania's education system, which ranks among the least accessible and invested in Europe, has made strides but continues to have the greatest dropout rates, while social impediments like child marriage and early pregnancies are not addressed by financial help. High levels of functional illiteracy and poor student performance are caused by outdated curricula, inadequate educational environments, and low teacher salaries. Education disparities were exacerbated by the COVID-19 pandemic, particularly for pupils in remote areas who lacked digital resources and internet access. Romania must raise investment, update infrastructure, and enhance teacher preparation to meet European standards, as the country's education budget only accounts for 3.7% of GDP (Gyaraki, 2022). Through a systematic approach to communication and process management, change management guarantees that systems and people are supported during an organisational shift. It is crucial in circumstances that frequently interrupt workflows and call for strategic implementation, like mergers, changes in leadership, and technological improvements. Beyond merely communicating changes, effective change management incorporates them into organisational culture and facilitates stakeholders' seamless adoption of new procedures. Organisations can successfully navigate changes and accomplish corporate objectives by involving workers as change agents and creating a thorough plan (Iacoviello, Whiteford, & Downie, 2024).

Key educational indicators in Romania are examined in this study to pinpoint successful EU initiatives that could enhance Romanian educational results. The study is divided into two primary stages. Initially, data analysis is carried out utilising information from the Romanian education and training monitor reports published by the European Commission in 2021, 2022, 2023, and 2024. To identify inequalities, areas in need of improvement, and progress, this phase compares Romania's performance with EU averages in the areas of student accomplishment, early school leaving, tertiary education participation, and education investment. Second, a qualitative analysis looks at effective educational reforms that have been put in place in EU nations where these metrics have improved. This analysis of Romania's education system in the context of EU benchmarks contributes to the identification of structural weaknesses. With a broader understanding of the challenges and opportunities in Romania's pursuit of educational modernisation it will be easier for experienced persons to offer policy recommendations to bridge the existing gaps.

2. Key Indicators Analysis

To evaluate Romania's progress towards educational modernisation, it is crucial to examine important metrics such as student achievement, early school leaving, tertiary education participation, and education investment. Comparative data on these metrics at the EU level is incorporated into this research to put Romania's situation within the EU in context. The European Commission's reports from 2020–2023 (European Commission, 2021, 2022, 2023, 2024b) served as the study's foundation, and Table 1 contains the comprehensive data. The findings are presented under the table, offering insights into the major issues influencing Romania's educational environment.

