

ROMANIA

Key contextual data

Compiled by

Inge Schreyer and Pamela Oberhuemer

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Early childhood education and care (ECEC)

Please note

In alignment with country-specific usage, the terms used in this report for the main forms of centre-based ECEC provision are **nursery** (*creșă*, 0–2) and **kindergarten** (*grădinița*, 3–5)¹. Any additional forms are described where appropriate.

Historical milestones in ECEC in Romania

1866	Legislation on elementary, primary and secondary and higher instruction contained for the first time specific norms on setting up <i>gradina de copii</i> (kindergartens).
1881	First kindergarten based on Froebelian principles established
Up to 1909	133 kindergartens work according to Froebel's philosophy.
1910	<ul style="list-style-type: none"> – First curricular framework for early childhood education is issued. – Introduction of free enrolment and compulsory attendance for 6 year-olds
1939	In the Act on the Organisation and Operation of Primary and Regular Education, the term <i>gradina de copii</i> is explicitly used for kindergartens that are compulsory for children between 5 and 7 years of age.
1955	Around 19% of 3 to 6 year-olds attend a kindergarten.
Up to 1970s	Expansion of early childhood provision to accommodate growing demand
1974	<ul style="list-style-type: none"> – Enrolment rates rise to 42%. – A curriculum for educational and instructional activities in kindergarten is developed and issued at the national level
1981	75% of 3 and 4 year-olds and 90% of 5 and 6 year-olds attend a kindergarten.
1990	Reform of the education system – introduction of new educational standards and move away from the ideological legacy of communism
1990-1994	The first kindergarten groups based on alternative pedagogies are set up: Jena, Montessori, Waldorf, Step by Step.
1995	The first Education Act after the collapse of communism (Law 84/1995) comes into force, consolidating the statute of kindergartens as part of the pre-university education system for 3 to 7 year-olds.
2000	A new framework curriculum and 'lesson plans' for the three kindergarten age groups is adopted and the statute of preparatory groups for school is consolidated.
2003	New legislation extends compulsory education in Romania to 10 years, including a pre-primary year preceding school entry.
2005	Professionals working in kindergartens are qualified at higher education level as 'teachers for pre-primary and primary education', having the same statute as other teachers within the education system.
2011	A new National Education Act comes into force.
2012	Integration of the compulsory preparatory class for 6 year-olds into primary schools, effectively lowering the statutory school age by one year
2019	A new curriculum for the entire ECEC phase (0 to 6 years) is introduced.
2020	<ul style="list-style-type: none"> – The year preceding school entry is made obligatory for 5 year-olds. – Early childhood education and care is included in the National Defence Strategy 2020-2024.

¹ **Editors' note:** International data sources use varying ways of presenting the age range of children enrolled in ECEC settings. We have chosen the following age-inclusive format for the SEEPRO-3 reports: **0–2** years for children **up to** 3 years of age and **3–5** years for 3, 4 and 5 year-olds in countries with a primary school entry age of 6 years, as in Romania.

2021	<ul style="list-style-type: none"> – Amendments to the Education Act come into force. – Nurseries now become part of the national pre-university education system and offer children between the ages of 3 months and 3 years integrated services of education and care. Childcare workers from the state nurseries that fall under the auspices of the Ministry of Education from the school year 2021-2022 can access (up to 2025) the position of Childcare Educator if they comply with the conditions stipulated in the formal recognition and certification of professional skills for this position issued by the Ministry of Education.
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Sources: Ciolan et al. 2018; Eurochild 2021; Ministry of National Education 2021

ECEC system type and auspices²

Early childhood education and care in Romania comes under the responsibility of different ministries. While kindergartens for children aged 3 years to school entry are assigned to the Ministry of National Education (*Ministerul Educației Naționale – MEN*), responsibility for the care sector for under 3 year-olds is organised in a more complex way. Responsibility for nurseries (*creșă*) is shared by the Ministry of Education with the Ministry of Labour and Social Justice (*Ministerul Muncii și Justiției Sociale*), the Ministry of Health (*Ministerul Sănătății*) and with local authorities. In cooperation with the Ministry of National Education, the District School Inspectorates (*Inspectoratul Școlar Județean*) monitor and coordinate the kindergartens (*grădiniță*) and the preparatory class and are also responsible for the evaluation of the education system and partly for funding. However, this is primarily in the hands of the municipalities, as is the management and organisation of the facilities, including staff, materials and equipment.

