Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance

2013

National Report – Romania

Bucharest

Introduction

This report was prepared following the request of UNESCO, aiming to underline the measures undertaken by our country in order to implement the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by UNESCO's General Conference in 1974.

The Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The report is prepared within the 5th consultation and its structure is recommended by UNESCO, as a common grid for analysis for all the member states that prepare similar reports.

This report is prepared by the Institute for Education Sciences, with the contribution of the Ministry of National Education - General Direction Education and Lifelong Learning. Also, the National Commission for UNESCO contributed with the answer to the question 13.a).

1. Information about the respondent

- Date: April, 2013
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2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

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

- **National legislation**

- The Constitution of Romania, 2003 (Chapter 2 – Rights and fundamental freedoms, for example: the parents' right to educate their children according to their own beliefs; forbiddance to incite to national, racial, class or religious hatred, incite to discrimination, territorial autonomy or to public violence, the right to education through the compulsory and free general education for all children, the right of national minorities to learn their mother tongue, and the right to religious freedom)
- The Law of national education 1/2011, with subsequent amendments
- Law 272/ 2004 on *protecting and promoting the child's rights*, with subsequent amendments
- Law no. 116/2002 on *preventing and fighting against social marginalisation*
- Law no. 122/2006 on *asylum in Romania*, published in the Official Monitor, Part I no. 428 from 18/05/2006, in Article 8 The child non-discrimination, Article 17(1) Rights, and Article 18 Access to education for minor asylum applicant.
- Law 202/2002 on *equal chances between women and men* (forbids any form of discrimination based on gender in what concerns women's and men's access to all levels of instruction and professional training, improvement and, in general, to continuous education (Article 14-1), assigns the role to ensure instruction and education in the spirit of equal chances between genders to the Minister of Education)
- 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 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.

C. Process of the development and implementation of national policies

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

- *National plans for Education for All (EFA)*
- *National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)*
- *National sectoral plans for basic education, higher education, etc.*
- *National human rights plans*
- *National poverty reduction strategies and other development plans*
- *Other types of documents (please specify)*

The National Strategy for Sustainable Development, Horizons 2013 – 2020 – 2030 (available online: http://administraresite.edu.ro/index.php/articles/c481/) is approved by the Law 1460/2008; the document has a special chapter dedicated to the educational and professional training. According the strategy, the improvement and the diversification of the educational offer represent a priority objective for the sustainable development in Romania on the medium and long term. The National Strategy for Sustainable Development stresses the importance of the educational offer because it represents the way by which the education contributes to the development in schools of the education for sustainable development.
The National Strategy for Sustainable Development mentions three dimensions of the topics of the education for sustainable development, namely socio-cultural, environmental, technical and professional dimensions.
Human rights, peace and human security are included in the socio-cultural topics of the education for sustainable development, which include also: gender equality, cultural diversity, intercultural education, health education and quality of life, good governance (transparency, freedom of expression, contribution to policy development), pro-heritage education and for local history.

The National Strategy on protecting and promoting the child's rights was approved by the Government Decision 860/2008; the same decision approved the operational plan for implement the national strategy for the protection and promotion of child's rights 2008-2013.
The overall objective of the Strategy is represented by mobilizing resources, by making the relevant stakeholders responsible to ensure effective partnership and protection of child's rights and of child's condition in the Romanian society.
The monitoring of the child's rights involves two aspects: a) monitoring the implementation of child's rights; b) monitoring and control of child's rights violations.
In the document are specified principles underlying the strategy, the target groups, the institutions responsible for implementing the strategy (the National Authority for Child Protection having the coordination and the monitoring role), the expected results of the protection and promotion of child's rights, the budget to implement the strategy.
For the strategy implementation were scheduled three stages, materialized in operational plans for the following periods: 2008-2009, 2010-2011 and 2012-2013.

The national plan against poverty and promoting the social inclusion (PNAinc) 2002-2012 - explicitly refers to Roma population, introducing proposals regarding the legal regulation of the house identity followed by measures in the areas: education, health, economic, houses (land for building houses and agriculture), changing the collective self- image and the public image of Roma population, fighting any kind of Roma discrimination and promoting a positive collective attitude.

Other types of documents:

- Respecting human rights and fundamental freedoms is ensured by **The Law of National Education 1/2011**, through numerous articles. Especially Article 1 guarantees the fundamental rights to lifelong learning in state, private and confessional education; lifelong learning includes all the activities of education realized by each person, starting with early education, in order to achieve knowledge, skills/abilities training and develop significant aptitudes from the personal, civic, social and/or occupational perspective (Article 13). The right to a free, integral and harmonious development of the human individuality, in shaping the autonomous personality and in assuming a system of values that are necessary for personal fulfilment and development, for development of the entrepreneurial spirit, for citizens' active participation in society, for social inclusion and for employment, as well as access without discrimination to all forms and levels of education for Romanian citizens, of the European Union, The Swiss Confederation, minors requesting or having received a form of protection in Romania, the foreign minors and stateless minors whose residence on Romanian territory is official recognized are guaranteed by Article 2. The Law guarantees the right to cultural identity and to intercultural dialogue, to quality education, corresponding to the needs of personal and social-economic development, and ensures maintenance, development and expression of ethnic, cultural, linguistic and religious identity for persons pertaining to national minorities, the right to equal chances, academic freedom, freedom

of thought and independence from ideologies, religious dogma and political doctrines (Article 3). The parents have the right to be involved in the children's education, and the schools may sign an educational contract with them that states the mutual rights and obligations of the parties (Articles 3 and 86).