Table 1. Summary of the main indicators for Romanian and EU analysis

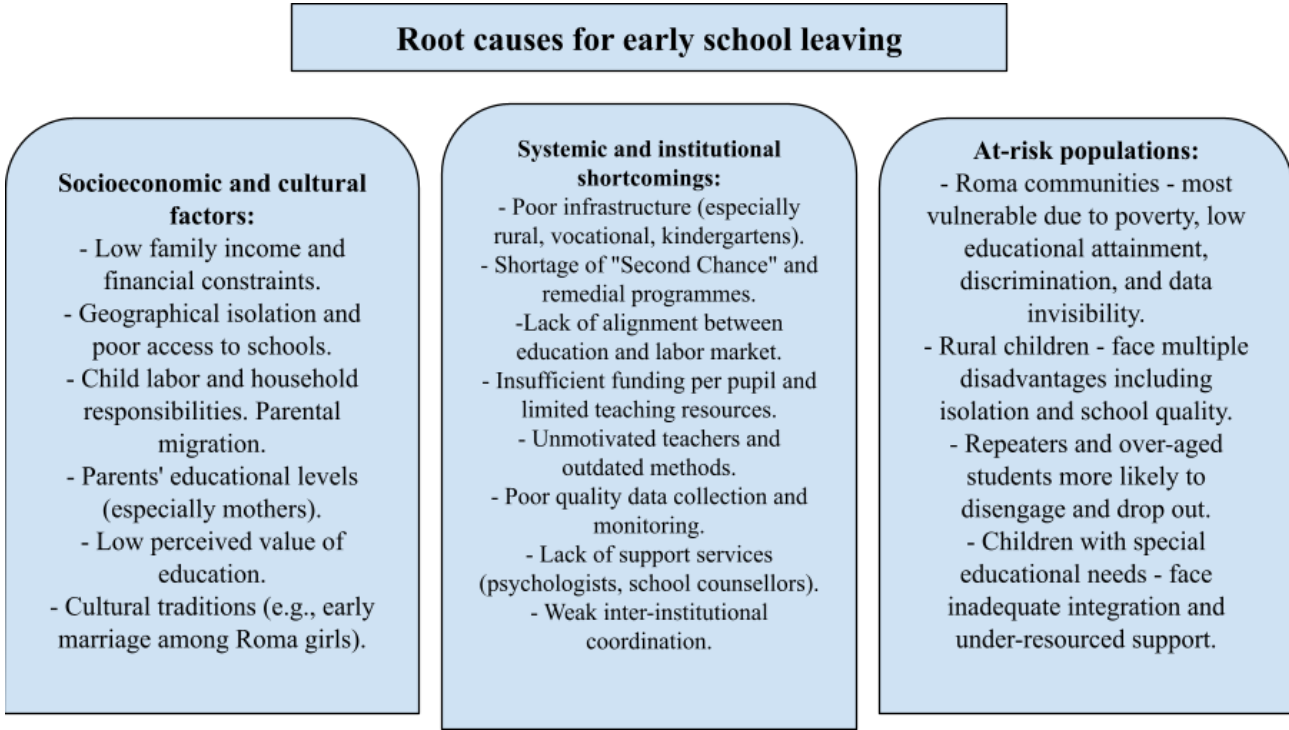
					Romania				EU-27				
		2021 Report	2022 Report	2023 Report	2024 Report	2020	2021	2022	2023	2020	2021	2022	2023
EU level target		2030 target											
Participation in early childhood education (from age 3 to starting age of compulsory primary education)		>= 96%				78.60%	78.20%	78.20%	74.80%	92.80%	93.00%	92.50%	93.10%
Low-achieving eighth-graders in digital skills		< 15%											
Low achieving 15-year-olds in:	Maths	< 15%				40.80%	40.80%	40.80%	41.70%	22.50%	22.50%	22.50%	26.30%
	Reading	< 15%				46.60%	46.60%	46.60%	48.60%	22.90%	22.90%	22.90%	29.50%
	Science	< 15%				43.90%	43.90%	43.90%	44.00%	22.30%	22.30%	22.30%	24.20%
Early leavers from education and training (age 18-24)		< 9 %				15.60%	15.30%	15.60%	16.60%	9.90%	9.70%	9.60%	9.50%
Exposure of VET graduates to work-based learning		>= 60%	>= 60% (2025)				7.10%	8.40%	8.10%		60.70%	60.10%	64.50%
Tertiary educational attainment (age 25-34)		>= 45% (2025)	>= 45%			24.90%	23.30%	24.70%	22.50%	40.50%	41.20%	42.00%	43.10%
Participation of adults in learning (age 25-64)		>= 47 % (2025)							19.10%				39.50%
Other contextual indicators													
N/A			Equity indicator (percentage points)				39.00%	39.00%	48.80%		19.3	19.3	24.10%
Education investment	Public expenditure on education as a percentage of GDP					3.60%	3.70%	3.20%	3.20%	4.70%	5.00%	4.80%	4.70%
	Expenditure on public and private institutions per FTE/student in € PPS	ISCED 1-2	Public expenditure on education as a share of the total general government expenditure			€2 488	8.80%	8.10%	8.10%	€6 359	9.40%	9.40%	9.50%
		ISCED 3-4				€3 222				€7 762			
		ISCED 5-8				€5 460				€9 995			
Early leavers from education and training (age 18-24)	Native					15.60%	15.30%	15.60%	16.60%	8.70%	8.50%	8.30%	8.20%
	EU-born									19.80%	21.40%	20.30%	21.00%
	Non-EU-born									23.20%	21.60%	22.10%	21.70%
Upper secondary level attainment (age 20-24, ISCED 3-8)						83.00%	83.30%	82.30%	81.30%	84.30%	84.60%	83.60%	84.10%
Tertiary educational attainment (age 25-34)	Native					24.80%	23.20%	24.60%	22.40%	41.30%	42.10%	43.00%	44.20%
	EU-born									40.40%	40.70%	39.50%	40.20%
	Non-EU-born									34.40%	34.70%	35.70%	37.10%
N/A				Share of school teachers (ISCED 1-3) who are 55 years old or over				16.90%	16.30%			24.50%	24.80%

