Ref.: CL/4166

Subject: The Sixth Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)

IV. Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

Not at all ☐1 ☐2 ☐3 ☐4 ☒5 Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

Not at all ☐1 ☐2 ☐3 ☐4 ☒5 Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

In Romania, the legal framework which enables human and child rights education, education for peace, democracy, international understanding and tolerance at high school level is in the same manner represented by:

- *The Romanian Constitution*
- *The national legislation, particularly the National Education Law no. 1/2011, with subsequent amendments, Law no. 272/2004 concerning the protection and promotion of children's rights, with subsequent amendments, The Decision of the Romanian Prime-Minister no. 298/17.12.2007 concerning the approval of the National Strategy for Implementing the International Humanitarian Law, the Government Decision no 1258/13.08.2004 concerning the approval of the National Action Plan for combating discrimination, the Law 1460/2008 concerning the approval of the National Strategy for Sustainable Development, Horizons 2013 – 2020 – 2030, the Government Decision 860/2008 concerning the approval of the National Strategy on protecting and promoting the child's rights and the operational*

plan for implement the national strategy for the protection and promotion of child's rights 2008-2013.

• The Educational Strategies, Orders of the Minister of Education and other educational documents (notes, notices, school curriculum etc.). For example, the Order of the Ministry of Education, Research and Youth no 1409/29.06.2007 concerning the approval of the strategy for reducing the school violence in the pre-university educational institutions and the Order of the Ministry of Education, Research and Youth no. 1529/18.07.2007 concerning the development of the diversity issues in the national curriculum.

Note: The information presented above concerns only the legal framework for education for human and child rights, the education for peace, democracy, international understanding and tolerance, at the Pre-University level of education.

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

☒ (a) Yes. Please specify below:

curriculum renewal process, pilot-project on citizenship and human-rights co-funded by the Council of Europe and the European Union, more materials/ teaching and learning resources in the area of human rights, intercultural education and democracy translated into Romanian language and made available to all teachers and teacher trainers.

☐ (b) No

☐ (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. (please tick all that apply)

Peace and non-violence

☒ (a) Friendly relations among nations

☐ (b) Preventing violent extremism

☒ (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

☒ (a) Equality, inclusion and non-discrimination

☐ (b) Justice and fairness

☐ (c) Ethics/ morals / values

Cultural diversity and tolerance

☐ (a) International understanding, solidarity and cooperation

☒ (b) Intercultural and interreligious dialogue

☒ (c) Global citizenship

Human survival and well being

☐ (a) Climate change

☒ (b) Environmental sustainability, caring for the planet

☒ (c) Sustainable development, consumption, and livelihood

Other principles/topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

☒ (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

a.1. Pilot-project mechanisms supported by the Council of Europe and European Union:

- Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.) – pilot project on preventing and reducing school violence,
- Intercultural and interreligious dialogue, Global citizenship, Equality, inclusion and non-discrimination - pilot project on supporting teachers in preparing students for active citizenship, translation and adaptation of teaching and learning resources

a.2. working groups for curriculum development, created by the Ministry of Education and the Institute for Education Sciences (groups of experts and teachers in charge with the development of the national curriculum for primary level and for secondary level).

☐ (b) No

☐ (c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? (please tick all that apply)

Peace and non-violence

☒ (a) Friendly relations among nations

☐ (b) Preventing violent extremism

☒ (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

☒ (a) Equality, inclusion and non-discrimination

☒ (b) Justice and fairness

☒ (c) Ethics/ morals / values

Cultural diversity and tolerance

☒ (a) International understanding, solidarity and cooperation

☒ (b) Intercultural and interreligious dialogue

☒ (c) Global citizenship

Human survival and well being

☒ (a) Climate change

☒ (b) Environmental sustainability, caring for the planet

☒ (c) Sustainable development, consumption, and livelihood

☒ (d) Other principles/topics. Please specify below:

Rules of humanitarian law

8. In which school subjects are these principles and topics mainly taught? (please tick all that apply and number them in order of importance)

☐ (a) Arts

☒ (b) Civics, civil or citizenship education

☒ (c) Ethics/moral studies

☒ (d) Geography
☐ (e) Health and Physical Education and Sports
☒ (f) History
☐ (g)Languages
☒ (h) Religious education
☒ (i) Science
☒ (j) Social studies
☐ (k) Other. Please specify below:

9. Please indicate the school levels at which these principles and/or topics are taught. (please tick all that apply)
☒ (a) Pre-primary
☒ (b) Primary
☒ (c) Secondary
☐ (d) Post-secondary/ Tertiary
☒ (e) Other. Please specify below: (e.g. adult education, TVET etc.)