At higher education level, the Law of education promotes the principle of academic freedom, the principle of equity, the principle of respecting the rights and freedoms of students and academic personnel, the principle of independence from ideologies, religions and politic doctrines, the principle of freedom of national and international mobility for students, teachers and researchers (Article 118, al. 1, lit. a, e, h, i, j).

- **Law 272/ 2004 on *protecting and promoting the child's rights*** guarantees:
  - respecting the child's rights according to the principles: respecting and promoting with priority the child's superior interest, equal chances and non-discrimination and ensuring stability and continuity in caring-of, upbringing and educating the child, taking into account its ethnical, religious, cultural and linguistic origin, if the case for deciding a protection measure (Article 6 (a, b, i));
  - the same rights for all the children without any discrimination, no matter the race, colour, sex, language, religion, public opinion or other kind of opinion, nationality, ethnical pertaining or social origin, material situation, the degree or type of deficiency, the status at birth or obtained, training, developing or any other kind of difficulties of the child, of the parents or of other legal representatives or any other type of distinction (Article 7);
  - the child's right to receive an education that would allow the development, in no discriminatory conditions, of its aptitudes and personality (Article 47 (1));
  - the parents' right to choose the type of education to be given to their children, and their responsibility to register the child in school and to ensure its regular attendance of the school course (Article 47(2));
  - facilitates access to preschool education and ensures compulsory and free general education for all the children through establishing the duties of the Minister of Education and Research, as specialised body of central public administration, as well as those of the school inspectorates and of the education units (Article 48 (1)(a));
  - the child's right to be treated with respect in the teaching-learning process, by the teachers, to be informed upon its rights, as well as on the ways of exerting them (Article 48 (2)).

- **Law no. 116/2002** on *preventing and fighting social marginalisation*:
  - financially supports the persons of school age who are part of families that have the right to guaranteed minimum income, have 2 or more children and are enrolled in compulsory education, through offering education scholarships (Article 19(1 – 4));
  - assigns to the Minister of Education the role of creating and implementing territorial programmes for adults' literacy (Article 20(1)), as well as that of ensuring free access to rest and training camps for beneficiaries of scholarships for education and for continuing studies, who have obtained remarkable results in the educational process (Article 22);
  - regulates the way the scholarships for continuing studies are awarded (Article 21(1 – 3)).

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- Yes
- No

The pre-university education policy is developed by the Ministry of Education, including different strategic directions. In the last decade, the education policies focused on: ensuring the right to education and the access to education for all children, ensuring the quality of education, the

decentralisation of some components of the education system, the quality of teacher training, the education for democratic citizenship etc.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- Preschool, early childhood
- Primary school
- Secondary school
- Higher education
- Technical and Vocational Education and Training
- Education for justice and security professionals
- Teachers
- Educational community
- Ministry of education staff and users of their services
- Civil society, non-formal education
- Public employees in general
- Media
- Other (please describe)

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

***(a) Curriculum** (e.g. obligatory or optional, subject-based or cross-curricular)*

- *Is education for peace and human rights obligatory or optional?*
- *Is it subject-based or cross-curricular?*
- *In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?*

The human rights education, the human rights education for children and the education for peace within the school curriculum have been realized until now in the following form:

A) *a formal - curriculum learning* delivered as a chronologically graded learning with a systematic structure, performed in specialized institutions of different levels of education (pre - primary, primary, lower secondary, upper secondary, post secondary education) and conducted by a specialized personnel (educators, teachers / tutors, professors). The formal education is identifying itself with the size of human rights education curriculum to a certain extent.

B) *a non - formal learning/ education*, delivered through extracurricular educational activities as an alternative for the formal – curriculum learning system, conducted by various educational institutions and other educational institutions, independently or in partnership with various organizations at local, regional, national and international level, governmental or non-governmental organizations.

A. The Formal - curriculum education regarding human rights in Romania is being accomplished at the national curriculum level through the following:

A.1. integrated themes, particularly in the Humanities and Social Sciences curriculum disciplines (Civic Education, Civic Culture, Civic / entrepreneurial culture, Sociology, Philosophy, Social Studies, as subjects of a compulsory common core, respectively European Education, Civic Culture Education, Mass - media competence, Intercultural education, Education for democracy, EU Institutions, International humanitarian law, as optional subjects included in the national curriculum offer).

Thus, the issues regarding human rights education and the human rights education for children in their integrated form represent the conceptual core of the curriculum development within Humanities and Social Studies disciplines regarding moral and civic education for peace, justice and social equity.

