

EUROPEAN ROMA GRASSROOTS ORGANISATIONS (ERGO) NETWORK

“Roma access to quality and inclusive education, training, and lifelong learning in ROMANIA”

Introduction

Policy Center for Roma and Minorities is a foundation working since 2009 for the Roma inclusion. The work was focused on working with children from deprived communities (especially in Ferentari, Bucharest) and in the last years is focused on working on various issues like violence against Roma women, cooperation with public authorities, or use of EU funds.

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Methodology

The research is based mostly on desk research, on the field experience of the organisation Policy Center for Roma and Minorities and on the discussions with other specialists in the field of education and in connected fields. It covers the entire territory of Romania. There are several national and international research covering the education of Roma in Romania. Although not very new, data collected in the last years are somehow similar, proving little variation.

Policy Center for Roma and Minorities has a long experience in working with children living in deprived areas (ghettoes). The main approach was The Alternative Education Club, an initiative that provided children with classes in sports (football, boxing, street-dance, table tennis) and arts (theatre, music). These alternative education methods provided children with basic skills for life like teamwork, communication, expressing feelings, negotiations, basic health skills. They were complemented by after school classes of remedial education, with the aim of providing educational support for performing in the formal educational system.

Brief overview of the socio-economic situation of the Roma in your country

There are several key particularities of Roma population in Romania:

The poverty rate for Roma in Romania is 80%, similar to the one for Roma in Europe. One in 3 Roma does not have access to water, one in 10 does not have access to electricity. According to EUROSTAT 67% of Roma live in neighbourhoods where all neighbours are Roma. More than 50% live in overcrowded houses. Many of them live in segregated, illegal or informal settlements. The situation in education is not good at all, as detailed in the report.

Roma also confront with a low access to labour market. Only 1 in 4 Roma over 16 receive a salary or started their own business. Phenomena like economic generated migration, discrimination in employment, seasonal work or accessing the grey or black labour market are well-known in Roma communities.

There are big differences in accessing health services between Roma and the majority population, although their health situation is worse than the one of the majority populations. Starting with September 2025 this will become even more problematic, due to the crisis measures taken by the government. There is a network of health mediators and community nurses, but this does not cover the existing needs. Special attention is needed for the improvement of women's health, including reproductive health.

Roma continue to face a high level of discrimination in many fields and their relationship with the local authorities is sometimes problematic, due to the lack of genuine cooperation.

Why is quality and inclusive education important for Roma inclusion?

Education of Roma is important for several reasons. Firstly, it represents the first and most important instrument for their social integration. Getting a job, access to health and to decent living conditions depends very much on the level of education and capacity to adapt to new challenges of the labour market

Ideally, school is the first place where Roma children make contact with children of other ethnic backgrounds in an organized environment and learn to cooperate with each other. Also, school should provide not only basic knowledge, but also develop other skills of the children, via non-formal educational programs. Very often school represent the only environment that is supportive for the growth of a child. In poor Roma communities, the difficulties of children are many, from lack of space to sleep to being exposed to drugs and other negative social phenomena.

Education should be regarded not only in relation to school, but also in relation to developing other skills, from basic skills like reading and writing to other type of skills (like artistic skills or other skills provided by vocational training courses).

Roma access to quality and inclusive education in *Romania*

Early childhood education and care

Romania does not perform very well in the field of early childhood education. In 2020 Romania reached the highest percentage of in early school leaving among EU MS (15.6%).¹

According to the OECD Economic Surveys Romania (2022)², based on the estimates of Ministry of Education “less than a third of Roma children between 3 and 5 are enrolled in pre-primary education”.

