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Adaptation of Dâmbovița Educational Services to Students needs in the Context of the Coronavirus Pandemic

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Abstract

The crisis generated by the coronavirus pandemic has led to many problems related to the optimal management of the teaching act. The topic „Adapting Dâmboviţa educational services to the needs of students in the context of the coronavirus pandemic" is topical and has created many debates and suspicions among the population, especially among those directly involved in education. During the school year 2019-2020, a difficult year, in the field of education there were numerous dysfunctions in the provision of quality educational services online. The study details the measures applied by C.S.I. Dâmbovița in adapting educational services to the needs of students.

Keywords: *pandemic context, educational services, adapting supply to demand, statistical research*

JEL Classification: M210

Introduction

It is very important for people to be aware of the role of education in the formation of individuals, their preparation for life, but the Romanian education system has always been left in the last place by the country's rulers (Enache, 2011: 3). In addition to the existing problems, related to insufficient and unqualified teachers in pre-university education, lack of motivation, lack of facilities, financial resources, support of local authorities, parents, etc. (Iosifescu, 2001: 45), numerous problems have arisen related to the optimal management of the didactic act in the crisis generated by the coronavirus pandemic.

The study of the topic "Adapting Dâmboviţa educational services to the needs of students in the context of the coronavirus pandemic" given the economic and health crisis is current and has created many debates and suspicions among the population, especially among those directly involved in education.

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Students were severely affected by isolation at home, with repercussions on their physical and mental development, but also with negative influences on the volume and quality of learning. It was considered opportune to analyse this topic, for which numerous articles were studied, published by various credible and famous sites, as well as the publications of Dâmbovița C.S.I., where some of the data present in the paper were found, there are no other sources of information so far.

The work "Adapting Dâmboviţa educational services to the needs of students in the context of the coronavirus pandemic" comprises three sections, beginning with "Experiences of EU Member States, in the field of education, in the context of the coronavirus pandemic", which presents some decisions taken by some EU member states in the field of education during the pandemic. For Romania, the ways and factors of spreading the Covid-19 virus in schools were detailed, and also the impact of the pandemic crisis on the Romanian education system, the risks of carrying out teaching activities during this period and the support provided by the U.E. for our country in the field of education.

The second section, "Dâmbovița C.S.I. during the pandemic with Covid-19" is designed to know how to organize the national pre-university education system and the number of school units in Dâmbovița. Also here, are presented the material endowments and the financial resources available to C.S.I. for ensuring the didactic act, as well as the human resources in the system.

In the last section "Possibilities for adapting the educational services of Dâmbovița C.S.I. to the needs of students during the coronavirus pandemic" an analysis of the activities of Dâmbovița C.S.I. and the challenges it was subjected to during the pandemic, presenting the results of the students from the final years (8th and 12th grade) at the national and baccalaureate exams, respectively. We also considered it appropriate to point out the activity of teachers during the pandemic.

During the school year 2019-2020, a difficult year, in the field of education there were numerous dysfunctions in the provision of quality educational services online; these are listed in the third section.

Towards the end, the paper details the measures applied by Dâmbovița C.S.I. in adapting educational services to the needs of students.

1. Experiences of EU Member States in the field of education in the context of the coronavirus pandemic

The field of education has been severely affected by the coronavirus pandemic since 2019. In all countries of the world, there have been various scenarios and ideas to be applied to combat this pandemic. Each country has adopted measures that it has considered effective, as well as Romania. Some believe that the right measures have been taken, others do not. Admittedly, the alarming increase in the number of cases shows that something is wrong.

In education, an already unstable system, taking action overnight has upset both teachers and their students and parents. During the study we shall explain in detail what impact this pandemic has had on education (Andreiana & Badicu 2017: 52).

1.1. In several EU member states

At European level, the decision to close all schools was taken in March and April 2020. In April, 80% of countries closed pre-school, 90% closed primary schools and 100%

closed high schools and the universities. Since May 2020, most countries have decided to partially and gradually open schools (https://www.ecdc.europa.eu/sites / default / files / documents / COVID-19-schools-transmission -August% 202020.pdf, Stockholm).