The list of such programs together with some examples of themes and content of learning are given below:

A.1.1. Common Core School Curriculum (mandatory subjects)

- Curriculum for Civic education discipline, grade III, approved by OMEdC 5198/01.11.2004 (the discipline enjoys the benefits of free alternative textbooks), 1-2 hours / week. This syllabus includes, as part of the learning content, topics like *The Group Rules: rights and responsibilities within the group.*
- Curriculum for Civic education discipline, grade IV approved by OMEdC (the discipline enjoys the benefits of free alternative textbooks), 1-2 hours / week. This syllabus includes, as part of the learning content, the Rights of the Child.
- Curriculum for Civic Culture discipline, grades VII and VIII approved by OMEdC 4740/25.08.2003. Curriculum was revised by OMECT no. 4698/07.07.2008 and OMEC no. 5097/09.09.2009 (the discipline enjoys the benefits of free alternative textbooks), 1-2 hours / week. These syllabi include, as part of the learning content, topics like *Citizens' rights and responsibilities*, *Human rights (*7th grade) and Freedom and Responsibility, Justice and equality (8th grade).
- The Curriculum for the discipline of Sociology has been approved by OMEdC 3252/16.02.2006 (the discipline enjoys the benefits of free alternative textbooks), 2 hours / week within the theoretical connection, specializing in social sciences. Since 2006 – 2007 this discipline is being taught one hour / week within the theoretical connection, specializing also in philology. Examples of topics: Social problems (discrimination, criminality, social conflicts, corruption, poverty).
- The Curriculum for the discipline of Philosophy has been approved by OMEC 5959/22.12.2006 (the discipline enjoys the benefits of free alternative textbooks), 1-2-3 hours / week, depending on the specialization profile. Examples of topics: Freedom and social and political responsibility, Equality and justice, Human rights.
- The Curriculum for the discipline of Social Studies has been approved by OMEC 5959/22.12.2006 (the discipline enjoys the benefits of free alternative textbooks), 1 hour / week, within the theoretical connection, specializing in social sciences and within the vocational connection, military profile (MAI), specializing in social sciences. Examples of topics: The democratic principles and the citizenship.

A.1.2. National Offer for School-Based Curriculum (optional subjects)

- School syllabus for the optional subject "European Education", primary level, approved through the Order of the Minister of Education (OMEdC no. 5208/25.09.2006)
- School syllabus for the optional subject "Intercultural education", lower secondary level, approved through the Order of the Minister of Education (OMECT no. 3774/22.04.2008, reviewed by OMEC 5098/09.09.2009)
- School syllabus for the optional subject "Civic education", upper secondary level (all profiles of the high-school), approved by OMEdC 4730/22.09.2004 ,1 hour / week (specific textbook is available)
- School syllabus for the optional subject "Proficiency in mass – media", designed and implemented in upper secondary level (all profiles of the high-school); approved by OMEdC 4730/22.09.2004, 1 hour / week (there is also available a textbook for this subject)
- School syllabus for the optional subject "Intercultural education", upper secondary level, approved by OMECTS 5817/06.12.2010, 1 hour / week
- School syllabus for the optional subject "Education for Democracy", upper secondary level, approved by OMECTS 5817/06.12.2010, 1 hour / week

- School syllabus for the optional subject “EU institutions”, upper secondary level, approved by OMECTS 5817/06.12.2010, 1 hour / week
- School syllabus for the optional subject “International humanitarian law”, upper secondary level, approved by OMECTS 4202/17.05.2011, 1 hour / week (the discipline is being delivered based on a specific textbook and a teacher's guide).

A.2. As a separate discipline: Civic Culture - Education for children's rights for primary educational level and Human Rights for secondary level, both disciplines being considered as optional subjects included in the national offer for school-based curriculum; the list of such programs is given below:

NATIONAL OFFER FOR SCHOOL-BASED CURRICULUM (OPTIONAL SUBJECTS)

• Curriculum for Civic Culture – Education for children's rights, sixth grade; the curriculum has been approved by OMECT 4921/22.09.2003 and reviewed by OMEC 5098 / 09.09.2009; the mentioned discipline currently is being delivered as an optional course, 1 hour / week.
• Curriculum for Human Rights discipline, school discipline concerning all levels, approved by OMEdC no. 5208/25.09.2006 reviewed by OMECT no. 3774/22.04.2008, 1 hour / week.

A.3. As an inter-curricular theme/ issue or cross-curricular subject (within some disciplines such as History, Romanian language and literature, foreign languages, etc.)

A.4. The national competitions for students represent a special category of activities regarding Human Rights Education. As complex activities they involve both a curricular component and extracurricular dimensions. Of all these, we present the most significant national school competitions

A.4.1. Civic education Olympics organized for classes III and IV (primary level), yearly held at the school/ local/ county and national level; crews including two students only.
The national contest is funded and coordinated by the Ministry of National Education.

A.4.2. Civic Culture Olympics organized for classes VII and VIII (secondary level), yearly held at the school/ local/county and national level; crews including two students only.
The national contest is funded and coordinated by the Ministry of National Education.

A.4.3. The National Competition "Democracy and Tolerance" (primary and secondary level), yearly held at school/ local/ county and national level; crews including three students only.
The national contest is funded and coordinated by the Ministry of National Education in collaboration with the Romanian Institute for Human Rights (IRDO).

NOTE: The school curriculum and the methodologies for school competitions are available on the website of the Ministry of National Education at www.edu.ro.
The school curriculum can also be accessed on the website of the Institute for Education Sciences, at http://programe.ise.ro/Programescolareinvigoare.aspx.