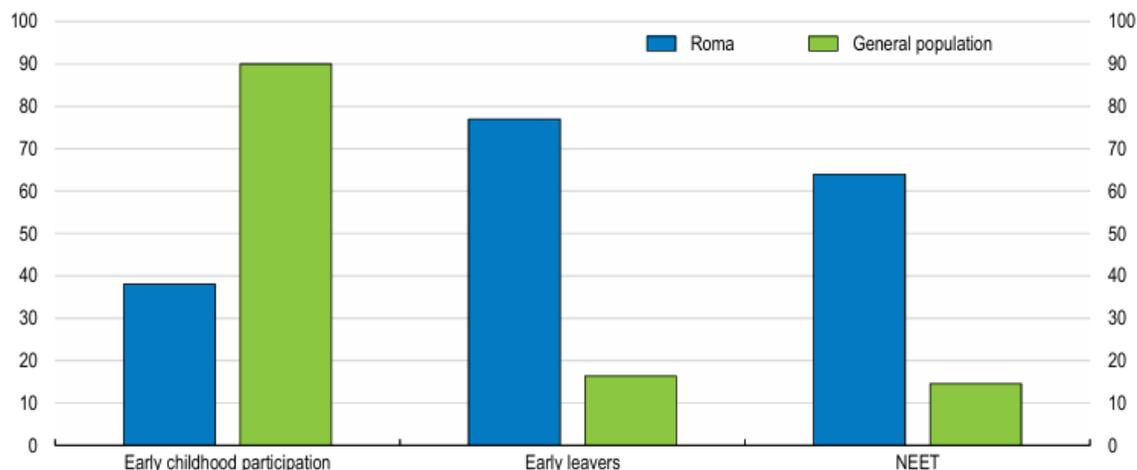
The following graphic presented by the same survey shows the big gap between Roma and non-Roma children when it comes to early school participation and early school leavers:

¹ [RCM2-2022-C1-Romania-FINAL-PUBLISHED-CATALOGUE.pdf](#)

² [OECD Economic Surveys: Romania 2022 | OECD](#)

Figure 3.14. A large number of Roma children are not engaged in education

% of individuals in each group



Note: Early childhood participation refers to children from 4 to compulsory school age; early leavers count for those aged 18-24 with at most lower secondary education and not in education (or training); Neither in Employment nor in Education or Training rate (NEET) refers to the 15 to 24 years (Eurostat).

Source: EU (2016), Second European Union Minorities and Discrimination Survey, Roma – Selected findings, European Union, Agency for Fundamental Rights; EU-SILC (2017) EU-LFS (2017/18); PISA.

StatLink  <https://stat.link/vlwypj>

Kindergartens have been built in some communities, but this is not enough. In the last years media presented cases of a foundation that has built 11 kindergartens for Roma children³ or even a teacher building a kindergarten for Roma in an attic of a church.⁴

“Save the children” Romania makes a direct link between school dropout and kindergarten, saying that three quarters of the Roma children that abandoned school never attended kindergarten.⁵ This has been a long-term problem, as 76% of the Roma children under the age of 19 never attended kindergarten.⁶

In the document “The Fifth Opinion on Romania”⁷ by the CoE Advisory Committee on the Framework Convention for the Protection of National Minorities (2023) low level of preschool participation of Roma is a key obstacle in achieving educational success later in life.

³ [Iesiti din "tiganie": O fundatie din Oradea a construit 11 gradinite...](#)

⁴ [„Viitor cu clasă”. O educatoare a construit o grădiniță pentru copiii romi în podul unei biserici - Știrile ProTV](#)

