

AN APPROACH FOR A QUALITY EDUCATION IN ROMANIA

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Abstract: The quality of education in Romania has been and is a controversial issue. Despite the efforts made by the authorities, such as creating the legislative framework, establishing an institution to deal with issues of quality education in schools, developing reference standards in the field, etc., good results are slow to appear. Ensuring quality in education is a broad process, much more complex and complicated than it seems at first glance, due to the fact that it involves working with people and in which all actors must be involved – teachers, students and parents, even the local community.

The implementation of the concept of quality in education is hampered by a bureaucratized teaching process, which diverts the teacher's attention from the way he or she carries out his or her work in the classroom to writing papers throughout the school year. On the other hand, all persons involved in the educational process must have a true and constant concern for quality.

The lack of an organizational culture oriented towards quality, to which is added the lack of reflective practice in the work of teachers at the department, negatively affects the educational process in today's school.

The present paper is intended as an approach in favor of a quality educational process, which would bring the Romanian school among the top schools in the world, capable of forming the necessary skills for the normal integration of students into a modern society.

Keywords: Quality of education, A.R.A.C.I.P. platform, Quality Assessment and Assurance Commission, quality portfolio, Annual Internal Evaluation Report, quality management tools

I. Introduction

In 2023, the Romanian Parliament approved Law No. 198/2023, the Law on Pre-university Education. This law created a new framework for the quality of education, defining some key terms for this field: quality of education, improvement of quality of education, assessment of quality of education (internal and external), purpose of assessment of quality of education and quality assurance.

The definition given for the quality of education takes into account the following elements: the study program, the provider of the study program, the

expectations of the beneficiaries and the quality standards. The first two elements are new in the terminology used in relation to the quality of education. For the first time, we speak of “study program” instead of qualification level, specialization or year of study. On the other hand, the term “provider of a study program” indicates that a pragmatic (even economic) approach to quality is taken into account, such as the provider-beneficiary (or client) relationship. Beneficiaries of education are now divided into three categories: primary beneficiaries, secondary beneficiaries and tertiary beneficiaries. According to art. 105 paragraph (2), these categories include:

- Primary beneficiaries: ante-pre-schoolers, pre-schoolers and students, as well as adults included in a form of pre-university education.
- Secondary beneficiaries: parents, guardians or legal representatives of ante-pre-schoolers, pre-schoolers and students.
- Tertiary beneficiaries: the local community and society as a whole.

Teachers, who are also an integral part of the education system, are missing from this stratification of education beneficiaries. Perhaps a more correct approach should take into account all these actors who are truly involved in the quality of education.

Improving the quality of education is, according to the law, a continuous process, which must be carried out by the education provider (or the education provider organization), which has three stages: evaluation, analysis and corrective action. The basis of this process are quality procedures and quality standards. The education provider must select and adopt the most appropriate procedures, and on the other hand, it must choose and apply quality standards.

Regarding the assessment of the quality of education, the definition given by the law assumes the existence of quality criteria, in addition to quality standards, to which the examination of the study programs offered (or delivered) by the education provider should be related. The purpose of this action is to measure the quality level of the education services offered by the provider, in relation to the needs and expectations of the beneficiaries and to the quality standards in force at national level. Achieving this goal involves defining performance indicators, which should be formulated and brought to the attention of the education provider.

Quality assurance, in the context of this law, means “ensuring the confidence of beneficiaries” that the education provider meets quality standards. On the other hand, the education provider is able to meet the following objectives:

- Achieving optimal learning outcomes.
- Cultivating excellence.
- Reducing school dropout.
- Reducing functional illiteracy.

Of all these objectives, the normative act emphasizes that learning outcomes are the most important, being at the center of efforts made to ensure the quality of education.

II. Quality Assessment and Assurance Commission (C.E.A.C.)

This commission is responsible for the internal quality assurance of education and operates at the level of each educational unit. In other words, each school is an education provider.

The operational management of the commission is ensured by the school principal or a person designated by him. The law provides for the composition of the commission, which is formed by representatives of all actors involved in the educational process: teachers, union, parents, students, local council, national minorities (as appropriate). In other words, in addition to the established actors of the educational process - students, parents and teachers, there are representatives of the union and the community within which the school operates.