(b) Training of teachers and other educational personnel *(e.g. pre-service and in-service training) (Reference: §33-37)*

- *Is education for peace and human rights included in:*
  - *pre-service teacher training*
  - *in-service teacher training*
  - *head teacher training*
- *Is the participation voluntary or mandatory?*

The initial training of teachers is provided by the universities. Education for peace and human rights is included in the initial training provided by some universities/ faculties, as a topic integrated into a larger course (for example Class management) or as an optional subject. The universities/ faculties providing training for teachers of humanities and social sciences usually have a richer curriculum offer for subjects concerning education for peace and human rights.

The in-service training can be provided by various training institutions (public, NGOs or private companies). The in-service training courses are accredited by the Ministry of Education based on a specific methodology. An important in-service training provider is the Teachers Houses (public institutions functioning at county level and/or at the Bucharest Municipality level, coordinated by the Ministry of Education). Other training activities are supported by the county school inspectorates (through their methodical work/ activities), universities, the Minister of Education through national programs or through different programs organized in partnership with national and international organizations.

In Romania, teachers participate in training activities organized by international institutions / bodies /organizations such as the Council of Europe, European Union, UNICEF, UNESCO, UNHCR, or other activities carried out under bilateral or multilateral cooperation in education and training, etc.).

Participation of teachers to in-service training programmes is mandatory, but the topic of these programmes is very diverse. Teachers must acquire 90 credits (transferable professional credits) each 5 years. Training in the field of reference is available, but not mandatory.

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The participation of teachers to the "National contest for didactic creativity in using auxiliary teaching materials regarding human rights, democracy and peace education at the pre-university educational level" represents a special category of activities in this field; the national contest has been organized by the Ministry of National Education and the Romanian Institute for Human Rights (IRDO).

(c) Teaching and learning process and tools *(e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)*

Various methods of teaching and learning materials (including textbooks, teachers` guides, students` workbooks, students` magazines, educational software, different multimedia materials) have frequently been used. Didactic strategies include participatory methods, student centred activities and educational projects.
In the framework of different educational projects implemented by nongovernmental institutions, usually in partnership with educational authorities, there were prepared and printed methodological guides for teachers and learning materials for students (for example, projects on pupils' participation in school life, education for tolerance, on citizenship and intercultural education, peace education).
Some publications edited by the Council of Europe were translated into Romanian language and disseminated. For example: the Tool on Quality Assurance of Education for Democratic citizenship – prepared by the Council of Europe and UNESCO), the Tool on Teacher Training in the field of Education for Democratic citizenship and Human Rights, the Charta on Education for Democratic citizenship and human rights, COMPASS – a manual for Human rights education with young people, two manuals related to education for democratic citizenship and human rights).

(d) The learning environment *(i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)*

The learning environment, respectively the psychosocial environment and the organizational climate in schools, universities and other learning spaces, promote values and principles such as peace, human rights, democracy, tolerance, non-violence and mutual respect.

The educational units at the pre-university level currently organize various campaigns and participate in projects aiming to promote the values mentioned above. During the evaluation of these educational units one should take into consideration how they can develop an ethos in accordance with the mentioned values and principles.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination (p**re-university level):**

At the national level: The Ministry of National Education
At the county level: The County School Inspectorates/ The School Inspectorate of Bucharest Municipality
At the local level: the pre-university educational units

- Curriculum:

Since November 2009, the Institute for Education Sciences is in charge with curriculum development for pre-university level (except the differentiated curriculum for technological highschools). The framework plans of studies and the school syllabi are approved through Order of the Ministry of Education.

- Teacher training: The initial teacher training is delivered by universities / department for teacher training, based on a framework curriculum approved through Order of the Ministry of Education. The in-service teacher training is decentralized and the training programmes providing professional credits to the graduates are accredited by the Ministry of Education, based on a Methodology approved through the Ministry of Education
- Teaching materials: decentralized
- Learning environment: Ministry of Education (frame-regulations)

9. Is a specific budget allocated to the implementation of the policies?

- Yes
- **No**

Budget allocation is not stipulated separately for this type of education as it is as a part of the national budget dedicated to education.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- **Yes**
- No

The Ministry of National Education is coordinating the formal and non-formal types of education, also the curriculum for child and human rights and peace education at the national level; the coordination at county level is assumed by the County School Inspectorates (ISJ) and by the School Inspectorate of Bucharest Municipality.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

In Romania, **all the topics included in the Recommendation are addressed within the curriculum for formal education also considering the non-formal extracurricular education**.

Due to the fact that a simple listing of these issues and problems require ample space, we make connection with the answer to question 7 in this questionnaire, in which are presented the educational curriculum developments in Romania, accompanied by some examples of themes / learning content included in these syllabi.

The school curriculum/ programmes for all educational levels can be downloaded from the official MEN website at: www.edu.ro; also they are available on the ISE `s (Institute for Education Sciences) website at: http ://programe.ise.ro/Programescolareinvigoare.aspx.