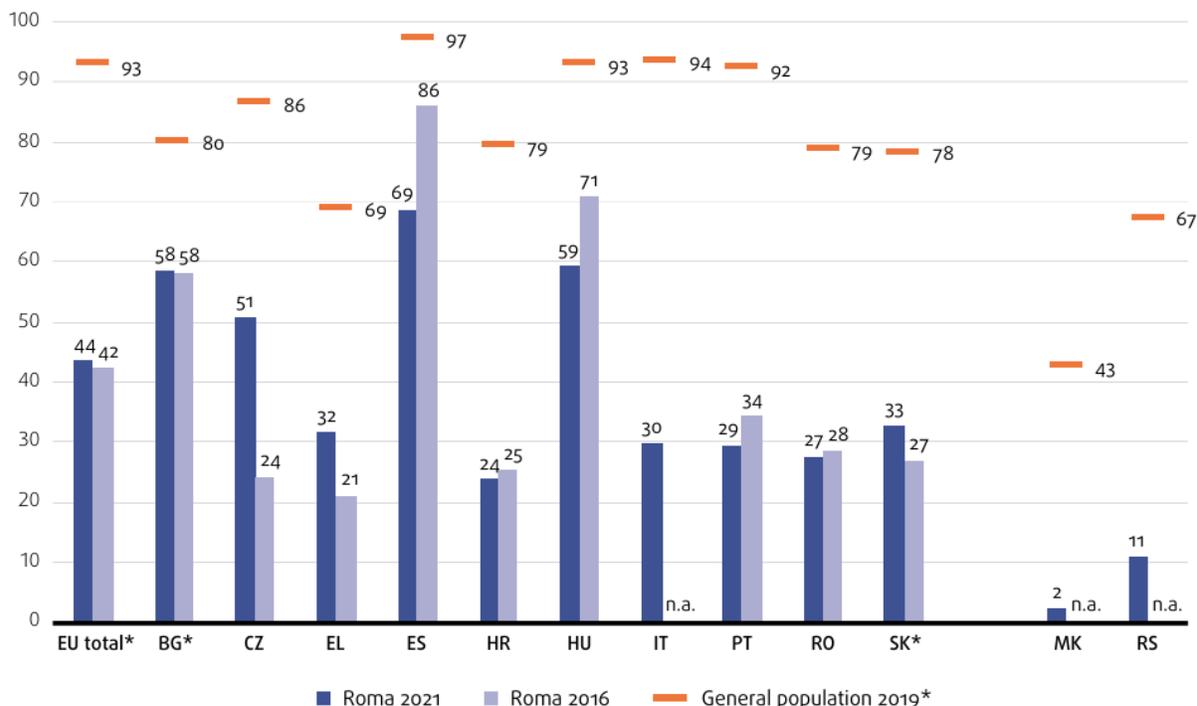
⁵ [Salvați Copiii | Educație preșcolară](#)

⁶ [Idem](#)

⁷ [1680ac3917](#)

Early school leaving is recognized as a problem also by the National Roma Strategy and comes with the proposal to build creches and kindergartens in Roma communities.⁸

FIGURE 13: CHILDREN AGED FROM 3 UP TO THE AGE OF STARTING COMPULSORY PRIMARY EDUCATION WHO ATTEND EARLY CHILDHOOD EDUCATION AND CARE (%)^{a,b,c,d}



According to FRA survey⁹, there is an increase of 1% between 2016 and 2021 when it comes to children (older than 3) who attended early childhood education and care

The main problem with attending early school education and care is the lack of infrastructure in Roma communities. This has a direct impact on the participation of women in the labour market, as they cannot leave the small children unattended.

Another problem might be related to the costs of participation. Although education is free, not all poor families can afford enough cloths or other expenses supporter by the parents.

Financial barriers to education

The at-risk-of-poverty rate for Roma in Romania is 78%, the rate of people living in severe material deprivation is 53% while the rate of children that are at risk of poverty is 79% (with 55% of children living in severe material deprivation).¹⁰ Taking this into account one might consider that poverty represents a big challenge to improving the level of education among Roma children. Not only practitioners working in the field, but also high-level officials are aware of this.

⁸ [STRATEGIE 28/04/2022 - Portal Legislativ](#)

⁹ [Roma in 10 European countries. Main results - ROMA SURVEY 2021](#)

¹⁰ [Roma in 10 European countries. Main results - ROMA SURVEY 2021](#)

The hidden costs of education (transport, food, clothes, school equipment) are high for the people in need. Small interventions developed by NGOs, foundations, charities are very important but do not represent a systemic solution.