TVET

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*
☒ (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
☒ (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
☒ (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
☒ (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all ☐1 ☐2 ☐3 ☒4 ☐5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all ☐1 ☐2 ☒3 ☐4 ☐5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? (please tick all that apply)

- [x] (a) Pre-primary
- [x] (b) Primary
- [x] (c) Secondary
- [x] (d) Post-secondary/ Tertiary
- [x] (e) Other. Please specify below (e.g. adult education, TVET, etc.):

TVET

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

- [ ] (a) 0 - 20%
- [ ] (b) 21 - 40%
- [ ] (c) 41 - 60%
- [x] (d) 61 - 80%
- [ ] (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

- [x] (a) Yes
- [ ] (b) No
- [ ] (c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. (please tick all that apply)

- [x] (a) Knowledge
- [x] (b) Skills and competencies
- [x] (c) Values and attitudes
- [ ] (d) Behaviours
- [ ] (e) None
- [ ] (f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? (please tick all that apply)

- [ ] (a) Knowledge
- [x] (b) Skills and competencies
- [x] (c) Values and attitudes
- [ ] (d) Behaviours
- [ ] (e) None
- [ ] (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

The principles and topics mentioned earlier are included in student assessments, as part of student assessment within the related subjects.

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*please tick all that apply)*

☐ (a) Peace and non-violence	Not at all	☐1	☐2	☐3	☒4	☐5 Adequately
☐ (b) Human rights and fundamental freedoms	Not at all	☐1	☐2	☐3	☐4	☒5 Adequately
☐ (c) Cultural diversity and tolerance	Not at all	☐1	☐2	☐3	☒4	☐5 Adequately
☐ (d) Human survival and well being	Not at all	☐1	☐2	☒3	☐4	☐5 Adequately
☐ (e) Other. Please specify below:	Not at all	☐1	☐2	☐3	☐4	☐5 Adequately

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

☒a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

For the primary level, new textbooks were recently developed, in direct relation with the curriculum renewal. For the secondary education level, curriculum renewal, followed by new textbooks, is in process. In primary level textbooks, child rights, moral values, tolerance, peace and sustainable development are considered as learning content and tasks.

☐ (b) No
☐ (c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

☒ (a) Learner-centred
☒ (b) Innovative and creative
☒ (c) Participatory and interactive
☐ (d) Whole school
☒ (e) Research and experimentation
☐ (f) Education through arts and sports
☐ (g) Child friendly schools
☐ (h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

☒ (a) Student exchange programmes
☒ (b) Twinning with other education institutions (regional/international level

☒ (c) Linking schools/classrooms with those in another country through internet/social media
☒(d) Collaborative projects
☒ (e) Community work/ participation in community/local activities/events
☐ (f) Other. Please specify blow:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

☒a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

The project based learning is enchanced by the new national curriculum for primary and secondary levels. For primary level, civic education (mandatory subject for grades III and IV and optional subject for the preparatory grade, 1st and second grade) emphasize project-based learning activities.
For lower secondary level, the new curriculum which is under development includes, under the area of social education, the following subjects: critical thinking and child rights, intercultural education, education for democratic citizenship, economica land financial education.

☐ (b) No

☐ (c) No information available

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(please tick all that apply)*

☒ (a) School governance/decision making
☒(b) Student council or similar bodies
☒ (c) Student clubs
☐ (d) None
☐ (e) Other. Please specify below:

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

☒ (a) Non-formal education
☐ (b) Informal education
☒(c) Adult education
☐ (d) Media-based education

☐ (e) No information available
☐ (f) Additional information:

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not improved 1☐ 2☐ 3☐ 4☒ 5☐ Improved

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved 1☐ 2☐ 3☐ 4☒ 5☐ Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

☐ (a) No political/policy priority
☐ (b) Lack of education/curriculum/pedagogical initiatives
☒ (c) Insufficient resources (financial, technical, human)
☒ (d) Competing demands
☐ (e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

☐ (a) Political/policy priority
☒ (b) Education/curriculum/pedagogical initiatives implemented
☐ (c) Increased demand (by parents, the community, policymakers, etc.)
☐ (d) Availability of resources (financial, technical, human)
☐ (e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.