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12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

A. Conducting two school programs exclusively dedicated to intercultural education, namely:

- Curriculum for Intercultural education discipline, secondary level, approved by OMECT no. 3774/22.04.2008, reviewed by OMEC 5098/09.09.2009.
- Curriculum for Intercultural education discipline, high - school level, approved by OMECTS 5817/06.12.2010, 1 hour / week.

The curriculum for Intercultural education as a high-school discipline includes also a Project`s Component, respectively:

Intercultural Education Project

- Components and stages of an intercultural education project: design, implementation, monitoring and evaluation, follow-up items
- Development and implementation / simulation of the project:
  - Project fiche design
  - the implementation / simulation of the proposed project
  - the assessment of the proposed project

The development and implementation / simulation of an intercultural project is a new issue. The preparation of projects reffering to intercultural issues and the simulationor implementation of the proposed projects is expressly set out in the syllabus. This way, it exceeds the level of methodological recommendations regarding the implementation of project-based activities, creating an educational framework that links the teaching and learning with the real life. This framework facilitates the development of the XXI century skills: creativity, critical and systemic thinking, communication and collaboration skills, adaptability, responsibility, team spirit. Based on the theme / issue chosen by students and the teacher, students are in a position to design an intercultural project and to effectively

implement / simulate it. Students can practice the decision making, the proposal and implementation of strategies for solving cross-cultural issues, and on the other hand, this type of learning ensures active involvement of students in learning activities through attractive and motivating tasks.

The topics addressed by the Intercultural education projects could be focused on:

- Local history
- Civic participation of minorities and / or immigrants
- A practical problem regarding local intercultural relations and/ or the integration of the disadvantaged minorities and so on
- Local figures illustrating cultural interference and diversity
- Multiple perspectives on an historical event and so on...

The expected results of the projects could include:

- A website;
- A video, a video game or an online game;
- A memorandum to the authorities;
- An exhibition;
- A publication;
- A theatre / theatre forums etc.

The School Curriculum offers teachers the practical support to centre their teaching activities on authentic learning experiences, in accordance with the specific required skills, by presenting some guidance examples regarding learning activities:

- Exercises to clarify the meaning of some specific terms (example: to create a "Dictionary of intercultural education");
- The analysis of some texts which by their content can be valued in terms of intercultural education;
- Examples of situations involving tolerance / intolerance;
- Case studies regarding manifestations of intolerance, discrimination, exclusion of persons / social categories;
- Case studies regarding the analysis of various points of view from different perspectives;
- Discussion about some case studies taken from mass media regarding the ways in which different cultural communities create networks and means of communication;
- Discussion of cases (real or imaginary) regarding value conflicts;
- Building conflict resolution strategies;
- Simulating intercultural mediation / conflict resolution situations;
- Situations analysis from several perspectives which require the students` empathic approach;
- Creating intercultural education portfolios on specific topics (example: "Diversity and Democracy", "tolerance versus intolerance in contemporary society", "From intolerance to tolerance," "multicultural society and intercultural society");
- Implementation of school - community partnership activities;
- Celebrating the " International Children`s Rights Day " (November 20th, the "Human Rights Day" (December 10th), the "International Day of Tolerance" (November 16th), the "The Minorities Rights Day"(December 18th), the" European Day of languages "(September 26th) by competitions, exhibitions, debates.

B. The National Competition "Culture and Civilization in Romania" (high school level) - yearly held at school/ local/ county and national level; crews including three students only.
The national contest is funded and coordinated by the Ministry of National Education.

Other educational projects in this field are implemented by NGO's (for example – Intercultural Institute of Timisoara - Project Citizen, other NGO's organizing summer schools for students and / or teachers, the eTwinning Action promoting school partnerships in Europe – part of the projects look at intercultural citizenship, tolerance, valuing diversity, human rights etc.).

(b) Bilingual and multilingual education

In Romania there are bilingual high schools and / or classes such as Romanian-English, Romanian - French, Romanian - Spanish, Romanian - Italian, Romanian - German, etc. The graduates of bilingual high-schools can obtain special Baccalaureate diplomas which attest bilingualism, based on agreements between the Ministry of National Education in Romania and ministries of education in other countries.

Is also performed in Romania:

a) the teaching of minority languages: Hungarian, German, Ukrainian, Serbian, Slovak, Czech, Croatian, Greek, Bulgarian, Italian, Rromany, and so on;

b) the teaching of native language and literature, of history and traditions of a specific minority, also of musical education in the mother tongue, in schools with tuition in Romanian language or other language than the mother tongue: for example Armenian, Bulgarian, Czech, Croatian, Serbian, German, Greek, Hungarian, Slovak , Turkish, Rromany, Russian, Ukrainian.

(c) Promotion of the gender-sensitive education systems

The Gender Education is part of the formal education-curriculum, but it is also considered at the level of certain projects and programs within non-formal extracurricular education, through educational activities conducted outside the formal curricular education system by various educational institutions, independently or in partnership with various organizations at local/ regional/ national and international/ governmental or non-governmental level.

In 2004-2006, the Institute for Education Sciences run, with the financial support of UNICEF Office in Romania, the project "Valuing the Gender Dimension in the school curriculum". As a results of this project, there were published and disseminated through training activities methodological guides and training courses for teachers in various curricular areas (Language and Communication, Arts, Man and Society, Physical Education, Technologies, Counselling and guidance). A separate guide is focused on primary education level. This project significantly contributed to the promotion of the gender dimension in education and curriculum.