In a webinar organized by World Vision Romania (2022), Radu Szekely, a former advisor for the Minister of Education, emphasizes the importance of creating a program to financially support families that cannot afford the education of their children, dedicated to vulnerable groups.¹¹

A study¹² developed by Nevo Parudimos identified poverty as the main cause of school drop-out for 80% of the respondents.

Non-financial barriers to education

Non-financial barriers to education are much more difficult to address. The most frequent barrier is the quality of education. Roma tend to be concentrated in facilities with low quality of education, lower preparation (degrees) of teachers, because all the teachers want the good school and avoid the ones situated in poor neighbourhoods. While this is a common practice, there is a need for a systemic incentive (a raise of salaries) for teacher who work with Roma or students with disadvantaged backgrounds. Apart from this, they need training and support to address the complex educational needs of the Roma children.

In relation to educational facilities, the Roma population tend to follow the general trends, in the sense that there are not enough schools in the rural areas, where we have a lot of Roma communities. Also the buildings are not in a very good condition in the rural areas and sometimes have problems with heating the building. In urban areas the main problem is related to the small network of kindergartens.

Another problem is limited access to second chance programs, adult education and lifelong learning opportunities. These types of programs are not usually in the vicinity of Roma communities, which makes it difficult for adults with children to enrol.

Lack of correlation with the labour market is another significant problem. Students in poor communities, especially at a young age (around 13-14), need to take a decision about their future. If they have learned that the society treats them with discrimination/disrespect, if they see no direct correlation between what they learn and a possible job, and if employers give them salaries that are not enough for a decent living, the risk of dropout grows.

Around 20% of the Roma children have never been enrolled in any form of education.¹³ This huge percentage is a clear indicator of the failure in Roma education.

¹¹ [Aproximativ 20% dintre copiii romi nu au trecut pe la școală niciodată, 30% abandonează timpuriu – Radu Szekely, consilier al ministrului Educației / Școlile să verifice întâi “care sunt factorii care favorizează abandonul în mediul meu?” și în funcție de asta să caute soluții și resurse – Edupedu.ro](#)

¹² [School-dropout_Nevo-Romania.pdf](#)

¹³ [Aproximativ 20% dintre copiii romi nu au trecut pe la școală niciodată, 30% abandonează timpuriu – Radu Szekely, consilier al ministrului Educației / Școlile să verifice întâi “care sunt factorii care favorizează abandonul în mediul meu?” și în funcție de asta să caute soluții și resurse – Edupedu.ro](#)

School segregation and schools for special needs

Enrolling Roma children in schools for children with special needs (disabled children) happens in Romania. There is not much discussion about it, there is no knowledge about how spread this phenomenon is, but practitioners who work in the field and are in contact with what happens in the poorest communities are aware of this. It happens with the knowledge/consent of the parents (maybe some of them not being very aware of what they agree with). I do not believe this practice is spread, but there is no data on this. Most probably the main motivation for this practice is not to mix Roma children with non-Roma children and probably some financial advantages are also involved.

As for segregation, it is unfortunately a wide-spread phenomenon. According to FRA¹⁴, half (51%) of the Roma children attend segregated schools, which represents a big increase from data collected in 2016 (28%). According to CADO NGO¹⁵, 66% of schools with Roma population are segregated by class.

Sometimes even EU funds might be involved. According to a recent PCRM study¹⁶, several schools received EU money while segregating Roma children at the same time (fact confirmed by a decision of the National Council for Combating Discrimination). Segregated schools have the teachers with lowest level of qualification and poor educational materials.¹⁷

In theory for many years schools need to present a desegregation plan but no centralized information is available. Starting with last year, information about segregation has been introduced in the national system for collecting data on education (SIIIR), so every school must report it. The segregation identification methodology is complex, with 96 items and national report on this topic is supposed to be delivered this year.