General objectives and legislative framework

Overarching social policy goals, in addition to ensuring equal opportunities and social inclusion, are access to education without discrimination and the right of all – including national minorities – to their identity and culture. Education is based on dignity, tolerance and respect for fundamental rights.

The main laws governing the early childhood sector are the National Education Act (*Legea educației naționale*, No. 1/2011, with amendments of 2021; Ministry of National Education 2021) and the Social Work Act (No. 292/2011). The two main sets of regulations are the Methodology for the Organisation of Nurseries and Other Pre-Primary Institutions (No. 9/2018) and a revision of the Regulations on the Organisation and Operation of pre-Kindergarten Education Institutions, presented to the public in draft form in 2019.

By including early childhood education and care in the National Defence Strategy (2020–2024), the government highlighted the importance of early childhood education. This comprehensive legislation codifies and operationalises previous laws, and also includes compulsory preparatory classes (Eurochild 2021).

² The Eurydice country report on ECEC in Romania provided orientation on legal and regulatory aspects. All other sources are clearly indicated within the text and in the references section.

ECEC entitlement and compulsory attendance

Since September 2020, ECEC attendance is compulsory for 5 to 6 year-olds and voluntary for under 5 year-olds. As from September 2023, compulsory enrolment will also apply to 4 year-olds and from 2030 to 3 year-olds.

In Romania, there is currently no legal entitlement to a place in an ECEC setting for children under 5 years of age. There is also no national policy to guarantee a place for every child. However, the Education Act (2011, as amended) states that municipalities and school inspectorates must ensure that sufficient places are available.

Primary schooling begins at the age of 6.

Main types of provision

According to national statistics, in 2022 there were only 45 free-standing nurseries in Romania, compared to a total of 1,241 kindergartens, of which more than 88.9% and 92.7% respectively were located in urban areas. However, the national statistics also report a considerable number of 'other' nursery and kindergarten/pre-primary education units attached to schools. If these 'other' units are included, then 92.4% of all nursery settings are located in urban areas and only 31.4% of kindergarten settings. 7,164 of the 'other' kindergarten settings are in rural areas (INSSE 2023a, SCL101D).

Childcare sector

Nurseries (*creșă*) admit children from 3 months to 3 years, who are usually placed in same-age groups. Nurseries are mostly privately run and are primarily found in cities. Some facilities also accept older children to ensure the continued employment of their staff. They are coordinated and financed at the local level.

Since 2007, it has been regulated by law (Law No. 263) that children in nursery settings experience age-appropriate educational activities based on their individual needs and that the relevant health and safety standards are met. Professionals work closely with parents, offering support and helping to identify potential risks to children at an early stage. Most nurseries are open between 7:00 and 17:00, but opening hours can also be adapted to parents' needs.

Education sector (ISCED 02)

Kindergartens (*grădinița*) are attended by children between 3 and 6 years of age, who learn and play in same-age groups. The regular programme in a kindergarten usually lasts five hours per day, the extended programme ten hours, including meals and rest breaks. Beyond the regular provision, there are also a few settings which provide for overnight stays from Monday to Friday.

Provider structures

If all units are counted together, then 93.8% of nursery settings and 94.3% of kindergarten settings are publicly funded. To open private facilities, an individual or legal entity must sign a contract with a school inspectorate and go through an accreditation process. After that, they too can benefit from state subsidies. They must also comply with the same legal regulations as public settings.