Early childhood education participation, which dropped from 78.60% to 74.80% between 2021 and 2024—well below the EU target of 96% by 2030—is one of the most urgent problems. This deficiency could lead to learning gaps throughout pupils' academic careers. Furthermore, 15-year-olds' performance in core disciplines is still worryingly poor: more than 40% of students

are categorised as low achievers in science, math, and reading—nearly double the EU average. These learning gaps point to structural flaws in elementary and secondary education that may have long-term socioeconomic repercussions. On average 15.78% of people between the ages of 18 and 24 leave school early in Romania, which is nearly double the EU average of 9.5%. Romania is still plagued by early school departure. Young adults (ages 25 to 34) continue to have some of the lowest rates of higher education attainment in the EU, with only 22.5% in 2023—far below the EU's aim of 45% by 2025. The nation's skill gap is made worse by low adult learning participation (19.10%) and little exposure to work-based learning in vocational education (around 8.00%), which limit workforce adaptability in an increasingly knowledge-driven economy.

Underinvestment in education is a major cause of these inequities. Compared to the EU average of 4.7% to 5%, Romania's public spending on education as a percentage of GDP (equal to or higher than 3.2%), as well as per-student spending, is still far lower. Furthermore, the viability of the system is further threatened by the aging teacher staff, with 13.30% of educators being 55 years of age or older.

Figure 1. Root causes for early school leaving (Serban, 2024)



Low early childhood education participation, consistently high low-achieving student rates, rising dropout rates, limited vocational education and training (VET) engagement, and declining tertiary attainment are some of the main issues highlighted in the analysis as Romania continues to struggle to meet EU education benchmarks. Furthermore, gaps in learning opportunities and outcomes are still growing because of inadequate educational expenditure when compared to EU competitors. Some of the causes that lead to the situation presented above are presented in the article “The phenomenon of early school leaving in Romania and strategies for reducing it” (Serban, 2024).

In Romania, there are notable regional and socioeconomic differences in educational access, especially between urban and rural areas. While rural locations face socioeconomic constraints, inadequate infrastructure, and greater rates of early school departure, urban centers typically offer a

wider range of educational possibilities. For instance, early school departure rates are 26.6% in rural areas and only 6.2% in urban areas (The World Bank, 2018). Due to factors like poverty, lack of access to basic services, and distance from schools, children from low-income households and disadvantaged groups—including the Roma population—are more vulnerable (UNICEF, 2019).

In the reports analysed for 2022, 2023 and 2024, the efforts done by the Romanian authorities to improve the legislation to address these issues. A few directions with high priority could be to improve Science, Technology, Engineering, and Mathematics (STEM) education, and digital literacy, as well as more funding for early childhood education and teacher preparation. Another important mention is that improving employability and workforce preparedness requires increasing access to VET programmes through closer industry partnerships. To guarantee higher educational attainment, specific measures to improve student retention and lower early school departure must also be put into place. Encouraging chances for upskilling and lifelong learning is also essential for giving people the skills they need in a changing work market.



Figure 2. Policy changes (Cedefop, 2019)

Romania's population is aging, like that of many other EU nations. VET is impacted by this: since 2012–2013, the number of VET upper secondary schools has decreased by 8.5%. In addition to facilitating access to VET and improving its quality and labour market relevance, efforts are being made to boost student involvement. The introduction of a dual VET form is one of the recent system changes. It adds to the work-based learning tradition in school-based programmes and attempts to increase the appeal of VET for students while better tailoring training to the demands of employers (Cedefop, 2019).