Early school leaving and NEETs

According to RCM 2022, eight of ten Roma children leave school early and the enrolment rate for children 2-6 is only 38%.¹⁸ Roma girls face a higher risk of early school dropout. The main potential remedies would be remedial education programs, more education mediators in communities and a better evaluation of their jobs. Early school leaving has different causes that school alone can not address. The municipalities, NGOs, parents and other stakeholders in the community should be involved.

The EC 2025 Country Report Romania¹⁹ states that “In 2024, 16.8% of those aged 18-24 were early leavers from education and training (EU: 9.3%). The rate is especially high in rural areas (26.5%), in towns and suburbs (15.3%), and for the Roma. More than 2 300 schools have benefited from the Recovery and Resilience Facility grants to prevent dropout in grades 5-8.

¹⁴ [Roma in 10 European countries. Main results - ROMA SURVEY 2021](#)

¹⁵ [RCM2-2022-C1-Romania-FINAL-PUBLISHED-CATALOGUE.pdf](#)

¹⁶ [Fonduri Europene pentru Drepturi Fundamentale - PCRM](#)

¹⁷ [School-dropout_Nevo-Romania.pdf](#)

¹⁸ [RCM2-2022-C1-Romania-FINAL-PUBLISHED-CATALOGUE.pdf](#)

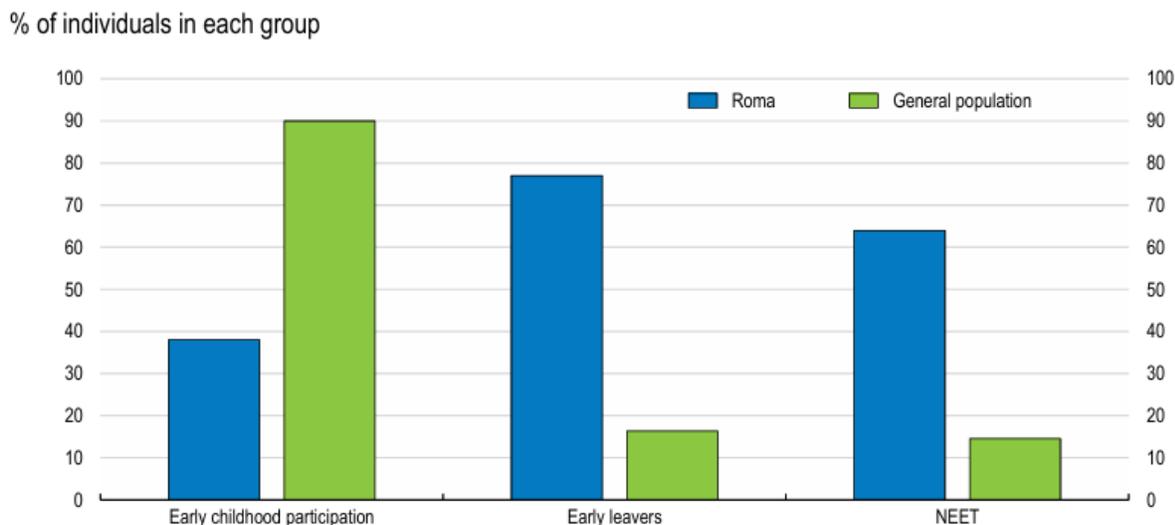
¹⁹ [7cb47fb4-4517-431a-95c8-17cb161d5078_en](#)

However, 24% of children from rural areas and 14% in urban areas are outside the school system (185), requiring specific outreach and reintegration measures. Second chance programmes are insufficient, especially in rural areas, and do not address the needs of adults.”

According to the same source, the rate of Roma NEETS is 63%: “Despite being on a declining trend since 2015, the share of youth (aged from 15 to 24 years) neither in employment nor in education and training (NEET) stands at around 15% since 2019, well above the average rate in the OECD CEE countries (9%). Women and Roma are over-represented among NEETs: around 18% of young women and 63% of young Roma are detached from the labour market and the education system (FRA - European Union Agency for Fundamental Rights, 2016). Besides, the youth unemployment rate has declined relatively slowly since the global financial crisis, reaching 17% in 2019, four times higher than the national average. Furthermore, a third of young jobseekers are looking for a job for more than one year, a much larger share than in OECD and OECD CEE countries (15% and 21% respectively).”