The regulatory act also specifies the duties of the commission, which include:

- Applying quality procedures.
- Coordinating evaluation activities and quality assurance.
- Elaboration of an annual internal evaluation report (R.A.E.I.) on the quality of education in the respective school.
- Elaboration of the strategy regarding the quality of education in the organization.
- Formulation of proposals for improving the quality of education.

Although not specified in any official document, there are some necessary conditions to be a member of this committee, namely (Alexandru, 2025:2):

- Full-time teacher in the school
- Good professional training
- Adherent to the principles of quality and quality work
- Good organizer
- Non-conflictual person
- Impeccable moral character
- Attached to students
- Communicative and empathetic with those around them.

On the other hand, there should be a job description for each member of the committee, but each school develops its own job description. The committee's organizational chart includes the following positions:

- The operational coordinator of the committee (school principal)
- The committee's manager
- The committee's secretary
- Committee members - teachers
- Representative member of the Student Council
- Representative member of the union
- Representative member of the parents' association
- Representative member of the local council.

III. Quality Portfolio

The list of documents required for the quality portfolio includes the following elements:

- Committee composition
- Committee regulations
- Internal quality assessment strategy
- School organization chart
- Procedures manual (file)
- Procedures register
- Education quality monitoring tools
- Annual internal evaluation report (R.A.E.I.)
- Risks register
- File with evidence of activities carried out and tools applied.

The committee composition is the result of elections held among the teachers in the school, as far as teacher representatives are concerned. The final composition of the committee is established by decision of the school principal, after the school Board of Directors has requested and received the names of the other committee members from the Student Council, the parents' association, the union, the Local Council, national minorities (if applicable) (Alexandru, 2025:1).

The regulation on the organization and functioning of the committee, as well as its strategy, are developed and approved by the school's Board of Directors. According to the law, the Teachers' Council, the Students' Council and the Parents' Association must be consulted for the development of these documents.

The school's organizational chart and the committee's organizational chart are approved by the school's Board of Directors.

The procedures manual contains all general procedures, specific and operational procedures, registered with the school secretariat. These procedures must be listed on paper, formalized and approved by the school management, for all areas of applicability and identified activities.

All procedures within the school are recorded in the procedures register.

The following are among the tools for monitoring the quality of education:

- Lesson observation sheet
- Teacher evaluation sheet
- Auxiliary teaching staff evaluation sheet
- Their activity reports
- Checklist for the personal portfolio of teachers
- Activity reports of school committees.

The annual internal evaluation report (R.A.E.I.) is completed in the application on the A.R.A.C.I.P. platform and then listed on paper. The content of the report is brought to the attention of all education beneficiaries by posting it on the school noticeboard or publishing it on its website.

The risks register contains, if any, all identified risks related to the procedures developed and approved by the school management.

The procedures that must be carried out by the quality committee are specified in the guides published by A.R.A.C.I.P. and in the reference standards (Alexandru, 2025:4). The operational procedure model, as well as the system procedure model, is provided for in two normative acts: Order of the Secretary General of the Government (O.S.G.G.) no. 600/2018 and Instruction of the Ministry of National Education no. 1/2018. This instruction includes the list of the minimum number of documented procedures necessary for the implementation of the internal managerial control system (S.C.I.M.) at the school level.

IV. Romanian Agency for Quality Assurance in Pre-university Education (A.R.A.C.I.P.)

A.R.A.C.I.P. is the Romanian Agency for Quality Assurance in Pre-university Education, which deals with the external evaluation of the quality offered by education providers, in addition to the authorization, accreditation and periodic evaluation of pre-university education units. The Agency is subordinated to the Ministry of Education, being a public institution of national interest. This means that the issue of education quality is an issue of national interest.

A.R.A.C.I.P. carries out several activities in the field of quality, such as:

- Development of quality standards, reference standards and performance indicators.
- Development of internal quality assessment manuals and good practice guides.
- Evaluation of accredited education providers.
- Recommendations for improving the quality of pre-university education, etc.