Romania runs the risk of further deviating from EU educational norms in the absence of substantial and ongoing changes, which could have long-term effects on its socioeconomic growth and ability to compete globally.

3. Good Practices from Other EU Countries

As previously presented, Romania continues to encounter obstacles in the areas of education investment, tertiary education participation, early school leaving, and student achievement. Analysing other EU member states in comparison offers important insights into practices that have contributed to the enhancement of the educational situation in the areas presented above. Analysing these best practices provides a starting point for finding workable solutions that might be modified for the Romanian environment. By taking inspiration from how other countries solved the challenges, Romania can improve its educational system and bring it into line with EU standards.

Student Achievement - Estonia's Good Practice

In the article "How Estonia is Building a World-Class Learning System" the author presents how Estonia is building a very efficient learning system (Masters, 2024). The article starts with the following mention - because of its well-organised educational system, which offers a solid basis for student success, Estonia routinely ranks among the top-performing nations in international evaluations - this accomplishment is the result of several important elements that provide insights that could be applied to the educational system in Romania.

First, a cooperative setting where parents, companies, universities, and schools collaborate to promote learning is advantageous to Estonian kids. Estonian parents and kids have a strong work ethic and high expectations because they believe that education is the route to prosperity. Although academic rigor has long been a tradition in Romania, preventing burnout while upholding high standards may be achieved by striking a balance between competition and student well-being through mentorship programmes and mental health support. Teachers in Estonia are trusted and allowed latitude in implementing the curriculum because of the country's longstanding regard for education. A similar strategy might improve student outcomes for Romania as well, by fostering greater collaboration between community groups and educational institutions. Students could have more opportunities to learn outside of the classroom if collaborations with NGOs and the commercial sector are encouraged. To attract the best educators, Romania could gain from measures that improve teachers' standing by boosting professional autonomy, funding teacher training, and raising pay.

Second, Estonia has made sure that students get the skills required for a contemporary economy by carefully aligning its educational system with its national development objectives. To strengthen classroom instruction, Estonia incorporates technology-based learning, museum trips, and extracurricular activities into its national curriculum. Similar long-term goals might be adopted in Romania, where educational policies would be in line with the country's economic requirements, especially in fields like innovation and technology. Encouraging project-based and experiential learning could lead to an increase in the use of digital and cultural resources to support formal education.

Last, but not least, innovative teaching strategies and curriculum development are facilitated by the close relationships between Estonian research universities and educational institutions. Additionally, students have equal access to education by providing free educational resources, transportation, counseling and can investigate individualised learning pathways, including academic and vocational education inside the same institution, thanks to the curriculum. Enhancing cooperation between Romanian universities and elementary and secondary educational institutions could enhance teacher preparation and guarantee that students are ready for the demands of the labor market in the future. To increase student engagement and long-term success, Romania could implement a more flexible curriculum that would allow students to select courses that correspond with their interests and professional goals. By creating focused interventions for underprivileged children, Romania might improve student accomplishment and make sure that all students have the tools they need to succeed.

Early School Leaving - Ireland's Good Practice

A major problem for many educational systems, including Romania's, is early school leaving. An article from The Guardian shows a very interesting strategy that gets students back involved in worthwhile educational activities is Ireland's Transition Year (TY) programmes (Williams, 2024). By looking at its achievements, Romania can think about implementing comparable tactics to deal with early school departure.

The adaptability of Ireland's TY is one of the main reasons for its success. Students are encouraged to investigate a variety of topics, from theater and auto repair to coding and law, as there is no set curriculum. This method keeps children from becoming disengaged, which frequently results in early school departure, and lets them find new interests and strengths. TY bridges the gap between formal education and practical applications by combining career counseling, work experience, and life skills education. Whether it is creating a resume, using public transit, or speaking at a citizens' assembly about social issues, students are actively involved in hands-on learning. High academic pressure that frequently feels unrelated to future goals is a major factor in students quitting school early. Without the immediate pressure of high-stakes tests, TY in Ireland offers a "pause" between the junior and senior cycles, allowing pupils to grow up, gain confidence, and rediscover their love of learning. Through extracurricular activities, community service, and student-led initiatives, TY promotes personal development. This year has helped many children develop their self-confidence, teamwork abilities, and resilience.

