

## SECTION V SOCIAL AND EDUCATIONAL POLICIES

### THE ROMANIAN EDUCATION SYSTEM VERSUS THE GERMAN EDUCATION SYSTEM COMPARATIVE ANALYSIS

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#### Abstract

*The development of society in general and that of education in particular have determined the gradual establishment, in each country, of an education system. The education system is the main subsystem of the education system and includes all institutions specialized in organizing and conducting education and training through specific contents and methodologies. The education system is designed and organized on the basis of general educational principles. The system of education has an internal structure, with hierarchical institutions among which there are certain relations. Starting from the idea as a good pedagogue, in addition to mastering the content of the discipline which he teaches and the work techniques specific to the teaching profession also needs a rich general culture, which would offer him opportunities for adequate educational intervention. In various situations, we will continue to debate the importance of training and development teaching skills: In the field of modern education in the last decade, an axis of major importance is that of continuing adult education, which must be directly related to validation in service. Gerard Vaysse, one of the leading specialists in the field, comes to specify that the purpose of lifelong learning is to prepare citizens to learn along life, because Europe sec. XXI will be that of knowledge. The researcher formulates the idea that this process presupposes a Copernican revolution in professional consciousness and tends for the person involved to obtain lasting effects in the practice of the profession.*

**Keywords:** *education system, educational policies, school, children*

**JEL Classification:** A

#### 1. Introduction

"Education is everything you see and hear," said the great patriot Nicolae Iorga. We see education as a strategic factor for development. Education has been and will remain a major area of interest, always on the public agenda. Education begins at birth and continues throughout life through the accumulation of knowledge. The education system is a subsystem of the social system, it is subordinated and integrated into the general structure of society, not only having an internal structure, but also subject to social impulses. external. The education system, viewed as a whole, refers, fundamentally, to the organization in institutional form of education, in this sense the education system comprising all the institutions that pursue the fulfillment of some educational objectives. It must also be said that the education system has a national and historical character, in other words, it evolves and develops in relation to the material development and the cultural specificity of each country. Therefore, there are common characteristics between the education systems between the different countries, characteristics and differences that are related to the economic, social and cultural conditions in that country. The education system includes: an input flow - it consists of human and material resources, namely: teaching staff, pupils, students, constructions and school spaces, technical-material endowments, school time, funds; the educational process - employs the whole set of resources, in order to achieve the educational objectives, combining in this sense the three essential educational functions: teaching, learning and evaluation; an output flow -

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represents the product of the system: educated, trained people, endowed with competencies and attitudes provided by the social demand of education.

## 2. Literature review

The school, throughout the times and in all the cultures of the world, through the apprenticeship systems, through the ensemble of knowledge, through the transmitted education represents object of study and research. "Statesmen, great scholars, philosophers, men of culture and art, people of school have carefully leaned on such a subject with implications for the development of present and future society."<sup>1</sup>

Politics is a set of intentions and decisions that operate in an institutional framework delimited by specific professional competencies: education, health, etc.

Educational policy represents "the coherent set of decisions and means by which a power ensures, during a given period, the compatibility between the fundamental educational options and the constraints characteristic of the social field in which they apply".<sup>2</sup>

In a broad sense, educational policy can be assimilated with educational plans or programs (policies), designed and applied globally or sectorally, including at the policy levels of the school, the class of students. In a limited sense, the educational policy should refer through decisions objectified by official documents: laws, government decisions, regulations, orders, etc.