Against a powerful virus, Covid-19, about which nothing was known, the representatives of the World Health Organization informed, with minimal data, the population about minimizing its spread. Countries were free to choose ways to defend themselves, some more, some less. If the first wave was overcome, the second wave, more aggressively, instituted drastic protection measures. Here are some measures that some countries have taken:

a) France:

- restricted traffic and closed crowded public areas;
- schools remained open;
- students and teachers protested considering that the risk of infection was very high;

b) Decisions taken by Germany in schools against the spread of coronavirus:

- schools remained open;
- drastic hygiene rules;
- after every hour the class is aired;
- not touching the railing;
- wearing a mask is not mandatory;
- teachers can test for free;
- organizing groups of students;
- supporting online classes only for teachers and students in risk groups;
- the allocation of 10 million EUR for the purchase of new teaching materials;
- the decision to close the schools belongs to the local sanitary inspectorates;
- supporting doctors regarding face-to-face education.

c) The Netherlands: kept the schools open

d) Greece - only high schools and colleges were closed. Kindergartens and primary schools operated according to well-established rules.

e) Belgium:

- the autumn holiday was extended by two weeks, and the school started in new conditions of distance, protection measures, disinfection and plexiglass panels.
- food is eaten in class;

f) Italy: schools remained open;

g) Rapid measures imposed by the Finnish State to limit the spread of the virus:

- lockdown for about two months;
- a ban on travel between the capital Helsinki and neighbouring towns;
- closure of all educational units;
- closing restaurants;
- identifying and tracking the contacts of those infected;
- introduction and use of the “Corona Flash” mobile application;
- the confidence of the Finns in the rulers;
- the economic decline of only 6.4% compared to the EU average of 14%;
- adopting the tele-work strategy and distance learning and equipping it with the necessary equipment.

1.2. In Romania

1.2.1. The impact of the pandemic crisis on the Romanian education system

With the closure of schools, in March 2020, various ways of organizing the teaching activity took place in conditions of social distancing, with or without technical support, putting teachers, children and parents in an unprecedented situation, and the results obtained at the end of the 2019-2020 school year being unsatisfactory.

However, the Government of Romania has decided to resume the educational process in schools on September 14, 2020, in order to ensure a relatively accessible and quality education. Three scenarios were proposed by the Romanian Government:

1. Green, involves face-to-face education (in schools), the physical presence of all pre-schoolers and students respecting the hygiene rules imposed, if the rate of illness is less than 1 case per thousand inhabitants;

2. Yellow, hybrid (in schools and online), i.e. pre-schoolers and primary school students, 8th and 12th grade students, participate physically in classes and partly (by rotation, every 1-2 weeks), usually half a class (maximum 15 students), if the rate of illness is between 1-3 cases per thousand inhabitants;

3. Red, exclusively online: pre-schoolers and students participate in courses taught online, if the rate of illness exceeds the limit of 3 cases per thousand inhabitants.

The decision to opt for a scenario was made by the school inspectorates according to the local epidemiological situation.

If the existence of a case is confirmed at the class level, the whole class suspends its teaching activity face to face for a period of 14 days, and if there are 3 cases confirmed at school level with Covid-19, then the whole school suspends the courses on a period of 14 days.

The Government also allowed the operation of schools with the application of strict measures of hygiene, disinfection, distancing students, ban on entering the educational units of members, wearing protective masks, keeping a place in the bench, delimiting students in the school yard, rules established in case of specific Covid-19 symptoms or colds, continuous information on protection measures against infection.

Before the start of the 2020-2021 school year, the "Epidemiological analysis by counties for the start of the school year" was published. It was observed that: 2728 localities were included in the green scenario, 410 localities in the yellow scenario and 43 localities in the red scenario.

According to the information provided by the Ministry of Education and Research, at that time, out of the 11,873 students in the 43 localities, 18% did not have any device for online education, 56% stated that they only owned smartphones. In reality, the number is estimated to be five times higher (https://chindiamedia.ro/actual/razvad-tablete-si-laptopuri-pentru-toti-elevii-si-profesorii-scolilor-din-comuna/). Unfortunately, the educational process had to take place in other conditions for those without IT devices or without the internet. Teachers made materials available to children in these situations.