Research in Ireland has revealed that students who engage in TY tend to perform better in their final exams. In addition to achieving academic achievement, individuals also acquire vital life skills that improve their chances of landing a better job. Similar long-term advantages might result from a well-planned transition year in Romania, which would lower dropout rates and give students the skills they need for the workforce. The fact that struggling kids frequently feel left behind can be one of the problems with early school departure. For pupils with educational challenges, Ireland's TY offers programmes that facilitate a seamless transition between mainstream school and support networks. Romania might carry out focused interventions, offering extra resources like counseling, mentorship programmes, and individualised learning pathways to students who are at risk of dropping out. A year like this may be implemented in Romania, providing students with a respite from the demands of exams and a range of learning activities catered to their interests. By incorporating structured career exploration and experiential learning into its curriculum, Romania could increase the relevance and appeal of schools for students who are at risk of dropping out. Although TY is widely accessible in Ireland, budgetary limitations have raised questions over equitable access. The expenses of field excursions, work placements, and extracurricular activities can be prohibitive for certain families. Romania should make sure that any such programme is fully sponsored for underprivileged kids, eliminating financial hurdles to participation, to promote inclusion.

High and Stable Education Investment - Sweden's Good Practice

Sweden has put in place several well-thought-out laws to guarantee significant and long-term investment in education, which helps to produce excellent learning results at every level. Countries looking to improve their educational systems through strategic financial allocation and governance reforms might use these best practices as a guide.

Sweden continuously devotes a sizeable portion of its GDP to education (between 7% and 7.9%), demonstrating its strong dedication to this cause. This long-term strategy reduces budget swings and guarantees consistent funding for educational institutions, sustaining public investment in education (The Global Economy, 2021). The state provides most of the money for education, although municipalities also make contributions through grants and taxes. Preschools collect regulated fees, specialised schools receive direct governmental financing, and compulsory education is free. Public university workers are state employees, and higher education institutions get state funding based on student enrollment and performance, with a part reserved for students with disabilities. Most of the adult education is state-funded and free, however, some supplemental and vocational courses could charge fees, with financial aid available in some circumstances (European Commission, 2024a). Sweden's tax-funded education system guarantees free access to education and is mandatory starting at age six. While ten years of mandatory education, including Sami schools for Indigenous children, are completely free, preschool (förskola) for children ages

one to five is supported but has set tuition. The optional, tuition-free upper secondary education (gymnasium) offers preparatory and vocational courses. Introductory courses are available to students who do not meet the requirements. Unlike the few private schools that still charge tuition, independent schools (friskolor) are funded by the government and use national curricula. EU/European Economic Area (EEA) students receive free higher education at public universities, whereas non-EU/EEA students must pay tuition. Stricter teacher certification requirements, revised curricula, and an A–F grading scheme were all brought about by the 2011 Education Act. Free food, medical care, and social services are offered by schools to guarantee equitable access and the welfare of their students (Sweden Sevrige, 2024).

Learning from Sweden's best practices, Romania could enhance education investment by boosting dedicated public spending to provide steady and adequate funding from early childhood to higher education. Municipalities would have more freedom in allocating resources while preserving equity if funding were decentralised and national quality requirements were established. Strengthening student support systems, including increasing grants, could also make higher education more accessible and lower financial barriers, promoting long-term educational growth and conformity to EU norms.