The new law on pre-university education transformed A.R.A.C.I.P. into A.R.A.C.I.I.P., i.e. the Romanian Agency for Quality Assurance and Inspection in Pre-university Education (according to art. 117). It will start operating at the beginning of the 2026-2027 school year (according to O.U.G. no. 156/30.12.2024).

On the agency's website, available at aracip.eu, the two quality manuals are published (in pdf format): the External Quality Assessment Manual and the Internal Quality Assessment Manual. Also found here are some guides for the uniform application of evaluation standards, an institutional development guide and the agency's press releases. The tools posted on the website refer to external evaluation and include a tutorial for external quality evaluation, an instruction for completing the standard form and another instruction for registering the external evaluation request.

In 2013, the agency conducted a "National Study on the Development of Quality Culture in the Pre-University Education System", published on its website. This is the last study in a series of three studies that aimed to investigate the quality culture in pre-university education units in Romania, conducted in 2002 and 2005 (see table 1).

Table 1. Studies on Quality Culture in Pre-University Education:

No. Crt.	Study Title	Year of Publication	Institution	Coordinator
1	Organizational cultures in the Romanian school	2002	Institute of Educational Sciences, Bucharest	Șerban Iosifescu
2	Quality management and culture at the school level	2005	Institute of Educational Sciences, Bucharest	Șerban Iosifescu
3	National study on the development of quality culture at the level of the pre-university education system	2013	A.R.A.C.I.P., Bucharest	Șerban Iosifescu

Source: aracip.eu

The purpose of this study was to identify the characteristics of the organizational culture existing in educational institutions in the 2012-2013 school year, when profound changes took place in the education system, as well as in the attitude of all participants in education. Four categories of subjects were investigated: teachers, students, parents or legal guardians of children and representatives of local public authorities.

The authors of the study formulated some conclusions (compared to 2002), briefly presented here:

- The democratization of the internal life of the school as an organization has been emphasized.
- Teachers' access to information and their participation in the decision-making process have increased.
- The degree of acceptance of uncertainty has increased, which shows that changes will be accepted more easily than in previous years.

Also on its website, A.R.A.C.I.P. published a document containing the agency's strategy for the period 2022-2026, entitled "(Re)connecting the institution with the school". The document analyzes the implementation of the strategy from the period 2011-2015, which had two strategic directions, namely:

- Rebuilding trust in the Romanian school based on the new concept of education quality.
- Developing the institutional capacity of A.R.A.C.I.P.

For the period 2007-2010, another strategy was developed, with other strategic directions, which I mention here:

- Building a national quality management system.
- Creating a relevant international experience in terms of alignment with development trends in the field of quality.

For the period 2016-2021, no strategy regarding education quality was published and implemented (see table 2).

Table 2. Strategic directions of A.R.A.C.I.P. in different periods of time:

Period	2007-2010	2011-2015	2016-2021	2022-2026
The strategic directions formulated	1. Building a national quality management system. 2. Achieving relevant international experience in terms of alignment with development trends in the field of quality.	1. Rebuilding trust in Romanian schools based on the new concept of quality education. 2. Developing the institutional capacity of A.R.A.C.I.P.		1. Increasing the institutional capacity of A.R.A.C.I.P. 2. Connecting A.R.A.C.I.P. with the needs of the Romanian school by implementing an authentic quality concept. 3. The internationalization of A.R.A.C.I.P. by increasing the relevance of the institution in relation to international schools.

Source: aracicp.eu

The 2011-2015 strategy involved the achievement of the following strategic targets:

- Developing a quality culture based on national and European values.
- Implementing the Common European Framework for Quality in Education and Vocational Training (EQAVET).
- Developing tools for internal and external evaluation of education quality.
- Firm application of quality standards.
- Promoting good practices in ensuring, evaluating and improving the quality of education.
- Periodic publication of status reports and recommendations for quality improvement.

If we look at the agency's website, we can check the status of achieving these strategic targets, namely:

- Periodic public reports stop in 2021.
- The last activity report of the president of A.R.A.C.I.P. was published in 2023.
- The last activity report of the agency is from 2020.
- The last report on the state of education quality is from 2018.
- The agency's guides and press releases stop in June 2021, respectively May 2012.