The OECD Economic Surveys Romania (2022) clearly makes a link between lack of resources allocated to schools in poor areas and educational performance: “*More resources should be allocated to schools located in disadvantaged areas at the pre- and primary education levels. Public spending on education is relatively low, accounting for only 3.6% of GDP in 2019, vs. 4.7% in the EU. Moreover, spending per student in primary and lower secondary education amounted to less than a third of the EU average.*”. It also presents a situation of the school leaving:

Figure 3.14. A large number of Roma children are not engaged in education



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Source: EU (2016), Second European Union Minorities and Discrimination Survey, Roma – Selected findings, European Union, Agency for Fundamental Rights; EU-SILC (2017) EU-LFS (2017/18); PISA.

The main reasons for school dropout remain poverty, discrimination, in some cases the physical distance between house and school. What is even more worrying is that there is a new plan for the awarded scholarships. In 2024 the government offered 1 370 000 scholarships, out of which 55.6% were social scholarships.²⁰ The intention is to modify the award criteria. We do not have an estimated impact, but clearly the school dropout will increase due to this measure.

Antigypsyism in education, training, and lifelong learning

According to Nevo Parudimos research, cases of antigypsyism and marginalisation deepen the negative representation of Roma children. The FRA report (2021)²¹ underlines that 14% of the Roma felt discriminated against in the past 12 months in education and 18% of the children faced specific discrimination situations.

When it comes to antigypsyism, the manifestation in education can take many faces: certain Roma streets are allocated to certain schools, so that there is no or little mix between Roma and non-Roma children; situations of segregation have started to be documented for several years and the numbers are increasing; placing Roma children in schools for children with special needs is not properly documented but this phenomenon exists in Romania; treating children differently in small occasions (like small local festivals, etc) is a direct form of antigypsyism; the way some teachers treat Roma children in school is antigypsyism; the pressure of non-Roma parents to create segregation is also important; etc.

Roma children are exposed to bullying and this is one of the main causes of school dropout. Schools in Romania are overwhelmed when it comes to bullying and solutions are local, depending on how each school knows how to treat these situations. There is a lack or scarcity of psychologists or other qualified personnel able to intervene.

Poverty has a huge influence on the capacity of children to perform in school. There are a lot of factors, from lack of necessary learning materials (not provided by schools) to the fact that parents could not provide them sometimes basic knowledge (in case of multi-generational poverty), meaning they start school with huge knowledge gaps. Of course, teachers and afterschool programs can help them perform better, but if they learn that school is not a real solution for improving their future economic conditions, the probability to leave school is much higher.

A much better link between school and labour market is needed. Poor grades may not be a problem for the children, teachers or parents. The real problem is represented by the fact that children (from disadvantaged areas especially) graduate every year with a lot of missing knowledge, so that in the 6th grade the gap starts to become impossible to be filled in without intensive efforts of children, teachers and parents. This leads inevitably to dropout.

The Government is taking steps related to segregation. They introduced a methodology to identify segregation in the main program that collects all data from every school, so each school needs to report on this. This has started last year. So we can have a clear image at local and national level about segregation.

²⁰ [Cine pierde când se taie bursele? 6 din 10 elevi rămân fără sprijin, fără dezbateri, fără alternativă](#)

²¹ [Roma survey 2021 | European Union Agency for Fundamental Rights](#)

In terms of intervention, the situation is more difficult, as it is the responsibility of the school. The school is also confronted with pressure from the society/non-Roma parents not to be so inclusive with Roma. Segregation needs to be addressed but it depends very much now on the local schools, local authorities and local stakeholders to address it properly. The discussion in Romania is very much focused on how to ensure access to quality education, while good teachers do not want to teach in schools situated in poor, disadvantaged Roma communities.