Regarding this aspect, Constantin Popovici, in the 2007 article, "Educational policies for professional evaluation of teachers", stated "Educational policy is, in the first sense, the expression of value judgments that substantiates education, giving it major, priority guidelines at a given time. Under the this aspect merges with the philosophy of education. By the second meaning, that of putting in practice, we understand by educational policy the way of translating options into action

fundamentals: adopting a decisive curriculum and taking social measures, economic, administrative, regarding the realization of this curriculum. Any policy, inclusive the educational policy of a state, is based on the frameworks that carry it out. "<sup>3</sup>

Educational policy is "the sphere in which interests are presented and political aspirations connected with the education system (politics), but at the same time it is and a strategy, an action plan on the education system (policy). In al in the second sense, education policy is a specialized policy".<sup>4</sup>

Another definition for educational policy can be found in Roxana Tudorică. This one states that "educational policy includes options materialized in theses, documents official (politics - conquest and retention of power, policy - decisional sense)"<sup>5</sup>. Within the policies, the role of the considered strategies has a important role. The strategy itself, "as a component of policy, presupposes a concrete program of action. "<sup>6</sup>

## 3. Research methodology

The investigated problem - the topic of comparative research - The educational system - comparative research (Romania-Germany)

### 3.1. Romania

**The national education system** is structured in educational levels, so as to ensure the coherence of instruction and education according to the age and individual particularities of the pupils and students.

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<sup>1</sup> Wikipedia, Istoria educației în România

<sup>2</sup> Bîrzea, C, coord, 1993, Romanian Education Reform, Institute of Educational Sciences, Bucharest

<sup>3</sup>[https://www.researchgate.net/publication/280099200\\_Politici\\_educationale\\_de\\_formare\\_evaluare\\_si\\_atestare\\_profesionala\\_a\\_cadrelor\\_didactice/link/5a1eefb30f7e9b9d5e008322/download](https://www.researchgate.net/publication/280099200_Politici_educationale_de_formare_evaluare_si_atestare_profesionala_a_cadrelor_didactice/link/5a1eefb30f7e9b9d5e008322/download)

<sup>4</sup> Polony, I., 2003, Oktatás-gazdaságtan és politika. Budapest – Zsigmond Király Főiskola

<sup>5</sup> Tudorica, R., 2007, Education management in a European context. Bucharest - Meronia Publishing House

<sup>6</sup> Ibidem 7

**The structure of the school year** is established by ministerial order and is the same throughout Romania. As presented in. Holidays are the same in all counties.

**Study structure** The national education system includes the following levels:

The national pre-university education system includes the following levels: early education (0-6 years), consisting of pre-school level (0-3 years) and preschool education (3-6 years), which includes the small group, the middle group and the large group. Preschool education is organized in nurseries, kindergartens and day centers. Preschool education is organized in kindergartens with normal, extended and weekly program.

Primary education (ISCED 1) includes: “preparatory class and grades I-IV. Primary school is the form of education that addresses children from grades I - IV. The school program starts in the morning and ends at noon. The children who fall here are between 7 and 10 years old. For most subjects, children benefit from a single teacher and appropriate educational products. Only in certain more specialized subjects, children will be trained by other teachers. At the end of the second and fourth grades, children will have to take exams to assess the knowledge gained in Romanian and mathematics.”<sup>1</sup> The educational units, by the decision of the board of directors, can extend their activities with the students after the classes, through "School after school" programs. In partnership with local public authorities and parents' associations, the "School after school" program offers educational, recreational, leisure activities to strengthen acquired skills or accelerate learning, as well as remedial learning activities. Some of these activities are paid for by parents. Where possible, the partnership can be established with non-governmental organizations with expertise in the field. “The program does not exist in all schools, and where the parents' program does not coincide with the school's, there is the possibility of private afterschool, the parents being the ones who bear the costs. The transition from primary to lower secondary education (gymnasium) is conditioned only by the promotion of primary education.”<sup>2</sup>

Lower secondary (ISCED 2) or secondary education comprises grades V — VIII. Access to higher education is achieved through a national assessment exam and distribution in upper secondary education units. This form of education works during the day. It lasts 4 years, between the 5th and 8th grade. The children who fall here are between 11 and 14 years old. “The organization of classrooms is readjusted to better meet the needs of children and teachers. Many schools have special classes, such as classes that have intensive English or computer science courses.”<sup>3</sup>