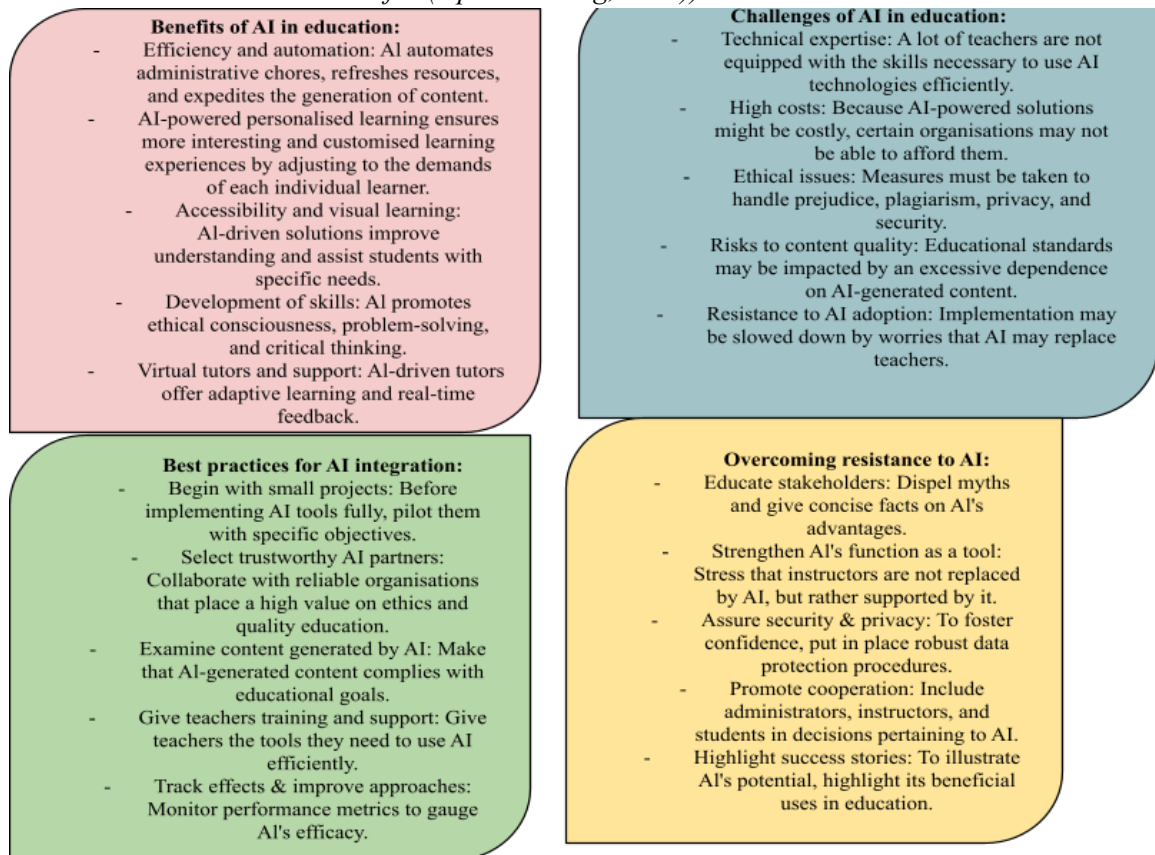
Table 2. Comparative Summary Table

Component	Estonia	Ireland	Sweden	Romania – Potential Adaptation
Main educational focus	High-performing system through collaboration, curriculum relevance, and equity	Reducing early school leaving through flexibility and personal growth	Sustained, equitable investment in education at all levels	Combine flexibility, relevance, equity, and consistent funding to modernise and stabilise the system
Key strategy	Alignment with development goals, trust in teachers, integrated community efforts	Transition Year (TY) offering a "pause" from high-stakes exams, focusing on career and personal development	Education Act supports long-term investment and accessibility from early years to higher education	Introduce a Romanian Transition Year (RTY); align curriculum with economy; increase funding and access
Teacher role	High autonomy, professionally respected, empowered to adapt curriculum	TY teachers act as guides/mentors, focusing on experiential learning	Public university teachers are state employed; certified teachers required	Improve training, autonomy, and salary of teachers; promote prestige and mentorship
Curriculum approach	Integrated academic + experiential + technology-based learning; includes museum trips and extracurricular activities	No fixed curriculum in TY; includes diverse, exploratory topics and real-world experiences	National curriculum with optional academic / vocational tracks; includes introductory options	Promote experiential, interdisciplinary, and optional course pathways tied to labour market needs
Student support system	Individualised learning paths, counselling, equal access through free resources and flexible options	Life skills, counselling, community service, and career preparation provided in TY	Free food, transport, counselling, and health services provided; equity ensured by law	Expand support systems (e.g., meals, transport, mental health), especially for underprivileged students