Table 1

Romania: Number and distribution of ECEC settings by provider type, 2022

Setting	Provider type	Number of settings	Total	Relative share in %*
Nursery	Public	31	45	68.9
	Private	14		31.1
'Other' nursery units attached to schools	Public	363	375	96.8
	Private	12		3.2
Kindergarten	Public	748	1,241	60.3
	Private	493		39.7
'Other' kindergarten/pre-primary education units attached to schools	Public	9,223	9,336	98.8
	Private	113		1.2

Source: INSSE 2023a, SCL101A, *own calculations

Table 2

Romania: Number and proportion of children in ECEC settings by provider type, 2022

	Provider type	Number of children	Relative share in %*
Nurseries	Public	26,385	97.7
	Private	615	2.3
	Total	27,000	
Kindergartens	Public	482,363	92.4
	Private	39,463	7.6
	Total	521,826	

Source: INSSE 2023a, SCL103H, *own calculations

Participation rates in regulated ECEC settings

According to Eurostat data, only roughly 12% of children under 3 years of age attended ECEC settings in 2022. This share nearly doubled since 2010. The proportion of children between the ages of 3 and 6 attending ECEC settings increased only slightly, from two-thirds in 2010 to 67.8% in 2022. The low attendance rate of children under 3 years of age can at least partly be explained by the lack of available provision.

Table 3

Romania: Enrolment rates in ECEC centre-based settings by age and duration of attendance, 2010–2022

Year	Weekly hours of attendance	Under 3 year-olds, in %	3 years to minimum compulsory school age, in %
2010	1 to 29 hours	4	49
	Over 30 hours	3	17
	No enrolment in ECEC	92	34
2015	1 to 29 hours	4,2	50.9
	Over 30 hours	5,2	7.3
	No enrolment in ECEC	90,6	41.8
2022	1 to 29 hours	8.0	50.7
	Over 30 hours	4.3	17.1
	No enrolment in ECEC	87.7	32.2

Source: Eurostat 2023b; slight deviations in the sums due to rounding

In 2020, national statistics indicate the attendance rate of 0 to 2 year-olds at 5.7% and at 76.9% for 3 to 5 year-olds (INSSE 2023a, SCL102A).

Table 4

Romania: Number and enrolment rates of children in nurseries and kindergartens, by age, 2022

Age	Number of children in nurseries	Enrolment rates in nurseries, in %	Number of children in kindergartens	Enrolment rates in kindergartens, in %
1 year-olds	6,295	3.3		
2 year-olds	17,684	9.0		
3 year-olds	3,021	1.5	157,574	77.3
4 year-olds			160,083	76.7
5 year-olds			170,538	82.1
6 year-olds			33,631	16.4

Source: INSSE 2023a, SCL103A, *calculated based on INSEE – POP105A

Compared to the previous school year, there was an increase of 1.7% in the enrolment rate in nurseries and kindergartens in 2022/23 (INSSE 2023b).

Financing and costs for parents

In 2019, 0.4% of GDP was spent on early childhood education (OECD 2023). In 2020, only 2.8% of the gross domestic product was spent on education as a whole, the lowest share in the EU (Eurochild 2021).

Early education facilities are usually financed through municipal budgets. Kindergartens are also partly financed through state budgets (e.g. salaries), whereas salaries in crèches come exclusively from the municipalities.

The funding of so-called pre-university educational institutions (including kindergartens) comprises basic funding, supplementary funding and additional funding. Basic funding comes from the state budget and covers, among other things, salaries, materials and operating costs, and is based on the standard costs for each child. Supplementary funding comes from municipal budgets and includes for example, costs for evaluations or for health and safety. Additional funding is paid as a lump sum by the Ministry of Education to institutions which have provided special services.

Since 2021/22, private ECEC settings also receive basic funding from the state. In addition, institutions – including public ones – can fall back on their own sources of income, such as donations or sponsors.