The upper secondary education (ISCED 3) can be: high school education, which includes high school classes IX — XII / XIII, with the following fields: theoretical, vocational, technological, or vocational education with a duration of 3 years. Vocational education graduates who pass the vocational qualification certification exam can take high school education courses. Any student who graduates from upper secondary education, with or without a certificate of graduation, can enroll to take the entrance exam in post-secondary institutions (however, post-secondary medical schools require a diploma of baccalaureate). “Vocational and technical education consists of: vocational education, ethnic education, post-secondary education. The high school lasts for a period of 4 years, of which 2 years are compulsory (grades IX and X), the next 2 years not being compulsory (grades XI and XII). At the end of the 12th grade, the end of high school, students are required to take the national Baccalaureate exam, they must obtain a general average of 6, and at least a grade of 5 in each individual test. The diploma obtained after this exam (baccalaureate diploma) allows students to enroll in entrance exams in higher education institutions.”<sup>4</sup>

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<sup>1</sup> [https://www.edu.ro/sites/default/files/legea-educatiei\\_actualizata%20august%202018.pdf](https://www.edu.ro/sites/default/files/legea-educatiei_actualizata%20august%202018.pdf)

<sup>2</sup> Joita, E., 2010, Methodology of education. Paradigm shifts. Iasi – Institute European

<sup>3</sup> <http://blog.scoalaz.ro/sistemul-educational-romanesc/>

<sup>4</sup> Birzea, C, coord, 1993, Romanian Education Reform, Institute of Educational Sciences, Bucharest

Non-university tertiary education (ISCED 4) includes post-secondary education. "The Postgraduate School is organized for professional qualifications established by the Ministry of Education. Students who have passed or not passed the baccalaureate exam, according to certain criteria established by the ministry, arrive in post-secondary schools. Post-secondary education is achieved through the post-secondary school and the foremen's school. Both represent specialized training routes, with a duration of 1-3 years, depending on the complexity of the qualification. Graduates of post-secondary schools or foremen's schools acquire a level 5 qualification certificate."<sup>1</sup> Post-secondary education is organized in post-secondary schools, within high schools with legal personality, or in colleges within accredited higher education institutions.

Higher education (ISCED 5-8), is organized in universities, academies of studies, institutes, schools of higher education, called higher education institutions or universities, provisionally authorized or accredited. High school graduates with a baccalaureate degree can enroll in higher education. Admission requirements differ from institution to institution. "The structure of higher education reflects the principles of the Bologna process: undergraduate studies, master studies, doctoral studies. Compulsory general education consists of primary education, lower secondary education and the first 2 years of upper secondary education."<sup>2</sup>

**Scoring System** - For the first four years, there is a system called grades. These are Very Good (FB) - Excellent, Good (B) - Good, Satisfactory (S) -satisfactory, in fact, the meaning (barely) passes and Insufficient (I) - failed. "Students who do not get good grades throughout the year must take an exam in the summer with a group of teachers, and if the situation is not better, the student will repeat all year. "Grades" are used throughout the year, in a year-round assessment system, in tests, in school activities, at home or for projects. On average, for a subject (which will go in the catalog) is calculated by the teacher, taking into account the progress made by the student and a value from 1-4 for each grade. For grades 5-12, a grading system from 1 to 10 is used, 10 being the best grade, 1 being the worst grade and 5 being the minimum passing grade. The assessment system is also used with individual grades for each test, oral exam, project, homework or class exercises being included in the catalog. Some subjects take a partial exam at the end of the semester (Thesis). This requirement is regulated by the Ministry as mandatory for certain matters and cannot be changed. The thesis is worth 25% of the final average, and for grades 5 - 8 it is applied to Romanian language and mathematics and only in the eighth grade to Geography or History and in the case of a school with bilingual teaching in a minority language."<sup>3</sup> Grades are given on the basis of strict ministerial guidelines, which matter the distribution in high school. At the end of each semester, the grade point average is calculated following a four-step procedure: First, the arithmetic grade point average is calculated. If there is also a Thesis, this average, with an accuracy of 0.01, is multiplied by 3, added to the thesis (rounded to the nearest whole number) and divided by 4. This average (with or without the Thesis) is then rounded to the nearest whole (9.5 is thus 10) and this is the average of the student per semester. The next step is to calculate the student's annual average. This is done by adding the averages over the two semesters of the student and dividing by 2. This average is not rounded. The last step is to add all the annual averages of the students and divide this amount by the total number of subjects. This is called the "general average". It is neither weighted nor rounded. If a student has an annual average of less than 5, in a maximum of two subjects, the student must have an exam (correction) in the subject in which he failed, in August, in front of a school board. If he does not pass this exam, he must repeat the whole year (repetition). If the