Inclusiveness & equity	Free resources and flexible learning in same institution for both academic and vocational paths	Support for at-risk and struggling students through tailored programmes during TY	Free, mandatory 10-year education; support for students with disabilities; access for disadvantaged groups	Guarantee access to support services, vocational paths, and resources regardless of background
Early school leaving	Addressed through engagement, relevance, and collaboration	Directly targeted with TY; lowers dropout rate and improves engagement and final exam performance	Mitigated by supportive environment, compulsory education, and accessibility	Use TY and counselling to reduce dropout; support re-engagement with interest-based, low-stakes learning
Funding structure	Not specified in the source; collaboration with community and institutions is emphasised	Public funding; some access inequity due to participation costs (e.g., excursions, placements)	State-funded (7–7.9% of GDP); municipalities co-finance; national standards; free compulsory and upper-secondary education	Boost education budget; ensure state-funded access to TY and support services; allow local co-financing with national oversight
Higher education	Close collaboration with research universities in school innovation	TY improves readiness for higher education and career paths	Tuition-free for EU/EEA students; performance-based funding; financial aid available	Increase collaboration between schools and universities; performance-linked funding; access support for low-income students
Innovation & technology	Emphasis on modern economy needs; use of tech in classrooms; project-based learning	Life-preparation projects, including digital skills and social engagement	Revised curricula, digital learning, and adult education support	Embed digital tools and innovation; use museums, cultural partners, and tech sector for real-world enrichment
Suggested Pilot for RO	Community-driven curriculum with NGO and business collaboration	Romanian Transition Year (RTY) with diverse, interest-based activities, career counselling, and social projects	National education investment strategy and student support framework	Combine TY with strong support, flexible curriculum, and structured national-local funding to modernise the Romanian education system

4. The impact of Artificial Intelligence in Education

Figure 3. Benefits, challenges, best practices & resistance to AI in education (source: adapted after(OpenLearning, 2024))



Through increased productivity, learning personalisation, and creative problem-solving, artificial intelligence (AI) is transforming education. However, there are drawbacks to its inclusion as well, such as moral dilemmas and technological obstacles. Teachers may successfully integrate AI while optimising its benefits by adhering to best practices (see Figure 1).

The role of artificial intelligence (AI) in psychology is changing as it is incorporated more and more into scholarly study. Researchers may concentrate on more intricate facets of their work by using AI to automate repetitive chores like literature reviews, language correction, and citation formatting. These tools are efficient, but they also bring up issues with bias, accuracy, and over-reliance. According to the American Psychological Association (APA), researchers should thoroughly review work produced by AI, uphold authorship integrity, and openly acknowledge the use of AI. To ensure AI enhances academic research rather than undermines it, it is crucial to comprehend its advantages and disadvantages (Huff, 2024).

More sophisticated adaptive learning systems that tailor resources and interventions to each student's requirements will be made possible by AI in education in the future. Artificial intelligence (AI)-powered chatbots and virtual assistants will benefit from natural language processing, offering quicker and easier student help. As data analytics advance, educators will be able to customise teaching based on real-time findings and make data-driven judgments. Furthermore, AI will combine with virtual and augmented reality to create dynamic, immersive learning environments that improve understanding and engagement (OpenLearning, 2024).

In the article “Artificial intelligence in schools in Romania, pilot project launched by the Ministry of Education” the author presents that Romania's Ministry of Education, under the

direction of Daniel David, in partnership with Microsoft Romania, began a pilot project in March 2025 to include artificial intelligence (AI) tools into one school and university (Tarnovschi, 2025). This program is a component of Romania's broader endeavour to digitise education, which is reminiscent of such tactics in technologically advanced nations such as Estonia. It expands upon recent curriculum changes that have included coursework centered on AI and IT, educating students for the digital economy and encouraging creative teaching methods. The Ministry mentioned that AI will be a supplementary tool that enhances, not replaces, the work of the teacher. A strong dedication to moral and ethical supervision is at the heart of the curriculum, guaranteeing that AI technologies are applied sensibly, openly, and with the welfare of students as their first concern. Enhancing educational outcomes and operational efficiency is a clear goal of the AI pilot's design. The primary goals of the initiative are as follows:

- assisting educators by offering AI-powered tools to improve instruction and classroom activities.
- improving student learning through experiences that are tailored to each student's requirements and skill level.
- simplifying administrative work so that teachers can spend more time on valuable, purposeful mentoring and instruction.