Support for Roma parents

One of the main problems in ensuring quality conditions for learning is represented by improper housing. Children can not perform in school when their house is too small for doing homework or learning, when there is not even enough space to sleep or when living in a crowded space with a lot of noise. The fact that they do not have their own space to learn can have a great impact on their school results.

Employment has also a great influence. As often parent need to earn their living every day, they do not have a fix schedule, missing all day from home. This means they cannot support their children in the learning process. This issue is not taken into consideration by the central government. It is usually raised by local NGOs at the level of local government, asking for building kindergartens in Roma communities.

For children with parents working abroad, the government adopted a law in 2023²² by which they benefit of a free meal and all kind of educational and psychological support while attending afterschool programs.

Educational support measures (half a page)

The school mediator is hired mainly by schools and has the role to be the link between school and community. Despite the profession being regulated through occupational standards, there is no national budget for this and their situation is not very secure, depending on local/school financial resources. Another problem is that there is no evaluation of the impact of the mediators' work.²³ Ideally, they should work in close cooperation with the social workers, the community and other relevant stakeholders.

There is room for improvement, but it all depends on financial resources. Securing a budget for school mediator can contribute a lot to improving Roma children s school achievements. The evaluation of the impact they have is necessary, but considering their job, even the smallest task (like talking to Roma parents) is essential, because teachers usually don t pay attention to these aspects. They could also have an important role in signalling and alleviating cases of discrimination, segregation, bullying.

²² [OFICIAL Rechizite școlare și masă caldă, burse, decontare transport, suport educațional și psihologic pentru copiii cu părinți plecați la muncă în străinătate, prevede o lege nouă pentru care autoritățile au timp 30 de zile să facă normele de aplicare – Edupedu.ro](#)

²³ [0450 BIS BT:Macheta P1 pepi.qxd](#)

There is no institutionalised language support for Romani-speaking pupils.

There have been afterschool programs run by many schools especially in urban areas, financed by the local authorities, by NGOs, or by EU funds, there is also a national afterschool program and there is a methodology²⁴ on this.

Promotion of Romani culture, history, and language

The Romani language is studied in schools; there are books and methodologies. There is even a national contest (“Olimpiada”) for Romani language. The condition is that at least 10 parents from the classroom make a formal request to introduce the study of Romani language, the principle will take this to the School Inspectorate that needs to allocate a teacher. As for teaching in Romani language (all courses), only a few schools at the national level introduced this for the primary education.

“The Roma history and traditions” module can also be introduced in school at the parents’ request, in the 6th and 7th grade. This is an optional course.

A new course has been designed recently named “The history, slavery and deportation of Roma”. The curriculum is for the grade 5 to 12. It is in the approval stage at the Education Ministry. Once approved, the manuals will be printed, and it can be introduced by the school as an optional course.

For several years the main problem is how the Roma minority is represented in school. According to CRJ,²⁵ in the new law on education (2023) the history and Roma holocaust is present in the curricula, but it is optional, and this is a problem. On the one hand this type of information needs to reach not only Roma (who might be familiar with this) but also non-Roma. On the other hand, there is little chance that the non-Roma will want to study this topic, as the interest is almost inexistent. It is only since 2020 that Roma history and holocaust are introduced in the 8th grade manual, but the information is presented very distorted and even racist.

Lifelong learning and the education of adults

The EC 2025 Country report Romania²⁶ notices that participation in lifelong learning has increased, reaching 19.1% in 2022, surpassing the target for 2030.

However, 72% of the adults lack basic digital skills, which delays the digital transformation of the economy. People with low level of education and those living in rural areas prove a much lower engagement in upskilling activities, which reinforces the poverty cycle. The same report underlines that “Second chance programmes are insufficient, especially in rural areas, and do not address the needs of adults.”