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<sup>1</sup> Pătrăuță, T., 2008, European educational policies, Vasile Goldiș University Press Publishing House, Arad

<sup>2</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-64\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-64_ro)

<sup>3</sup> [https://www.edu.ro/sites/default/files/legea-educatiei\\_actualizata%20august%202018.pdf](https://www.edu.ro/sites/default/files/legea-educatiei_actualizata%20august%202018.pdf)

annual average is less than 5 in three or more subjects, the student is no longer entitled to the proficiency exam and must repeat the year.

### 3.2. Germany

**The structure of the school** “year is different from country to country”.<sup>1</sup> “The same happens with public holidays and holidays.”<sup>2</sup>

**Structure of studies** In Germany there are several forms of care for children from 0 to 3 years, either through state institutions, private or belonging to different forms of organizations.

Kinderkrippen (Nurseries) “are childcare facilities in Germany for children up to 3 years old. In the nurseries there is also a division according to the age of the children, so the children will be able to be enrolled either in Liegekrippe (group of infants from 0 to 6 months) or in Krabbelkrippe (group of infants from 6 months to 12 months) or if they have turned one year old at Laufkrippe.”<sup>3</sup>

Tagesmutter is another form of childcare, specific to this country, and the place where this activity is carried out is usually the very home of the person who takes care of the children. The number of children cared for is a maximum of five. The child who is cared for by a day mother has an intensive, individual care, modeled on the needs of the child. The advantage is that a Tagesmutter is much more flexible in terms of bringing the child and this can be established in advance with the parents, and the child remains in the same family environment. “Many day mothers are willing to take care of children on weekends or overnight. The costs for a Tagesmutter are lower than for a nursery, depending on the number of hours chosen. Also depending on the number of hours chosen, food and drink are included.”<sup>4</sup>

Kindergarten / Kindertagesstätte - pre-school education from the age of 3 to 6 is done mainly in kindergartens (Kindergarten) or in day care for children (Kindertagesstätte).

All students in Germany, in the year they reach the age of six enter the Grundschule, which in almost all Länder refers to grades 1 to 4. After the primary school stage, secondary education is characterized by division into different paths. education. The Grundschule (elementary school) comprises grades 1-4, during which time undifferentiated subjects are taught. After that, students will focus on other types of schools, depending on their academic abilities and the aspirations of themselves and their parents.

Hauptschule is suitable for children aged between 10 and 15 (grades 5-9). Here, students study subjects common to students in other types of schools, only at a less competitive level and combined with a series of vocational-oriented courses. Upon completion, students obtain a certificate that allows them to continue their studies in a vocational school, which they will complete at the age of 18. Hauptschule - the general school that includes grades 5-9, ends with a graduation exam (Qualifizierter Hauptschulabschluss). “There is also the possibility to graduate the special 10th grade whose correspondent is equivalent to the graduation of a Realschule, ie to have Mittlere Reife, this consisting of a very good mark in the graduation exam (Qualifizierter Hauptschulabschluss) of a Hauptschule and a situation very good school in the 9th grade within it, at the end making an average between the two. There is also the possibility, after the abolition of the tenth class, to take the entrance exam in a Fachoberschule - "FOS". After students have completed compulsory education, they move on to upper secondary education.”<sup>5</sup> The range of courses on offer