According to the Education Act, public ECEC settings are free of charge for parents – but they pay for meals (between €2 and €4 per day) if enrolment is for 10 hours per day or in weekly programmes. For disadvantaged families, these fees are reduced or waived. For private, non-subsidised facilities, fees are set by the provider and cover the costs of staff salaries, equipment, meals, etc.

Since 2020, special credits are available to companies that cover childcare costs for their employees up to €300 per month, as part of an amendment to the tax code (Eurochild 2021).



In 2022, a couple with two children spent about 7% of net household income on childcare costs³ (OECD.Stat 2023).

Staff to child ratios and group size

In both nurseries and kindergartens, children are usually grouped according to their age. 'Junior groups' (*grupa mică*) include children from 3 months to 1 year in nurseries and 3 to 4 year-olds in kindergartens. 'Middle groups' (*grupa mijlocie*) include 1 to 2 year-olds in nurseries and 4 to 5 year-olds in kindergartens. 'Senior groups' (*grupa mare*) include 2 to 3 year-olds in nurseries and 5 to 6 year-olds in kindergartens. 2 year-olds enrolled in kindergartens can either attend a group with only 2 year-olds if there are enough children of that age, or they are included in the group with 3 year-olds. In some cases, mixed-age groups are formed if same-age grouping is not possible.

If there is a child with special educational needs in a group, the group size is reduced by three children. In groups where there are only children with special educational needs, the group size is eight to 12 children. If children with severe disabilities are among them, smaller groups of four to eight children are formed.

Table 5 shows the maximum number of children in a group per qualified professional.

Table 5

Romania: Number of children per group and qualified professional

Age	Maximum number of children per group	Maximum number of children per qualified professional
Under 1 year	7	4
1 year-olds	9	5
2 year-olds	9	6
3 to 5 year-olds	20	20

Source: Eurydice 2023, 4.2

As a rule, one qualified professional is responsible for a group, regardless of the age of the children. In ECEC settings that are open 10 hours a day, two professionals work in five-hour shifts. In private facilities, the staffing ratio may be lower if there is also an assistant or two professionals per group at the same time.

Curricular framework

In 2019, a new early childhood curriculum (*Curriculum Pentru Educația Timpurie*) was introduced (Ministerial Decision No 4694/02), addressing for the first time the early childhood phase from birth to 6 years as a whole. Professionals can adapt it to the specific interests, needs and potentials of the children.

The following basic principles form the fundamental values of the curriculum: child-centred education; respect for children's rights; active learning; integrated development; interculturality; equality and equity; education as interaction between professional and child.

³ The calculation is based on the following fictitious model: two parents working full-time (average income); two 2 and 3 year-old children in full-time care; relevant care allowances included.

Five learning areas are outlined: (1) physical development, health and personal hygiene, (2) socio-emotional development, (3) cognitive development and knowledge about the world, (4) language development, communication and initial literacy skills, and (5) learning skills and attitudes. All learning activities are based on play.

For children under 3 years of age, the focus is on thematic activities, routines and transitions as well as games and activities of choice. These are offered for a certain number of hours in the centre depending on the age of the children. For example, for children under 1½ years of age, two hours of child-initiated play are provided daily, 2½ to three hours of routines and transitions are provided on two to three days, and 10 to 15 minutes of thematic activities are provided daily, initiated by the professional while taking into account the interests and reactions of the children.

For children in kindergartens, the focus is on experiential learning, games and activities of choice and personal development activities. Again, these activities are offered to the age groups for a specific number of hours and are aligned with the children's interests. The professionals decide on the organisation of the learning activities and the methods used.

Digital education

The acquisition of digital competences is not explicitly mentioned in the new education plan. However, it is recommended, as far as the available resources allow, to address this in the activities of the ECEC centre.

Monitoring – evaluation

The responsibility for monitoring and evaluating the entire education system lies in the hands of the Ministry of Education. Quality standards for the early education system, which are also the basis for external evaluations, are developed by the Romanian Agency for Quality Assurance (*Agentia Romana de Asigurare a Calitatii in Invatamantul Preuniversitar – ARACIP*) and implemented on the basis of government decisions. The agency is also responsible for the accreditation of new settings and for external evaluations in terms of structural issues, which are carried out at least once every three years. The district school inspectorates are responsible for evaluation of educational processes.