There are difficulties in implementing AI in classrooms, just like with any new technology. The efficacy of AI tools will be evaluated during the pilot program, with a focus on data security and privacy. The results will help determine whether to expand the project across the country. Strong ethical evaluations and convincing proof of a beneficial effect on teaching and learning outcomes will be prerequisites for expansion.

5. Conclusion

Several significant issues that call for focused policy interventions are brought to light by the examination of Romania's educational metrics from 2021 to 2024. Successful approaches from Sweden, Estonia, and Ireland could be used as useful models for possible adaptation in the Romanian context to address these problems. Romania is now further behind EU standards in early childhood education participation, which emphasises the need to improve accessibility, especially in underprivileged areas, by building up preschool facilities and offering targeted enrollment incentives. To improve learning outcomes and close achievement gaps, comprehensive curriculum reforms, improved teacher training, and individualised learning support programmes are desperately needed. This is demonstrated by the persistently low student performance, with over 40% of students lacking basic skills in science, math, and reading. The good practices for raising student accomplishment from Estonia's educational model, which places a significant emphasis on competency-based curricula, creative teaching strategies, and robust digital literacy initiatives described above could help Romania to shape the academic environment.

A higher dropout crisis is indicated by the rising early school leaving rate, which calls for the creation of more robust student retention initiatives, more extensive financial aid programmes, and focused social interventions to reduce socioeconomic obstacles that keep students from finishing their education. Romania could take inspiration from Ireland's successful reduction of early school leaving through robust career advising services, flexible learning pathways, and extensive support networks. VET graduates' limited exposure to work-based learning is still a major issue, necessitating improved employer-education partnerships and modernising VET curricula to better meet EU standards and labour market demands.

The dropping rate of tertiary education attainment, which is still much below EU averages, emphasises the need for more financial aid, incentives, and access to higher education to encourage university enrollment, especially among underrepresented groups. Last but not least, inadequate public spending on education still impedes sectoral growth by affecting digital learning resources,

teacher pay, and infrastructure. Funding must be strategically increased to support long-term gains in educational equity and quality. To improve funding methods and guarantee long-term sustainability in education financing, Romania could learn from Sweden's model of consistent and high investment in education, which guarantees free access to school at all levels and robust financial support for students. Romania may successfully solve current educational issues by adapting these beneficial EU practices into its policy framework to guarantee compliance with EU educational standards and promote a more robust and inclusive educational system. These issues must be addressed through evidence-based reforms and sustainable investment strategies.

It is crucial to take into account how technology developments might have a revolutionary impact as we look for answers to the problems facing the Romanian educational system. Traditional approaches might not be enough when it comes to problems like out-of-date curricula, a lack of individualised learning, and administrative inefficiencies. In this regard, artificial intelligence (AI) has become a potent instrument that may help improve several educational facets. AI can enhance the teaching and learning processes by automating repetitive work, enabling tailored learning experiences, and offering educators insightful information.

By automating repetitive writing and research duties like grammar correction, citation formatting, and paper submission, artificial intelligence (AI) can improve education. Additionally, it can help non-native English speakers translate academic words and make texts easier to understand. Furthermore, by rapidly spotting holes in the body of current research, AI can speed up the brainstorming and literature review processes. However, because AI-generated information has the potential for bias, falsification, and incorrect citations, researchers need to thoroughly verify it. Transparency, accurate citation of AI-generated content, and upholding human monitoring are necessary for the ethical use of AI in education to guarantee academic integrity and originality in writing and research.

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