Up to date, with documents posted in 2025, are the sections "News", "Current activity" and "A.R.A.C.I.P. Registers". The "Current activity" section posts the minutes of the A.R.A.C.I.P. Council and the decisions of this Council for this year.

Regarding the development of the agency's institutional capacity, several strategic goals have been formulated:

- Implementation of its own quality management system.
- Establishment of partnerships and participation in national and international projects in the field of education.

If we look again at the national agency's website, there is confirmation of the achievement of the last strategic target, by publishing information related to the last A.R.A.C.I.P. event (a workshop organized in Predeal in September 2024) and the collaboration protocol between A.R.A.C.I.P. and the InfoCons Association (European consumer protection organization) (April 2025).

To achieve the first strategic target, it is necessary to "rethink the quality culture", so that the emphasis is placed on achieving learning outcomes, formulating new standards and adapting tools to them. The national agency wants to be perceived within the national education system as "a vector of quality". As a result, it is necessary to implement the internal managerial control system (S.C.I.M.).

The current strategy, proposed for the period 2022-2026, contains three strategic directions:

- Increasing the institutional capacity of the national agency.
- Connecting the agency with the needs of the Romanian school by implementing an authentic quality concept.
- Internationalizing A.R.A.C.I.P. by increasing the relevance of the institution in relation to international schools.

To achieve the first strategic direction, several strategic targets were proposed, including:

- Development of an internal quality management system, which would ensure the reduction of errors in relations with beneficiaries.
- Development of digital skills of employees and external collaborators.
- Flexibility in the use of services necessary for proper functioning by outsourcing certain components.

What has been achieved (at least partially, as can be seen from the structure of the A.R.A.C.I.P. platform) is the target related to internal digitalization and technology in order to ensure document traceability, which involves the automation of internal document control procedures, through the online registration of external evaluation requests. In this context, the external evaluation visit will include a component in which the documents posted on the platform will be analyzed.

The second strategic direction, that of connecting the national agency with the needs of the Romanian school, involves the achievement of several strategic targets, namely:

- Increasing the capacity to communicate with education beneficiaries and ensuring transparency, which means creating materials (guides) aimed at facilitating the understanding of the concept of "authentic quality education".

- Developing a culture of quality based on the identified needs and the directions promoted by national and European documents, by creating tools appropriate to measure the requirements imposed by the new standards.

- Developing the necessary tools for internal evaluation and external evaluation of the quality of education, with reference to learning outcomes. This involves improving the evaluation tools used and training employees in educational units in two areas: internal evaluation and the method of data collection, respectively the accuracy of data reporting.

The training activities will be carried out through the project "Quality Education through School Evaluation", launched by the Ministry of Investments and European Projects. The project is financed with the amount of EUR 6 million and will last 4 years. The project aims to train at least 10,000 teachers in the field of quality assurance in education, in addition to carrying out the procedure for establishing and administering the Register of Experts in Evaluation and Accreditation (Florea, 2025). Another strategic goal is to promote good practices in ensuring, evaluating and improving the quality of education, by issuing a "quality certificate" for providers who have developed good practices in the field of quality education.

V. The A.R.A.C.I.P. Platform

The platform was created with the aim of computerizing the internal evaluation and the quality improvement process within the school. It is available at calitate.aracip.eu and was created with funding obtained from the European Social Fund through the Sectoral Operational Program Human Resources Development 2007-2013. Reporting on this platform is done periodically, respecting the global reporting calendar, displayed on the website (see fig.1).

The A.R.A.C.I.P. platform can only be accessed by the teacher who is the representative of the education provider in relation to A.R.A.C.I.P., in our case the person in charge of the quality committee.

The platform structure includes several menus, namely: Home, Centralizer, Documents, Collaboration, Find a school and External evaluation.