Child-related assessment

The assessment of children's progress from birth to 6 years is based on the reference standards approved by the Ministry of Education.

In **kindergartens**, an initial assessment is carried out during the first two weeks of each kindergarten year. For this purpose, the staff make a note of their observations and conversations with children and parents. They also record their assessments during the year and discuss them with the parents. On an everyday basis, staff use a variety of methods to assess each child's activities. At the end of the kindergarten year, a final evaluation is carried out. Based on these final evaluations, decisions are made about the planning for the next year. At the beginning and at the end of the kindergarten period, staff fill out a standardised form for each child, which describes the respective stage of development and which is also used during the transition to primary school. This long-term evaluation form is given to the parents and can also be viewed by the primary school teacher.

Centre-level internal assessment

Internal evaluations are carried out by the Commission for Evaluation and Quality Assurance (CEAC). This exists in all educational institutions and consists of representatives of staff, trade union, community, children and parents. CEAC produces an annual report and makes recommendations for quality improvement. This report is also published on the website of the Quality Assurance Agency.

Criteria for self-evaluation procedures include the organisational development of the institution, the educational programme, curricular and extra-curricular activities, the quality of teaching-learning processes, staff training, community relations and European dimensions in education. There are no prescribed methods for self-evaluation, the results are used at the institution level for further planning. At the regional level they are used, among other things, for the use of financial resources and they are also included in the annual reports of the external evaluations.

External evaluation

External evaluations – for public and private educational institutions and, since 2019, also for nursery settings – are carried out by the Agency for Quality Assurance (ARACIP) on the basis of national quality standards. There are three types of external evaluation: (1) for the preliminary accreditation of a setting; (2) for accreditation after completion of an entire educational cycle. After that, the educational institution receives all the rights established by law; (3) a regular evaluation every five years enables the assessment of the quality level of the educational institutions, comparing the minimum level standards for educational activities with the optimal level reference standards.

During each external evaluation visit, two to four evaluators assess the level of quality using documents, statistics, observations, interviews or questionnaires. Prior to the visit, the institution must send data and documentation proving that the standards have been observed. ARACIP analyses the data and the evaluation team, which must be from a different district than the institution being evaluated, visits the institution for two to three days. They assess the building, the management, the learning activities and the staff and conduct interviews with the stakeholders. The regular external evaluation of ECEC settings is carried out on the basis of an "efficiency/value-added index", which shows the evaluation results taking into account the specific context, socio-economic background of the institution, infrastructure, etc. An evaluation report is then prepared and published on the ARACIP website, which is the basis for the final evaluation. The settings receive a quality certificate.

Since 2020, a simplified, de-bureaucratized and also digitalised evaluation for ECEC settings has been in force.

Inclusion agenda

Children with special educational needs and disabilities

Children with special educational needs or disabilities can attend a regular or a special group in a mainstream ECEC setting or separate special education facilities. For the latter, they undergo a detailed assessment. However, the accompaniment and support of the children is always aimed at being able to place them in a mainstream setting.

If necessary, and if supported by a specialist's diagnosis, a child can be assigned a support worker. Regional education boards also coordinate language therapy centres for several schools

and institutions and also employ certified language therapists to provide methodological support to professionals working with children with language difficulties. Above all, more attention should be paid in future to ensuring that professionals are well prepared to integrate children with special educational needs, to involve their parents and to provide an appropriate infrastructure in the institution.

The Draft Pre-University Education Act 2022 (Art. 48, Paragraph (2), 34) provides for a National Centre for Inclusive Education, subordinate to the Ministry of Education, with its own budget, financed from its own revenues and from subsidies from the state budget (Proiect Legea 2022).