1.2.2. Risks of teaching activities in the school year 2010-2021

The risk analysis was performed to continue the educational process with a limited number of risks, especially since the pandemic accentuated the existing problems in education: poor funding, increased school dropout, significant disparities between urban and rural, lack of teachers, problems hygiene and infrastructure. The risks were grouped as follows (http://www.ms.ro/wp-content/uploads/2020/09/Analiza-epidemiologica-pe-judete-pentru-inceperea-anului-scolar.pdf):

- administrative - related to ensuring the coordination of activities;
- epidemiological - related to the health status of all those involved in the educational process, including families in the event of the spread of the Covid-19 virus;
- technological - related to the lack of adequate technology and problems related to the overload of IT technology;
- educational - related to facilitating access to education and ensuring its quality.

In this regard, risk reduction measures have been proposed. Some of these are listed below:

• from the beginning of school to conduct social surveys to find out the reasons for absenteeism in collaboration with local authorities and, as far as possible, the retraining of children;
• elaboration of a psychological and emotional support guide for children, teachers and parents by the Ministry of Education;
• increasing the number of psychologists employed in schools;
• equipping schools with both protective and hygiene equipment;
• increasing the number of classrooms;
• supplementing non-teaching and auxiliary positions;
• supporting teachers in covering technological needs, online lesson models, online learning training;
• reducing bureaucracy;
• adapting teaching activities to the current context.

The reopening of the schools took place on September 14, 2020 under the conditions presented above, with all the risks.

1.2.3. U.E. support in the field of education

The European Union has made available to everyone online learning resources during the coronavirus pandemic, all representing EU-funded projects. Some of these resources are presented in the following table (Fiscella & Kitzman, 2009: 10):

Table 1.

Learning resources provided by the U.E. during the Covid-19 pandemic

Learning resources	**Benefits**
Eduhack	training of university staff in digitization
Penji protects the planet	explains to students the importance of environmental sustainability
Bio talent	online training in the field of biodiversity
BINGO	explains biocontrol methods
Yummy Physics	food physics videos

Learning resources	**Benefits**
Sundial	online astronomy lessons for teachers
Open Mind	the aim is to promote entrepreneurship among students without studies in the field
Code n' Social	provides access to quality learning methods in the field of ICT for vulnerable people
Moby Click	developing technology-based learning methods
CREATIONS	teaching scientific subjects through art
Scientifix	supports collaboration at European level among teachers in the field of "STIM" (science, technology, engineering and mathematics)
Go-Lab	science education in schools
Up2U	improving online learning in secondary schools
Language Learning Resources **	access to quality language training
Toy project	adults and young children (4-8 years) exchange knowledge, skills and values and to have fun.
Mutual Open and Online Skills (MOOS)	developing new learning methods
European Distance and e-Learning Network (EDEN)	knowledge is also exchanged to improve understanding between distance learning and online learning professionals.
European Association of Distance Teaching Universities (EADTU)	modernization of European universities.
Platform for presenting the results of projects under the Erasmus + program	innovative open and distance learning methods created by Erasmus + funded projects.

(Source: https://ec.europa.eu/education/resources-and-tools/coronavirus-online-learning-resources/eu-funded-projects_en)

Clearly, the Covid-19 pandemic has had, and is having, serious consequences for education in Europe and in Romania. The European Union is seeking solutions to minimize adverse effects by holding conferences with education ministers, exchanging experiences and best practices in the field, possible solutions for assessment, graduation and higher education, structural funding opportunities, supporting online learning, ensuring access to quality education.