(d) Prevention of racism, discrimination and violence

The Education with regard to the prevention of racism, discrimination and violence is part of formal education-curriculum, but it is also considered at the level of certain projects and programs within non-formal extracurricular education, through educational activities conducted outside the formal curricular education system by various educational institutions, independently or in partnership with various organizations at local/ regional/ national and international/ governmental or non-governmental level.
Between the elements relating to education in preventing racism we have to mention the creation of the curriculum for the ***`Jewish History - The Holocaust`*** discipline as an achievement; this material has been approved by OMER no. 3595/15.03.2005.

The National contest "Holocaust Memorial" (high school level) is conducted on stage including school, local and national level. The National contest is funded and coordinated by the Ministry of National Education.

Regarding the issue of violence with its multitude of aspects, we mention only a few projects and programs which mainly address the school violence:

1. **Representative actions related to the analysis and diagnosis of youth violence in general and violence in schools in particular, and respectively the juvenile delinquency.**

Since 2005, the Institute of Education Sciences has developed and published, with the support of UNICEF Office in Romania, the most extensive field study entitled "Violence in schools". The study "Violence in School" has created the scientific ground for the Ministry of Education and Research Strategy which aims to reduce the phenomenon of violence in schools. Training courses for teachers, school leaders and school inspectors were also delivered.

2. **Representative actions at national level aiming to increase the public awareness on issues related to violence in school**

The most representative action of this kind is the one related to the organization of the first National Forum entitled "Media violence and education" at the University of Bucharest (Aula Magna), on May 26th - 27th 2006, with the participation of researchers, representatives of school inspectorates, journalists, especially television journalists, representatives of teachers, parents and students, and civil society.

The forum was held under the patronage of the Ministry of National Education, the President of the National Broadcasting Council, the Rector of Bucharest University and the representatives of UNICEF Romania Bucharest.

The objective of the Forum was to launch a public awareness action on a national scale of the problem of violence in the media and society; it also aims to promote a movement in order to improve the quality of TV programs, particularly those focused on children and young people (to increase awareness of the school, family and the general public on issues regarding TV violence and its impact on the younger viewers).

Furthermore, the issue regarding the depiction of children as "news subjects" was addressed within the Forum as well as the protection due to them under the law in force.

3. ***The Strategy of the Ministry of Education, Research and Youth to reduce the phenomenon of violence in schools education.***

The Strategy of the Ministry of Education, Research and Youth to reduce the phenomenon of violence in schools education has been approved **by OMECT no. 1409/29.06.2007**, (see the strategy at www.edu.ro> pre university education).

In order to present the strategy and in the light of the Council of Europe's concerns on the issue of violence, in November 2007 took place the national seminar entitled **"A Europe for and with children- Violence Reduction in schools"**, under the patronage of the Ministry of Education, Research and Youth and the Bucharest Information Office of the Council of Europe **(BICE).**

The seminar took place at the National Children's Palace in Bucharest, on November 20th 2007 with the participation of representatives of the Bucharest Information Office of the Council of Europe, some Council of Europe experts, specialists from the Ministry of Education, Research and Youth, researchers of the Institute for Education Sciences, representatives of the school inspectorates, representatives of non-governmental organizations, active in preventing and combating violence.

Since 2007-2008 school year it was started the implementation of the Strategy of the Ministry of Education and Research on reduction of violence in schools at all levels of the institutions involved in

preventing and combating the phenomenon (national/ county / Bucharest Municipality/ schools level).

Each school is required to develop a plan of action to reduce and prevent violence; within the strategy it is included the minimal operational model for a school unit plan.

In accordance with this model, depending on the particularities and specific problems, each school unit in Romania has to develop and implement its strategy in order to prevent and combat various forms of school violence.

4. **Ministry of Education, Youth and Sports has launched in 2009 the Project entitled "Youth against Violence" (co-funded by European Social Fund) which ended in 2011**

The general objective of this project aimed to develop structures and mechanisms of information, training, monitoring and communication at local/ regional/ national level in order to prevent and combat the phenomenon of violence in schools.

The target group consisted of students, managerial staff or executive staff involved in monitoring, evaluation and control activities within School Inspectorates, also directors and School Board members.

In terms of expected results, the project aimed to achieve:
- The improvement of a monitoring system in regards to the phenomena of violence in schools;
- Support for the enhancement of the administrative capacity of institutions responsible for coordination at national/ county and local level, having responsibilities in combating violence in schools (existing locally or established under the strategy to reduce the phenomenon of violence in schools, such as The National Council for the Prevention of and fight against violence in schools, county commissions and committees at the school level, student councils);
- Training in preventing and combating violence in school;
- Training or pupils involved in conflict management and communication programmes.

The Guidebooks made within this project can be accessed at:
http://www.edu.ro/index.php/articles/c1017/

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The issues regarding human violence, particularly the conflicts in relationships, represent an important theme addressed in Humanities disciplines of common / compulsory core such as: *Civic Culture*, *Logics, reasoning and communication*, *Psychology, Sociology, Philosophy* or of optional disciplines, delivered as a national offer, such as: *Civic Culture - Moral and Civic Education*, *Civic Culture and Children Rights Education*, *Intercultural Education*, *Civic Education - high school*, *Human Rights-high school*.