Children with a migration background – children from Roma communities

Of the total population in Romania in 2022, only 1.3% had a non-Romanian citizenship; of these, 8.3% came from other EU27-countries. In the case of children under 5 years of age these shares were 1.1% and 10% respectively (Eurostat 2023c). According to the Education Act, ethnic minorities have a right to receive education also in their home language. However, learning Romanian is compulsory for all. The most common additional language in both age groups is Hungarian.

In the national statistics for 2022, only 235 children (0.05%) in kindergartens are listed as Romani-speaking, Romanian is the family language of 92.7%. The majority (94.4%) of children in day nurseries also speak Romanian, with only 5.6% speaking Hungarian (INSSE 2023a, SCL103B). However, it is known that the attendance rate of Roma children is particularly low. Already in 2015, 63% of Roma children aged 3 to 6 years were not enrolled in a kindergarten, compared to 33% of non-Roma children. The project "Ready Set Go!" was implemented from 2014 to 2018 in 11 municipalities in Romania. The main aim was to improve the attendance rate of Roma children through special support and information. By the end of the project, 570 Roma children who previously had no opportunity to attend a kindergarten had attended for two years (Vandekerckhove et al. 2019).

Parental leave arrangements⁴

Maternity leave (*concediul de maternitate*) is granted for 18 weeks. 63 days maximum can be taken before birth. Six weeks after birth are compulsory. The maternity allowance is paid at 85% of the gross income of the last six months before the birth – with an upper limit of 12 times the national minimum gross salary per month, if social security was paid during this period. The birth allowances of RON 2,500 (€505.01) introduced by the city of Bucharest in 2017 will continue, and several cities and municipalities have developed similar programmes.

Fathers are entitled to ten days of fully (without upper limit) paid **Paternity leave** (*concediul de paternitate*). If the father can prove that he has completed a course on child care at an accredited state institution, Paternity leave can be extended further five days.

Parental leave (*concediul pentru creșterea copiilor*) is a family entitlement and lasts until the child is 2 years old. It is paid at 85% of the net household income of the last year before the birth, with a minimum of RON 1,495 (€302) and a maximum of RON 8,500 (€1,717.03) per month. If both parents take Parental leave, one parent must take two months, otherwise the entitlement to paid time is reduced to 22 months. If the parent returns to work before the child is 6 months old, he or she receives a monthly insertion incentive of 1,794 RON (302.40€) or RON 777 (€156.96) until the child's 3. birthday if he/she return to work when the child is 2 years old

⁴ The brief overview in this section is based mainly on the country note for Romania by Raluca Popescu and Rosa Maria Radogna in the *International Review of Leave Policies and Research 2023* (see *References*).

No data are currently available on the take-up of Paternity leave. In terms of insertion incentive, a slight increase has been observed since 2021 (86,071 persons in January 2023 vs. 83,678 in 2021), but the pre-pandemic level has not yet been reached (91,176 in 2020).

Current challenges for the ECEC system in Romania

Country expert assessment by Laura Ciolan

The main current challenge for the ECEC system in Romania is the very **low level of coverage and provision for the age group 0–3 years**. This is due to a number of issues presented in the ECEC Workforce Profile for Romania. Following the transfer of financing and all logistical matters to the local authorities, without sufficient preparation, some municipalities have not been able to secure resources for this service or they have neglected it. In our view, this low number of services, combined with rather poor educational quality, is directly impacting on the daily lives of the families, on early child development, but also, indirectly, on the national economy. Uniting the delivery of early childhood services for the youngest children, coordinating the educational function of these institutions and securing the necessary funding are the key measures needed for ensuring a better system.

Securing highly qualified professionals for the earliest years represents the second main challenge, since currently the personnel in infant-toddler centres do not necessarily have the appropriate education and training as professionals. Moreover, the providers of IPE are not highly motivated to organise such programmes since there are not many working places available. This vicious circle could be broken if education for the age group 0–3 was clearly regulated and funded and if the institutions were staffed with high quality professionals. Further challenges in this respect can be found in the ECEC Workforce Profile report.