2. Resources of the Dâmbovița County School Inspectorate during the Covid-19 pandemic

2.1. Organization of the National Pre-university Education System and the network of educational units in Dâmbovița

The national pre-university education system includes all authorized or accredited state, private and religious education units. It is structured on the following levels:

a) early education (0-6 years) includes pre-school level (0-3 years), organized in nurseries, kindergartens or day centres and preschool (3-6 years), organized in kindergartens with a program adapted to the needs of children and parents;

b) primary education - preparatory classes, I - IV;

c) secondary education: lower secondary / secondary education (grades V - IX), upper secondary or high school education (grades X-XII / XIII, with theoretical, vocational and technological courses);

d) vocational education, the duration of studies is between 6 months and 2 years;

e) non-university tertiary education, i.e. post-secondary education.

The statistics made by the School Inspectorate of Dâmboviţa County show that in the county there were in the county in 2020, 498 educational units: 147 with legal personality and 9 related units, most with legal personality (table 2).

Table 2.

The Number of Educational Units in Dâmbovița County

Educational units	**Total**	**PJ**
Mass education		
Kindergartens	279	15
Primary schools	33	1
Middle schools	155	100
High schools	30	30
TOTAL Mass education:	**497**	**146**
Special education		
Kindergartens	-	-
Primary schools	-	-
Middle schools	1	1
TOTAL Special education:	**1**	**1**
School sports club	**1**	**1**
Children's Palace	**1**	**1**
Children's clubs	**4**	**2**
C.C.D.	**1**	**1**
C.J.R.A.E.	**1**	**1**
C.S.I.	**1**	**1**
TOTAL UNITS:	**507**	**154**

(Source: ISJ_DB_Raport_Starea_învățământului_2019-2020.pdf)

Compared to the previous year, the network of school units in Dâmbovița County decreased by 6 centres in the 2019-2020 school year, due to the decrease in the number of students. The schools were closed at the request of the local authorities.

2.2. Material endowments and financial resources

At the level of the Dâmbovița County School Inspectorate, a SWOT analysis of the material endowments and financial resources was carried out, so necessary for the development in optimal conditions of the teaching-learning act (Table 3).

A brief overview shows that, among the most important strengths, in the context of the pandemic are the access to European funds, the use of facilities acquired through such projects, the increase in the number of schools with internet access and even the adaptation of students' age furniture. Among the weak points we list: existing problems in rural areas due to lack of material facilities or inability to use existing ones, lack of internet access, lack of technical means necessary to run online school, lack of devices for students and teachers, lack of concern to manage optimal financial resources. The opportunities come from the

financial and material support of the Ministry of Education, NGOs, private companies, which want to reduce the gap between developed countries and Romania in terms of access to information for students. The threats are represented by the very low value of the standard cost per student, the poor attractiveness of European funds and the poor endowment of schools for teaching exclusively online.

Table 3.

SWOT analysis of material endowments and financial resources, at the level of C.S.I., in 2020

STRONG POINTS	WEAK POINTS
efficient communication between educational units and I.Ș.J., by using the site; the increased number of schools that have benefited from rehabilitation and endowment with necessary teaching equipment; the possibility to use the equipment obtained through access to POCU projects; adapting the furniture of the students' age, as well as some spaces for displaying the students' works; adequate arrangement of classrooms, with space for reading, mini-libraries, etc.; making available the necessary resources for financial education, for preschool and primary education, through the collaboration project between the Ministry of Education and Research and the National Bank of Romania; support to make internet connection of all school units.	problems regarding the lack of material endowments of some educational units from the rural environment or the non-use of the existing endowments in the didactic activity; lack of platforms for continuing learning organized at school level, online, in a large number of schools; insufficiency of documentation and information centres; lack of technical means necessary for the development of online schooling in a pandemic context; lack of devices for students needed for online schooling, especially in disadvantaged areas of the county; the non-existence of the site of some school units and the inability to manage the communication with the parents; in rural areas, the very small number of speech therapy offices; lack of concern for the optimal use of financial resources; the inability of students from disadvantaged areas to participate in online classes due to limited internet access. non-involvement in the acquisition of IT support, necessary for the live transmission of the lessons in the classrooms.
OPPORTUNITIES	**THREATS**
access to structural funds through POCU projects; extra-budgetary financing through sponsorship contracts, the effort of the educational units; support provided to students from disadvantaged social backgrounds, through government programs; the existence of NGOs, private companies that finance educational projects; providing scholarships and other facilities to students with outstanding learning outcomes; the interest of private companies to make learning materials available to schools, free of charge.	insufficient funding for many educational institutions due to the value of the standard cost per student; inability and lack of involvement of local authorities in equipping school laboratories, modernizing schools and creating a favorable environment for learning; poor internet connection in some localities, so the difficulty of keeping in touch with students.