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<sup>1</sup> <https://roger24.de/info/structura-anului-scolar-baden-wuerttemberg-germania-2020>

<sup>2</sup> <https://roger24.de/stiri/sarbatori-legale-zilele-nelucratoare-2020-germania-pe-landuri>

<sup>3</sup> <https://piscapesarma.ro/invatamantul-in-lume-episodul-3-scoala-in-germania/>

<sup>4</sup> <https://piscapesarma.ro/invatamantul-in-lume-episodul-3-scoala-in-germania/>

<sup>5</sup> <http://www.integraledu.ro/ro/articles/sistemul-educational-german---abitur>

includes general education and vocational schools, as well as vocational training within the Duales System (dual system).

Realschule provides education to children between the ages of 10 and 16 (grades 5-10), depending on the country. This combines “the academic side with the practical one, and at the end of the period a certificate is obtained that allows the continuation of studies in a vocational school, but students with a high academic level can transfer to a Gymnasium for graduation. Realschule is a school with a specialized profile that involves the graduation of 10 classes (Mittlere Reife).”<sup>1</sup> Successful completion of the 10 classes can pave the way for admission to a gymnasium or the Fachoberschule. However, there are differences, from land to land, in terms of when to start a Realschule, in the sense that you can start with the 5th grade or the 7th grade.

Fachoberschule – “is the correspondent of a post-secondary school and the study period is 2 years, ie the 11th and 12th grades, which ends with a technical or economic baccalaureate exam (Fachabitur).”<sup>2</sup> With the help of this type of baccalaureate you will be able to be admitted in the university education, but only in a faculty with the same profile, which is called Fachhochschule.

Gymnasium, depending on the land, is offered until the 12th or 13th grade (from 10 to 19 years old). After taking the final exams (Abitur) that allow students to continue their studies at a university or other higher education institution. Curriculum differs from one school to another, but generally includes: German, mathematics, physics, geography, biology, chemistry, computer science, arts, music, history, philosophy, civic education, but also a number of foreign languages. “The education offered in the Gymnasium is a classic one. Students can choose between 6 study directions: humanities and social sciences, mathematics and sciences, foreign languages and music. Each high school offers one or two of these programs, children can choose at least 2 subjects studied at advanced level and 7-10 standard subjects.”<sup>3</sup>

Gesamtschule - is a form of school education, which does not exist in all Länder and which begins with the 5th grade and ends with the 9th or 10th grade.

The tertiary sector includes higher education institutions and other institutions that offer courses of study eligible for entry into a profession for students who have completed upper secondary education and obtained a higher qualification in education.

The pre-university education system in Germany “is focused on three forms of education. Gymnasium, Fachoberschule and Berufsbildende Oberschule. Fachoberschule (FOS): the condition for attending such a school is to pass the Mittlere Reife exam. Berufsbildende Oberschule (BOS): attending the courses of such a school is conditioned by the possession of Mittlere Reife or Fachoberschulreife and the possession of a trade; by graduating from such a school, ie the Fachhochschulreife (it is equivalent to the specialized baccalaureate exam within a Fachoberschule - Fachabitur), the way is opened to university education. Also, by taking an exam in a second foreign language, this school can be graduated with Allgemeine Hochschulreife (the equivalent of the baccalaureate exam in a gymnasium - Allgemeines Abitur). Those who want to study in Germany, have the opportunity to choose between several forms of university education such as on the one hand Universities and Technical Universities, and on the other hand faculties, which are based on the assimilation of subjects from a practical point of view. less theoretically, the so-called Fachhochschulen.”<sup>4</sup>

If the first two types of faculties are found everywhere in Europe, “as far as the Fachhochschulen is concerned, they are more of a peculiarity of the German university