Demographic data

Please note: For reasons of comparability, data on children are always reported up to 6 years of age, even if compulsory schooling starts earlier or later in some countries.

Total population

In 2022, the total population in Romania was 19,042,455. It has thus steadily decreased over the past 20 years (2000: 22,455,485; 2010: 20,294,683; 2020: 19,328,838) (Eurostat 2023a).

Total fertility rate

In 2021, the average total birth rate in the EU27 (as of 2020) was 1.53. The highest total birth rate of the 33 SEEPRO3-countries was in France (1.84), the lowest in Malta (1.13). At 1.81, Romania was well above the EU27 average (Eurostat 2023d)⁵.

⁵ Data for **Ukraine** and the **UK** (2021) are from Statista (<https://www.statista.com/statistics/296567/fertility-rate-in-ukraine/> and <https://www.statista.com/statistics/284042/fertility-rate-in-the-united-kingdom-uk/>). Data for the **Russian Federation** (2021) are from WorldBankData (<https://data.worldbank.org/indicator/SP.DYN.TFRT.IN?locations=RU>).

Children under age 6

Table 6

Romania: Number of under 6 year-olds in the total population, 2022

Age	Number of children
Under 1 year-olds	173,783
1 year-olds	188,474
2 year-olds	197,312
3 year-olds	203,772
4 year-olds	208,681
5 year-olds	207,827
Total 0 to under 6 year-olds	1,179,849

Source: Eurostat 2023a

In 2022, 2.9% of the total population were children under 3 years of age, 6.2% were children under 6 years of age. These proportions are above the EU27 average. The shares of children under 3 years decreased in the last 20 years, whereas those of children from 3 to 6 years increased slightly.

Table 7

Romania: Distribution of under 6 year-olds in population by age compared with EU averages, 2000 to 2022, in %*

Year	Comparison Romania/EU	Under 3 year-olds	3 to under 6 year-olds	0 to under 6 year-olds
2000	Romania	3.1	3.1	6.2
	∅ EU15 ⁶	3.2	3.2	6.4
2005	Romania	3.1	3.1	6.2
	∅ EU25	3.1	3.1	6.2
2015	Romania	2.8	3.0	5.9
	∅ EU28	3.0	3.2	6.2
2022	Romania	2.9	3.3	6.2
	∅ EU27(2020)	2.7	2.9	5.7

Source: Eurostat 2023a, * Own calculations; slight deviations in the sums due to rounding

Single households with children under age 6

In 2022, just under half of households in Romania (46.6%) with children under 6 years of age were couple households. Households headed by a single parent accounted for only 1.2% of all households, almost all being single mother households (1.1%).

Table 8

Romania: Households with children under age 6, 2022

Household type	Total households	Share of all households, in % [†]
Total households	1,954,000	
Couple households	852,000	43.6
Other types of households	1,079,300	55.2

⁶ The data for 2000 include the EU15-Länder at that time (AT, BE, DK, DE, IE, EL, ES, F, FI, IT, LU, NL, PT, SE, UK). The 2005 data (EU25) include CY, CZ, EE, HU, LV, LT, MT, PL, SI, SK. Data for 2015 include the additional EU28 countries BG, RO und HR. Data for EU27 (from 2020) comprise the countries of the EU28 without the UK.

Household type	Total households	Share of all households, in %*
Total single households	22,700	1.2
Single households, women	20,900	1.1
Single households, men	1,800**	0.1

Source: Eurostat 2023i, *Own calculations; ** data computed

Employment rates of parents with children under 6 years of age

In Romania in 2022, the employment rate (15-64 years) of men as a whole was 76.1%, that of women 57.3% (Eurostat 2023j).

In 2022, 46.3% of women and 78.5% of men with children under 6 were in employment (18-64 years). The shares of employed fathers were thus well below the average (87.2%) of the 27(2020) EU countries, as were those of mothers than the EU average (63.6%) (Eurostat 2023f).