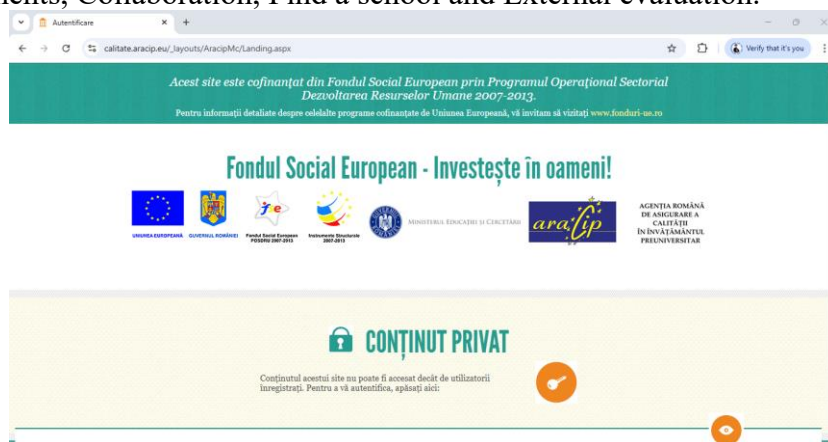


Fig.1. The main page of A.R.A.C.I.P. platform

The “Home” menu has two components:

A. Profile – here the user profile appears (the teacher representing the education provider).

B. Internal evaluation timeline – contains a calendar of the “quality year”, which marks the deadlines by which certain activities of the quality committee can be carried out, namely: initializing the R.A.E.I., carrying out planned activities, adding new activities, evaluating, reviewing, planning, finalizing the R.A.E.I. (see fig. 2).

C. News – is a section that includes announcements from the national agency, regarding various quality-related issues.

The “Centralizer” menu has the form of a panel, used for direct access to data relevant to the current activity. Here there is a section that allows beginners to learn to complete the R.A.E.I. with the help of a simulation. Here too, the data necessary for completing this report and the forms for the activities planned and carried out by the quality committee are loaded.

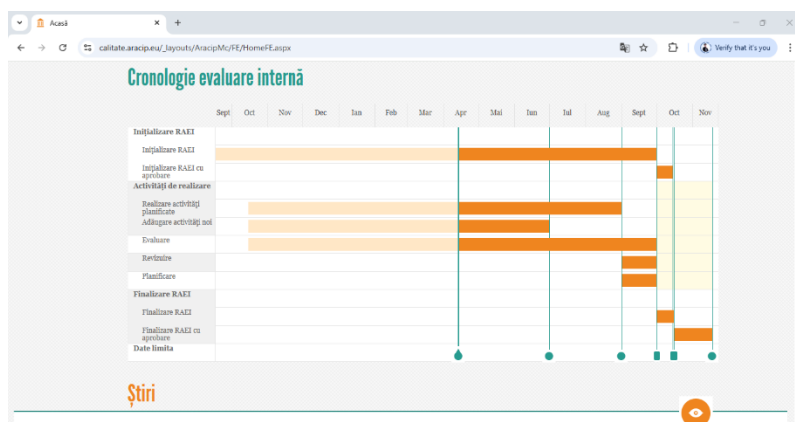


Fig. 2. The Internal evaluation timeline

In order to be able to complete the R.A.E.I. online, it must be initialized. After the submenu related to this report becomes active, the school database can be completed. This contains several groups of indicators related to the school's activity during the “quality year”. There is a submenu called “Report Archive”, which contains all the reports completed in previous years and which can be downloaded in pdf format. After the report for the current year has been completed, it can be downloaded from the platform in pdf format. Another section, called “Reports for the school representative”, shows the status of the planned activities and their level of achievement.

The panel contains an interactive diagram of the P.D.C.A. (Plan-Do-Check-Act) cycle, which becomes active depending on the period of implementation of the activities included in the four quadrants: 1. Implementation, 2. Evaluation, 3. Review and 4. Planning. According to the instructions that appear when the first quadrant becomes active, in the “Implementation” stage, the quality improvement

and internal evaluation activities are recorded, implemented according to the planning in the report for the previous quality year. Unplanned activities, established during the current quality year, can also be recorded here. An online form opens, which must be filled in with data about the planned activity. This data will appear in the final report, which will be sent online to the national agency, respectively will be listed and published by the school management.