(Source: ISJ_DB_Raport_Starea_învățământului_2019-2020.pdf)

2.3. Human Resources

At the level of the Dâmbovița County School Inspectorate, a SWOT analysis of human resources was performed, the most important component in the provision of educational services. Table 4 shows the strong and weak points, as well as the opportunities and threats of human resources in Dâmboviţa schools.

Table 4.

SWOT Analysis to Human Resources, at the C.S.I. Level, in the Year 2020

STRONG POINTS	**WEAK POINTS**
□ the existence of qualified teaching staff, in most of the school units; □ training of teachers and their concern to invest in their own training and professional development by participating in continuing and postgraduate training courses, training through teaching degrees; □ the interest of the majority of teachers for the efficient running of the *online school*, the support of colleagues and the active participation in the good functioning; □ support of school inspectors in providing information during the *online school* period; □ the creation in a record time, at the level of primary education, of a guide of good practices specific to the online school, posted on the C.S.I. Dâmbovița website (Online school - Successful experiences - Guide for primary education); □ supporting teachers through good practices identified during the online school period; □ providing constructive feedback from school inspectors and motivating teachers in the smooth running of online activities; □ sharing of digital resources by teachers; □ the interest of teachers for the publication of articles, participation in symposia, communication sessions and exchanges of experience; □ the participation of teachers in the medical-scientific and psycho-pedagogical activities organized at the level of the methodical centre or the pedagogical circle; □ identification and formation of a target group for the training programs within the *CRED* project, a group made up of teachers from primary and secondary education; □ orientation of students and / or parents to individual counselling offices; □ the good results at the exam for obtaining the finalization in education and the good collaboration of C.S.I. Dâmbovița with CCD Dâmbovița for the achievement of this objective.	□ lack of professionalism, ignorance, or non-application of school legislation, making erroneous decisions, ignorance in the application of managerial functions; □ lack of knowledge of the financial field of school managers; □ insufficient training of teachers in working with students with SEN, especially online; □ multiple non-teaching activities and insufficient staff to carry them out; □ poor preparation of teachers and students for online learning. □ teachers show resistance to change related to digitization; □ lack of favourable solutions for disadvantaged groups; □ non-quality assurance from managers, in accordance with the legislation; □ non-involvement of beginning teachers in personal training; □ increasing school dropout in disadvantaged areas of the county.

OPPORTUNITIES	THREATS
the opportunity offered by the professional reconversion programs, facilitating the multiple specialization of the teachers; diversified offer of accredited or approved training programs of CCD Dâmbovița.	demographic factors, such as: declining birth rate, emigration, aging population; the educational act is put in the background by the population; wrong education of children in families and lack of interest in school; poor communication / collaboration between parents and school; increasing the number of children entrusted to raise other people, in the absence of parents who have gone abroad.

(Source: http://www.isj-db.ro/static/files/20182019/Retea_Scolara_2019-2020_-_ISJDB_.xlsx)

Teachers are the most important factor in the teaching-learning process. Not everyone can be a teacher, but only if you feel that you can adapt to the needs and behaviours of children. They are very sensitive, different, show distinctive features, and their incorporation into a unitary whole only shows the failure in education.

Studying the factors influencing teachers was the priority of C.S.I. Dâmbovița, and their strengths are many. Here, we mention: the involvement of teachers, school inspectors and all competent persons in the proper functioning of online teaching, the development of a guide of good practices specific to the online school, the participation of teachers in in-service programs, good results in the exam education and good collaboration of C.S.I. Dâmbovița with CCD Dâmbovița to achieve this goal.

There are also weak points for teachers, such as the limitation of beginning teachers in training and personal development or poor training in the field of digitization of most teachers.