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<sup>1</sup> Ibidem 20

<sup>2</sup> Ibidem 21

<sup>3</sup> <https://www.dw.com/ro/jungla-din-invățământul-german/a-16041094>

<sup>4</sup> [https://adevarul.ro/educatie/studii-in-strainatate/modele-educatie-invata-elevii-germania-grecia-spania-bulgaria-1\\_534830aa0d133766a8b39cf5/index.html](https://adevarul.ro/educatie/studii-in-strainatate/modele-educatie-invata-elevii-germania-grecia-spania-bulgaria-1_534830aa0d133766a8b39cf5/index.html)

education system. The main characteristics of such a type of faculty are: the emphasis is on practice and less on theory; the courses take place with a small number of students; subjects that are very related to what a graduate is facing at work; and last but not least, study time is much shorter than at a normal college / university; Fachhochschule graduates who have graduated with very good grades can only enroll in a doctorate at a university, because the Fachhochschulen does not offer the possibility of graduating with a doctorate.”<sup>1</sup>

**The German grading system** includes grades from 1 for very good to 5 for poor. For a better differentiation of merits, grades with decimals can also be given. Almost half of the German Länder carry out an assessment of the work and social behavior of primary school students.

Germany launched the assessment of students on the basis of national standards in education in 2005. “The standards adopted in Germany in 2004 were implemented through national testing in secondary education in all Länder in 2005-2006, to help award certificates and grade students and in addition to testing for centralized comparison between the Länder, comparative tests based on educational standards have been given in each Länder since 2009. The test for the certificate of completion of studies in Germany which is issued in the year 9 or 10 is correlated with the curriculum of each Land but also with the national educational standards agreed at the federal level. Germany tests both German and mathematics as well as a foreign language. For students with SEN from normal schools who offer a qualification, participation in the national test is mandatory. For those in CES schools that do not offer a qualification, participation is not mandatory.”<sup>2</sup> In Germany, the tests are set at the state level. There is only one national test during compulsory education. Their content reflects both the Land's curriculum in terms of the subjects and school years involved and the educational standards that were defined by the German Institute for Educational Development and adopted in 2004 by the Permanent Conference of Ministries of Education and Cultural Affairs in the Landes. The tests are initially graded by the teacher responsible for teaching the subject of the test. They are then graded a second time by a teacher from the same school or a neighboring school, a qualified teacher in the same field and appointed by the principal.

#### **4. Conclusions**

In Germany, schools, as well as universities and institutes of higher education are usually state institutions. Private educational institutions play a secondary role according to the number of pupils and students. Except for them, all schools - general and vocational vocational - as well as higher education institutes and universities are free. Compulsory education begins at the age of 6 or 7 and lasts 9 or 10 years. “All children must first attend Grundschule (primary school) for 4 or 6 years. Generally, from the age of 6, children in compulsory education go to a local Grundschule. Then I choose separate channels. At this point, the parents decide - based on the teacher's advice - on the type of school the child should attend: Hauptschule (lower secondary school), Realschule (intermediate secondary school) or Gymnasium (upper secondary school). In some German regions there are also Gesamtschulen (comprehensive secondary schools) which combine all three types of schools into one form.”<sup>3</sup>

In Germany, only a small proportion of young people complete their vocational training in school. About three-quarters of young people in any general school (not including high schools in the Gymnasium) are trained in companies. In addition, the company's students attend vocational school courses. That is why we are talking about a dual system in vocational training.

The Romanian education system is also free. It differs from Germany in both the system of scholarships awarded, the system of grading and final examination, and the

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<sup>1</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-64\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-64_ro)

<sup>2</sup> Ibidem 25

<sup>3</sup> <https://pisicapesarma.ro/invatamantul-in-lume-episodul-3-scoala-in-germania/>

organization of classes. A small advantage is for Romania and the Bacalaureate Exam, because compared to Germany, it has an increasing degree of difficulty of the subjects, so that it can be taken not only by those with high school performance. Romania's grading system is more permissive, note 5, both in the subjects during the year and in the exams, except for the Bacalaureate Exam whose average must be over 6. Unlike Romania, where in the whole country there is only one school structure, the structure of the school year in Germany varies from Bundesland to Bundesland. Thus, the German authorities want to reduce as much as possible congestion on roads and highways before and after the holidays.