In the “Evaluation” stage, the level of achievement of the indicators for each accredited study program (education level) is completed. The completion is done taking into account the performance descriptors corresponding to each indicator. These indicators are part of the following areas: institutional capacity, educational effectiveness and quality management. The accredited study programs are vocational, high school and post-high school. For each indicator there are several levels of achievement, namely: excellent, very good, good, satisfactory and unsatisfactory.

The “Documents” menu includes two submenus, called “School Documents” and “Parent and Student Questionnaires”. In the first submenu, school documents can be added and modified, which are divided into several categories:

- Founding Documents
- Human Resources
- Financial Documents
- Quality Management System
- Operating Documents and Material Resources
- Educational Offer and Educational Results
- Internal Planning
- External Evaluation Reports.

The submenu "Parent and student questionnaires" contains a questionnaire for parents and another for students, through which the representative of the education provider collects from them (as beneficiaries of education), the necessary data for each year of study, which is then centralized by school.

The "Collaboration" menu includes two other submenus, called "Methodological Library" and "Ask an Expert". The first submenu wants to be an electronic library, created with the help of A.R.A.C.I.P. representatives and organized around the "electronic quality assurance manual". It contains several lists, namely: the regulatory framework, manuals and guides, complementary legislation, model instruments and procedures. In order to be more easily accessed, there is also a search engine.

The "Ask an Expert" submenu contains an interactive map of the country's counties, with the contact details of the experts in the respective county, who can be contacted by email by interested persons.

The “Search for a School” menu has a search engine, as it contains a list of over 8,700 educational institutions across the country, each with a public profile posted on the platform.

The “External Evaluation” menu includes requests for external evaluation for the school, proposals for scheduling the external evaluation, but also the option to associate an external evaluator with one or more educational institutions.

There is also a help button, marked with a question mark “?”, which opens a list of user manuals, video tutorials and frequently asked questions. Here are posted the “Internal Evaluation Manual of Education Quality” and a presentation made by the national agency for the “Quality Manual”.

The video tutorials are about using the A.R.A.C.I.P. platform, namely:

- “Obtaining Live ID and completing the registration application”
- “Managing the user profile and the educational unit profile”
- “Completing the school database”
- “Completing the first R.A.E.I.”
- Tutorial “School documents”
- “A.R.A.C.I.P. – Scenario 1st R.A.E.I.”
- “A.R.A.C.I.P. – Scenario 2 R.A.E.I.”

The last two tutorials can only be found on Youtube, as well as the other five, but they are not listed on the list posted on the A.R.A.C.I.P. platform.

Regarding the A.R.A.C.I.P. platform, the current strategy provides for an “incremental” development, by implementing new functionalities on the platform (until 2026), ensuring the maintenance of equipment and the calitate.aracip.eu platform, as well as optimizing the functioning of the infrastructure, the computer network and the database. A component translated into a foreign language will be added to the national agency’s website, as part of the international opening of A.R.A.C.I.P.

In order to ensure an international opening for the national agency, it was proposed as a strategic target to create a record of international schools operating on the territory of the country. To this end, the calitate.aracip.eu platform will be developed to allow the registration of international schools and reporting on the quality of their activity.

VI. The Annual Internal Evaluation Report (R.A.E.I.)

This report has a complex and complicated structure, which presents in detail the situation of the education provider (school) in the current quality year.

Part I – “General information” includes information regarding the educational unit, namely: identification data, characteristics of the family environment, conditions of access to the school unit where the student is enrolled, the school’s material base, human resources (teaching staff, auxiliary and non-teaching staff), student participation in the educational process in the previous school year, the school situation at the end of the previous school year, experience in international evaluations and other achievements in the school’s activity.

Part II – “Description of quality improvement activities carried out”, contains a summary of the quality improvement activities, respectively of the internal evaluation activities carried out in the school.

Part III refers to the level of achievement of performance indicators according to accreditation and periodic evaluation standards, to which reference standards are added. These indicators are ordered in the three areas mentioned above: institutional capacity, educational effectiveness and quality management. There are the following qualifications: excellent, very good, good, satisfactory and unsatisfactory, and the data is completed for each level of education existing in the school: vocational, high school and post-secondary (in our case).