Table 9a

Romania: Employment rates of parents with children below age 6 compared with other EU countries, 2010 and 2022

	2010	
	Mothers in %	Fathers in %
Romania	57.0	82.4
Highest rate of employment in 27 EU countries ⁷	Denmark: 82.7	Netherlands: 93.4
Lowest rate of employment in 27 EU countries	Hungary: 32.7	Latvia: 74.8
	2022	
	Mothers in %	Fathers in %
Romania	46.3	78.5
Highest rate of employment in 27 EU- countries ⁸	Luxembourg: 81.9	Sweden: 95.1
Lowest rate of employment in 27 EU countries	Czech Republic: 42.5	Romania: 78.5

Source: Eurostat 2023f

For the SEEPRO-3 countries that were not part of the EU27(2020) in 2021/2022, data are displayed in Table 9b.

Table 9b

Employment rates in non-EU SEEPRO-3 countries, 2021/2022/2023

Countries	Parents with children under 6 years		Overall employment rate	
	Mothers, in %	Fathers, in %	Women, in %	Men, in %
*Norway (2022)	82.9	94.3	75.4	80.1
***Russia (2021/2022)	67.1 (2021)	k.A.	55.6 (2022)	70.4 (2022)
*Serbia (2022)	64.4	78.3	57.9	71.0
**Switzerland (2022/2023)	46.9	95.3	60.0 61.1 (2023)	83.5 84.2 (2023)
*Ukraine (2021)	n.d.	n.d.	60.7	69.9

⁷ AT, BE, BG, CY, CZ, DK, DE, EE, EL, ES, F, FI, IE, IT, HU, LV, LT, LU, MT, NL, PL, PT, RO, SE, SI, SK, UK

⁸ AT, BE, BG, CY, CZ, DK, DE, EE, EL, ES, F, FI, IE, IT, HR, HU, LV, LT, LU, MT, NL, PL, PT, RO, SE, SI, SK

Countries	Parents with children under 6 years		Overall employment rate	
	Mothers, in %	Fathers, in %	Women, in %	Men, in %
+++United Kingdom (2021/2023)	75.6	92.1	++72.3	++79.2
with dependent children	72.4	93.1	++72.1 (2023)	++79.4
with children under 2 years	70.7	95.0		(2023)
with children 3–4 years				

*Eurostat 2023f, 2023j

**[BFS] Bundesamt für Statistik. 2023. *Erwerbsquoten in Vollzeitäquivalenten nach Geschlecht, Nationalität, Altersgruppen, Familientyp* [Full-time equivalent employment rates by gender, nationality, age groups, family type]. <https://www.bfs.admin.ch/asset/de/je-d-03.02.00.01.03>

***Rosstat. 2022. *Statistical annex SDG in Russia 2022*. <https://eng.rosstat.gov.ru/sdg/report/document/70355>;

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Children at risk of poverty or social exclusion⁹

In 2022, more than one third (36.3%) of children under 6 in Romania were at risk of poverty or social exclusion. This proportion was significantly higher than the EU27 average (23.3%) for this age group. The share of all persons at risk of poverty or social exclusion in the total population was 34.4% (EU: 21.6%). In 2020, 20.5% of children under 6 suffered from severe material deprivation – also well above the EU27 average of 6.1%. For the total population, it was 14.3% (EU: 4.3%) (Eurostat 2023g, i).

In 2021, the National Alliance for Zero Child Poverty was launched, working in partnership with different social actors to reduce child poverty (Eurochild 2021).

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⁹ 'At risk of poverty or social exclusion' refers to the situation of people either at risk of poverty (threshold set at 60% of the national median equivalised disposable income after social transfers), or severely materially deprived or living in a household with a very low work intensity. (https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Material_deprivation)

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 - SCL102A – School-age population enrollment rate in education, by gender
 - SCL103A – Enrolled population, by level of education, ages and gender
 - SCL103B – Children and pupil enrolment in pre-university education, by level of education, languages, macro-regions, development regions and counties
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