²⁴ [Programul Școala după școală | Ministerul Educației și Cercetării](#)

²⁵ [„România educată” pune istoria romilor pe plan secund – Centrul de Resurse Juridice](#)

²⁶ [7cb47fb4-4517-431a-95c8-17cb161d5078_en](#)

The problem with second chance programmes and with school in general is that if it takes too long to get there and come back, it is not feasible for an adult to spend so much time in this, as they need to work and earn their living daily. It is the same situation with other non-professional lifelong learning opportunities.

Another problem is limited access to second chance programs, adult education and lifelong learning opportunities. These types of programs are not usually in the vicinity of Roma communities, which makes it difficult for adults with children to enrol.

(Digital) Skills for the labour market and for social mobility

The Nevo Parudimos report²⁷ underlines that generally people with low education have less access to trainings: *“The training of workers in last period was supported as support from the state through the ESF funds and more companies used those money especially for digital skills or other skills needed to perform their tasks but also here in most of the cases the low paid jobs, people with a low level of education like majority of Roma were excluded from those trainings.”*

With 72% of the Romanian adults lacking basic digital skills, it’s very probable that in the case of Roma the percentage is much higher, due to their lower education.

I believe that we need to promote digital skills especially in the case of young Roma. Digital skills are useful in a digital economy and for persons with a certain level of education. In general Roma have low level education and low-paid jobs.

As for traditional Roma crafts, according to Nevo Parudimos report²⁸ there were NGOs that tried to value the traditional skills of Roma, but with little success.

The level of Roma skills can be improved using vocational education classes. There were many trainings, especially developed with EU funds, but the problem is their correlation with the needs of the local labour market. Due to housing costs and unavailability, the social mobility of the poor people in Romania is very low.

Education in the National Roma Strategic Framework

The analyses of the situation in the NRSF is good, it covers many essential aspects. When it comes to concrete measures on education, there are 21 measures proposed. The main problem with these measures is that they are not under the control of National Agency for Roma. Building schools and improving the quality of education are good proposals for example, but it depends on many variables. Implementing any of the 21 proposed measures can have a big impact on education.

²⁷ [Microsoft Word - ROMANIA - Roma access to decent and sustainable employment \(final\). docx](#)

²⁸ Idem

What is missing:

- It should be a bit more specific – for example how to increase the quality of education when teachers are running away from schools in Roma communities; intervention in case of school segregation – how exactly, who, etc.

The measure of detecting segregation has been achieved by introducing indicators into the system that collects all data on education (SIIR). FRA data already show that at least half of the children learn in segregated schools/classrooms. NRFS should be more concrete in addressing specific issues considered as priority, rather than enumerating all the problems of the poor Roma and general solutions.

Conclusion and Recommendations

Although investments in education have been substantial in the last decade, there is still a big gap between Roma and non-Roma when it comes to educational achievements.

There are very important challenges in the future – mostly related to spending in education. Social scholarships and investments in infrastructure might suffer and this will have a direct impact on the educational results of Roma

There is still a lot of work to do with the perceptions of the majority population. Generally, Roma children are not welcome in certain schools, dual education sometimes is perceived as a program for Roma and stakeholders are reluctant to be involved. Working on education should be accompanied by measures of changing perceptions leading to discrimination.

There are some questions that require more expertise and solutions like how to improve the quality of education, how to stop school segregation, how to make a visible link with the labour market.

Recommendations:

- Invest in early childhood education should be a priority, as this will influence the later educational achievements
- School mediators should be compulsory and should be a priority of the national budget for education
- All the factors that lead to segregating Roma in school should be addressed urgently; accessing EU funds by schools that create segregation should be questioned
- Quality in education should address more than infrastructure – it should address the teaching act; incentives for teachers in difficult communities should be introduced
- School dropout remains a problem and solutions we adopted did not seem to have the expected results – more after school and alternative education programs are needed in poor Roma communities
- A key factor in improving the education of Roma is tackling poverty at the local level. Improving the living conditions and the economic situation of Roma families will lead to better attendance and results in education.
- Addressing antigypsyism should also be a priority for the educational system in the future, as no concrete results can be achieved when prejudice and discrimination are present in Romanian schools.

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