Part IV includes the plan to improve the quality of education offered for the next school year, divided into quality improvement activities and internal evaluation activities, respectively.

The completed report is downloaded in pdf format, listed and signed by the school principal and the person responsible for the quality committee. Regarding the activity related to this report, the school quality committee has the following responsibilities (Alexandru, 2025:5):

- Processes and interprets data collected using quality management tools.
- Completes the online report.
- Formulates conclusions regarding quality improvement activities.
- Formulates conclusions regarding quality assessment activities.

VII. Quality management tools

The main tool used to obtain the data necessary to complete the R.A.E.I. is the questionnaire. On the A.R.A.C.I.P. platform there is a questionnaire for parents and a questionnaire for students, both posted in the “Documents” section of the platform. The same questionnaires are also posted in the “Methodological Library” submenu. To these is added a “Quiz” evaluation test, with questions regarding the R.A.E.I. sections, the school database and user registration.

Another quality management tool used on the platform is the P.D.C.A. cycle (presented previously), with the names of the quadrants in Romanian.

VIII. Conclusions

The main duty of the teacher is the activity at the department. The work within the quality committee is bureaucratic, time-consuming and energy-intensive. It is an activity that requires the very good functioning of the information system within the school, because the information necessary to complete the committee documents comes from all departments in the school's organizational structure - secretariat, accounting, class teachers, permanent committees in the school. If the training of teachers regarding internal evaluation and the method of data collection, respectively the accuracy of data reporting will be done only from now on, the question arises how the data were collected and what kind of data have

been uploaded so far on the national agency platform, but also how representative are they for the educational unit?

Taking into account the organizational structure of industrial companies, which have a quality department, the teacher working within the quality committee should be relieved of the teaching load at least partially, so that he can deal with quality-related issues; otherwise, he works in his free time.

Regarding the A.R.A.C.I.P. platform, there are several observations to be made, namely:

- The platform is outdated, having the same structure for years.
- The user interface is not at all attractive and friendly.
- The materials posted on the platform are not very helpful in working with it, because they are addressed more to beginners, those who are learning to work with the platform.

- The development of the platform, provided for in the A.R.A.C.I.P. strategies, is being done with great delay and seems to be more formal.

Considering the aspects presented in the paper, several recommendations can be made for updating the platform, as follows:

- To contain the list of all the documents required for the quality commission file, in word or pdf format.

- To contain models of operational procedures and system procedures for the educational unit, for all existing problems, which should be adapted to the specific situation in which the school finds itself.

- For each “year of quality”, all schools should have the same theme for the quality assessment activity, such as Different Week, Green Week, electronic school catalog, school year structure, etc.

- Questionnaires for students, parents and teachers should be standardized at national level, so that the results can be compared by school levels and types of school units.

- The list of specializations on university diplomas should be updated, because it is old and contains some specializations that no longer correspond to the current ones.

- In the “Centralizer” menu, the P.D.C.A. cycle should be separated from the part regarding the completion, downloading and archiving of R.A.E.I.

A good thing is that the platform now sends notifications regarding the start period of an activity planned for the year.

Regarding quality tools adapted to teaching activity, I proposed two tools at one point, as a result of the activity at the department:

- A lesson self-evaluation grid from the perspective of ensuring the quality of the teaching process (the P.D.C.A. cycle) (Curta, 2016).

- A variant of the Ishikawa diagram, which can be used to carry out an action research project in economic disciplines (Curta, 2017), but which can also be used successfully for other disciplines.

Studying the strategies developed by A.R.A.C.I.P., it results that there are problems with the institutional capacity of the national agency, but also with its

international openness. On the other hand, it is not very clear what the definition of the quality concept to which the agency's activity is related is, because it appears formulated differently: "the new concept of education quality" (in the strategy for the period 2011-2015), respectively "concept of authentic quality" (in the current strategy, for the period 2022-2026).

Once these problems are resolved, it is possible that the national agency will succeed in implementing the objective published within the "Educated Romania" project (in 2021), that of having a "quality education for all".

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