A disadvantage for the Romanian education system is the teaching methods applied in schools, as most of the time they are based on a lot of theoretical information presented only by the teacher, compared to Germany, which is very much based on the formation of the working spirit in team, of competences in terms of public presentations, in front of colleagues, of forming a more practical and less theoretical thinking as in the case of Romania.

The lack of an effective education system has the worst consequences, which can be seen by analyzing its points: insufficient practical training of young people to the real requirements of the labor market, especially for young graduates; the decrease of the interest of the young people from the rural environment to continue their studies within the high school education; leaving the educational system for economic, financial, social reasons, a situation valid both among teachers and students; negative assessment, both by students and their parents, regarding the quality of education; the decrease of the educational offer in vocational education; poorly developed rural infrastructure; small number of teachers compared to the number of students; decrease in qualified staff in education; lack of an attractive system of differentiated pay based on performance and work results; lack of free training programs for teachers.

From the beginning of this critical situation, the infection with the SAR-COV-19 virus, in Germany strict hygiene rules are imposed in schools, valid throughout the country, will continue to be applied to prevent the spread of the pandemic.

On the DW website, it is presented from the beginning of August how the school will start in September, in Germany. After each class, the class must be ventilated. Railings must not be touched when climbing and descending stairs and students and teachers must wash their hands as often as possible. Disinfectants will be used on a case-by-case basis, but do not spray on surfaces but add to washing water on the floor. Wearing a mask will not be mandatory, and teachers can be tested for free by coronavirus.

A novelty will also be the organization of students. "Usually, two years of education, for example the 5th and 6th grades, will form a kind of cohort, which can include several hundred students. As much as possible, the various cohorts should avoid contact with each other. Instead, those in the same cohort no longer have to keep the rules of distance. Each cohort will have its own perimeter in the school yard, in the wardrobe or in the canteen. The measure was adopted on the recommendation of the Robert Koch Institute, the supreme health authority in Germany, so that only one cohort could be sent to quarantine in case of infection, and the rest of the students would continue their courses."<sup>1</sup>

Online home education "will first take place in Mecklenburg-Vorpommern only by way of exception. For the 1st and 2nd grades, only three hours of distance education are provided out of a total of 40 hours per week, and for grades VII - IX, 26 out of a total of 101. According to the Regional Ministry of Education, distance education will be practice especially where teachers will not be able to come to class because they are part of risk groups. However, distance learning is included in the planning for the eventuality of the multiplication of infection cases."<sup>2</sup>

<sup>1</sup> <https://www.dw.com/ro/germania-%C5%9Fcoal%C4%83-%C3%AEn-pofida-pandemiei/a-54418953>

<sup>2</sup> file:///C:/Users/Aviana%20Elena/Downloads/Politica\_educationala\_in\_Uniunea\_Europea.pdf



Kay-Alexander Scholz affirm “schools are offered a commercial cloud-based education management system in Norway. According to the website, the product has been on the market for 20 years. In Germany, it is not the schools that decide what to do, but the local health inspectorates. They will decide whether to place a class in quarantine or close a school or another. The political class, however, agrees that large-scale school closure measures, as happened during the lockdown, should be avoided as much as possible.”<sup>1</sup>

There are also many doctors who declare themselves in favor of education in the most normal conditions. This is also because schools are not on the list of high-risk institutions. In the federal state of Saxony, 2,600 students and teachers were tested in May, and no acute infection was found, according to Wieland Kiess, head of the Leipzig University Clinic, which conducted the tests. Less than 20 of them had antibodies in their blood, an indication of a cured infection.

Germany is the European country that is said to have managed the epidemic the best, while Romania has been talked about since March about the way the activities are carried out. Unfortunately, even at this moment everything is not clear, there are still children and teachers who can not carry out their activities both from an economic point of view and from a social point of view.

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<sup>1</sup> Ibidem 28