The opportunities are given by the possibility to obtain multiple specializations of the teachers and the diversified offer of the accredited or approved training programs of CCD Dâmbovița.

Among the threats, those that influence teachers, and they cannot control them, are: the lack of concern of the population for education, the discrediting of teachers, the "abandonment" of children by parents who go to work abroad. These actions have a strong negative impact on children's education, and the lack of coordination between parents and teachers does not favour the educational act.

3. Possibilities for adapting the educational services of Dâmbovița C.S.I. to the needs of students during the coronavirus pandemic

3.1. Analysis of the activities of the Dâmbovița County School Inspectorate and the challenges generated by the coronavirus pandemic of the Dâmbovița educational system

During the last 5 years, there is a fluctuation of the percentages recorded by 8th grade students in the national assessment.

Table 5.

The results of the students at National Evaluation, in the period 2016-2020, in Dâmbovița County

Year	Enrolled	Present	Absent	Averages below 5	Averages over 5	Pass percentage - % -
2020	4245	3929	316	1124	2805	71,41
2019	4108	3782	326	1331	2451	64,81
2018	3928	3664	264	1243	2421	66,08
2017	3681	3565	116	894	2671	74,92
2016	4290	4078	212	1067	2911	71,38

(Source: http://www.isj-db.ro/static/files/20182019/Retea_Scolara_2019-2020_-_ISJDB_.xlsx_)

In 2016 and 2017, the percentages obtained were over 70%, and will decrease in the next two years to around 64.81% in 2019, and in 2020, amid a pandemic crisis, the results obtained accumulated a percentage of 71.41%, up from 2019 by about 10%.

Table 6.

The results of the students at the Baccalaureate exam, in the period 2016-2020, in Dâmbovița County

Year	Enrolled	Present	Absent	Pass percentage -% -
2020	3669	3489	180	60,73
2019	3189	3009	189	60,92
2018	3191	2855	336	64,69
2017	3302	3119	183	62,04
2016	3504	3238	266	58,12

(Source: ISJ_DB_Raport_Starea_învățământului_2019-2020.pdf)

Analysing the results obtained by the students from Dâmbovița at the Baccalaureate exam, in the period 2016-2018 they had an increasing trend, and from the period 2018-2020, the trend was decreasing. The highest promotion rate obtained during this period, in Dâmbovița County, was in 2018, 64.69% and the lowest was 58.12% in 2016 (Table 6).

3.2. Analysis of the activity of teachers in the period 2019-2020

Even though, worldwide and in Romania, the pandemic crisis has limited educational activities, teachers in Dâmbovița County have continued to perform their tasks successfully. Thus, the following activities were performed:

1. School inspections: 322 thematic inspections (most in the first semester); 364 specialized inspections for the award of teaching degrees I and II; 165 specialized inspections for graduation in education; 3 monitored schools (general inspection); 8 monitored teachers (thematic inspections); monitoring of all educational institutions during the online courses.

During the inspections, problems were identified that are to be remedied during the school year 2020-2021 or in the following years, depending on the period necessary for the remediation. Among the most important areas for improvement are:

- archiving the documents related to the national evaluations for classes II, IV and VI;
- non-compliance with the evaluation procedures of the teachers;
- improper management of school documents;
- failure to inform parents about the school situation of students;
- non-transparency of information documents;
- inadequate didactic design;
- lack of preparation of students to take national exams;
- non-use of teaching materials for increased attractiveness to classes;
- incorrect management of teaching time;
- lack of participation of teachers in training courses;
- non-involvement of parents in school activities;
- failure to supervise students during school transportation;
- ignorance of the legislation in the field of filling positions for teaching staff, etc.

2. The activity of the Institutional Management Department

Regarding the activity of the Institutional Management department, it was drawn up, taking into account the capacity of the network of educational units in Dâmbovița County, i.e. 152 school units with legal personality.

We mention that in Dâmbovița County there are three kindergartens and three private post-secondary schools. Thus, in the 2019-2020 school year, the 158 state and private school units were led by 226 managers and vice managers.