(e) Civic engagement of youth

Regarding the training for skills to allow civic engagement and participation in community life, please take note that such skills are formed both in types of formal education and extracurricular non – formal education; a series of learning activities include teaching activities through projects (for example, intercultural educational projects, humanitarian projects or projects promoting children's rights).

Among the latter are:
• The National Strategy for Community Action (NSCA) which include Community Action, a volunteer activity that takes place regularly and involves networking schools, on the one hand, and Special Schools, Orphanages and Institutions, Social Houses and Day Care Centers and Hospitals - on the other.

NSCA is a coherent and coordinated programme of regularly activities which involve volunteers and children with special needs who are at risk, difficulty or danger. For more information see website at: http://snac.edu.ro/?q=1&l=1

• **Project-citizen**, project of national extension conducted by the Ministry of National Education in partnership with the Timisoara Intercultural Institute, dedicated to schoolchildren and having a training of teacher's component; the project aims to involve students in order to influence public policy process from the local community level.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Examples of activities carried out in 2008-2012

December 10, 2008 - World Human Rights Day - 60 years after the Universal Declaration of Human Rights - Dissemination of materials on celebrating the 60th anniversary of the Universal Declaration of Human Rights in Civil Society environment UNESCO 1.04-15.12.2008; Human Rights - the Rights of Artists in a New World, Roundtable, 20.05.2008, Bucharest; Explained Universal Declaration of Human Rights, meeting with young people (10-12 years old), 12.06.08, Bucharest; Philosophical Essay Competition, action accomplished with the Romanian Institute for Human Rights/IRDO in high schools from Bucharest; 60 years after the Universal Declaration of Human Rights. European conventions and national constitutions inspired by the Declaration, 0.4-5.07.2008, Baia Mare.

January 30, 2008 - Day of Non-Violence in School - an event organized by "Carol Davila" School (ASP net) with several schools in Bucharest (ASP net);

21 March 2008 – The Day for Combating Racism and Racial Discrimination – event organized in partnership with the National Committee for Combating Discrimination.

November 16 – International Day for Tolerance - Debate on the theme "About tolerance ... Today" organized by and at the "N. Onicescu" Gymnasium in Bucharest

16 January – „Promoting Tolerance", debate at the „Octav Onicescu" College (Bucharest, sector 4) attended by the representatives of ISMB, the Philosophy Chair from the Bucharest University, IRDO, teachers, students;

17-26.01.2011 - Steps to nonviolence - at "Marcela Peneş" School no 190 Sector 4 Bucharest were conducted activities on information and prevention of antisocial behavior, organized by the Psycho-Pedagogical Support Team from the school, in collaboration with the Police Department no 15 of Bucharest. The proximity agents have conducted numerous preventive exposures, during which they presented multimedia materials on various topics on conflict resolution, juvenile delinquency, school dropout, physical, mental and social aggression among children, and consequences of failure. On the final debate Ms. Gabriela Szabo, World and Olympic Champion in athletics, and famous TV producer Mihai Dedu attended as special guests.

Mother Language Day – at the Unirii no1 Subway Station students have had plates with the slogan: "My language is humanity" in Romanian, Rromanes, Turkish, Hungarian, Arabic, Hindu, Chinese, etc.

20.11.2011 - International Children's Day – an Art Festival was held at the Children's Palace with Romanian students, Roma and other minorities that presented dances and songs in their native

language, in the presence of the representatives from the National Commission for Combating Discrimination, IRDO, ONGs, students and teachers, and parents

The "Martisor" of Tolerance - with the participation of students and teachers from Bucharest, and hosted by the Events Hall of Ministry of Administration and Interior Affairs

4-7 Sept. 2012 - "Learning to live together" Seminar – organized in Bucharest, based on knowledge of cultural and religious diversity, mitigation ways of physical or language violence.

(b) Non-formal education (Reference: §30-31)

Extracurricular non-formal education regarding human rights

The educational system in Romania offers many educational activities conducted outside the formal-curricular education by schools or other educational institutions, independently or in partnership with various organizations and local, regional, national and international governmental and non-governmental organizations.

Partnership activities take place within the projects or programs specifically dedicated to human rights and children education or within projects and programs which do not aim explicitly this type of education nevertheless they base their activities on the values and principles high lightened in the international/ regional and national documents representative for this particular field.

(d) Interactions between schools, local governments, universities, civil society and the wider community

The educational system in Romania offers many educational activities conducted outside the formal-curricular education by schools or other educational institutions, independently or in partnership with various organizations and local, regional, national and international governmental and non-governmental organizations.

Such activities are recommended also by the school curriculum - for example, the syllabus for "Civic culture", 7th and 8th grades (approved through OMECI nr. 5097/09.09.2009). In order to highlight the practical dimension of this school subject, teaching and learning activities such as projects (Citizen project, community projects etc.), discussions with representatives of national and local authorities, visits , involvement in NGO's projects etc. are recommended. These activities have the advantage of involving pupils in decision-making, in proposing and testing strategies for problem-solving, etc.