In the 152 school units, the position of manager was as follows: 132 managers came to the unit through competition and 20 seconded, and vice managers: 49 through competition and 19 seconded (table 7).

Table 7.

How to fill the positions of manager, in the school year 2019-2020, in Dâmbovița County

	Managers with competition	Detached Managers	Vice Managers with competition	Detached Vice Managers
Number	132	20	49	19
Percent	86,85	13,15	72,06	27,94

(Source: ISJ_DB_Raport_Starea_învățământului_2019-2020.pdf)

3. Continuous training and education of teachers in Dâmbovița County

In the school year 2019-2020, the teachers took final exams in education, and the pass rate registered in Dâmbovița County was 75.22%. Compared to 2019, it is lower by about 12% and compared to 2018 by about 8% due to the global economic and health uncertainty generated by the coronavirus pandemic.

Compared to 2012-2017, the pass rate for the final exam is higher.

3.3. Measures to be applied in adapting Dâmboviţa educational services to the needs of students

The education of children is a priority, and the responsibility for increasing the quality of education lies with the Ministry of Education and Research, school inspectorates,

schools, local authorities, which must facilitate access to education, provide students with study materials, adapt to all behaviours (Banks & McCoy 2011: 7).

In the 2019-2020 school year, C.S.I. Dâmbovița continued its activity started in the previous period in order to meet the needs of students, teachers and parents.

Conclusions and recommendations

The school during the pandemic of coronavirus has created a rumor among all the categories involved: teachers, parents, grandparents, students and is a topic that will be discussed many years ahead.

Whether it was good or not that schools were closed, whether the rate of infection has decreased for this reason, what are the repercussions on children, all will be elucidated in the future.

What is certain is that, at the level of the Ministry of Health and the Ministry of Education and Research, certain decisions were taken (to the liking of some or not at all agreed by others), which completely changed the normal course of life.

At the level of Dâmbovița County, superhuman efforts have been made to ensure the minimum teaching-learning conditions in the online system.

Initially, a statistic was made of the children's needs regarding the necessary materials and the internet connection, then the request was made to the Ministry of Education and Research to make it available to students (https://dbonline.ro/6-500-de-tablete-ar-trebui-sa-ajunga-unitatile-de-invatamant-din-dambovita-din-fondurile-alocate-de-guvern/).

Also, Dâmbovița C.S.I. requested help from European funds and appealed to the support of local authorities to ensure the teaching act. Indeed, not all children have benefited from educational services taught online, but most have received the necessary materials through the responsible teacher (https://dbonline.ro/scolile-din-corbii-mari-pregatite-pentru-noul-scolar-primaria-din-comuna-ofera-tablete-tuturor-elevilor/).

Of course, online schooling was an alternative, it does not mean that everything went well and is the best way to go. To be honest, in Romania we cannot afford such tests, especially since 42% of 15-year-olds cannot use the information they get at school to solve everyday problems.

In the second semester of the 2020-2021 school year, the school started face-to-face for the preparatory classes - up to the 4th grade and the 7th and 12th grades, with the other students doing online activities. Sadness is reflected in the faces of children who sit for hours in front of computers and are deprived of the freedom to socialize with colleagues, especially since they are children and do not understand very well what is happening.

In other words, the study aims to show the impact of the coronavirus pandemic on the Dâmboviţa education system and how C.S.I. Dâmbovița to the needs of students.

As mentioned above, it is difficult to assess whether the decisions taken were the most appropriate, but the recommendations for C.S.I. Dâmbovița are the following:

- ensuring the internet connection for all students;
- speeding up the purchase of devices for students who do not have them, because students can always return to school online;
- providing alternative measures for students deprived of online schooling;
- solving financial problems with teachers and motivating them according to the work done;
- equipping teachers with the necessary materials;

- updating the site for a transparent communication;
- initiating projects to reduce the gap between urban and rural areas;
- supporting teachers in rural areas and improving them by organizing trainings;
- the exchange of experience of teachers in Romania with those in other developed countries;
- encouraging students to participate in the ERASMUS + Program;
- encouraging competition between schools by organizing prize competitions;
- training of teachers and students through digitization courses.

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