Since 2011, a national programme for extracurricular and nonformal activites was launched (A different school), meaning a whole school week (usually the week before the spring holiday) dedicated to nonformal and extracurricular activities. Some of these activities are developed in interaction with different institutions (local authorities, museums, NGO's, universities etc.)

Partnership activities take place within the projects or programs specifically dedicated to human rights and children education or within projects and programs which do not aim explicitly this type of education nevertheless they base their activities on the values and principles high lightened in the international/ regional and national documents representative for this particular field.

The schools partnerships with different organizations and local, regional, national, governmental or non-governmental institutions are of permanent nature and constitute a part of the organizational culture in Romania. Practically it is impossible to provide statistical data due to the scale of interaction processes.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

The educational system in Romania offers many educational activities conducted outside the formal-curricular education by schools or other educational institutions, independently or in partnership with various organizations and local, regional, national and international governmental and non-governmental organizations.
Partnership activities take place within the projects or programs specifically dedicated to human rights and children education or within projects and programs which do not aim explicitly this type of education nevertheless they base their activities on the values and principles high lightened in the international/ regional and national documents representative for this particular field.

Teachers and students in Romania are currently participating to all projects and programs of the European Union, for example:

- **Comenius** for students, teachers, schools and institutions / organizations related to these (preschool and school education up to the end level of secondary education).
- **Erasmus** for students, scholars, teachers, universities and institutions / organizations related to these (higher education, including trans-national students` placements in enterprises).
- **Leonardo da Vinci** for apprentices, workers, employees and institutions / organizations related to these (vocational education and training).
- **Grundtvig** for adults, professors and institutions / organizations related to these (adult education).

Besides participating to EU programs, teachers and students in Romania also participate to activities conducted or supported by other institutions, bodies or international organizations. Among these there are especially relevant activities in the field carried out by the Council of Europe, UNICEF, UNESCO, UNHCR; it is also important the participation to activities carried out under bilateral or multilateral cooperation in education and training, with countries from all continents.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

In 2007, the Institute for Education Sciences conducted a research on the **Rights of the child in the school context**. The research revealed the level of information and awareness of pupils concerning their rights, their sources of information in regards to their rights, the reflection of children's rights into the educational practices and the educational climate of the school. The sample of research included 1637 pupils from secondary education. Individual interviews and focus-group discussions were also carried out (165 interviews and 33 focus-group discussion). The research formulated some recommendations, such as: the inclusion of education for human rights into the training of school managers and also into the initial and continuous training of all the teachers, no matter the subject they teach; the need for special measures for supporting vulnerable children, ensuring a safe and friendly school climate based on confidence, dignity, human rights and freedoms.

In 2012, a **National Report regarding the measures undertaken to implement the Convention and the Recommendations for fight against discrimination in the field of education** (1960) was prepared. This report collected data concerning the normative framework, the national strategies, the measures to increase the quality of education for all, and the relevant programmes and projects.

In 2010, the Institute for Educational Sciences conducted a pilot research project entitled ***Integrating key skills in teaching approaches***. The reference, in this context and in this research project, took into consideration several issues: a) the significance of key skills that

every young person needs for personal fulfillment and development, active citizenship for social inclusion and for capitalizing professional insertion, employability, in the labor market) the reference of the key competencies, for example, social and civic competences, the knowledge, skills and attitudes that targets democracy, justice, equality, citizenship, rights, diversity, cultural identities in Europe.

The *target group* participating in the training was represented by teachers who teach in secondary school (gymnasium and high school). The training *included*: a) face to face training (one day); b) online training (10 weeks).

The research project focused on the application of a training curriculum to empower teachers participating in the development of key skills to students through the methodology, analysis of working methods to integrate key skills in the teaching approach. It was intended, essentially, that the curricula to refer to the European reference framework for key competences throughout their lives, as well as key skills, but this did not include explicit references on how to develop the students' key skills.

The objectives of the training were:

- to identify the knowledge, skills, attitudes described in the European reference framework for key competences (*European Parliament recommendation to the Council on key competences of lifelong learning perspective - 2006/962/EC*) which may be developed or may obtain support in a particular subject;
- to reorganize teaching in the various school subjects for developing key skills;
- to participate in online learning communities for sharing experiences on teaching referring to developing key skills.

For each of the subjects of study targeted by the project (Romanian language, foreign languages, history, social and humanistic disciplines, science) the course materials included the following three components: a component with a general characteristic, a deepening component and an optional component. The general component materialized in five learning units; each unit of learning was identified from the different disciplinary perspective of study, knowledge, skills and attitudes presented in the European reference framework for one or two key skills; for example, the correlation proposed between socio-human discipline and one or more key skills that can/could be developed or could support that specific subject, was as follows:

- Civic Culture(studied in gymnasium for grades VII and VIII) related to social and civic competences;
- Logic, reasoning and communication (studied in high school in the ninth grade) related to communication in the mother tongue and foreign languages key skills ;
- Entrepreneurial education (studied in high school in the tenth grade) related to initiative and entrepreneurship, learning to learn key skills;
- Economics (studied in school from grade XI) related to digital literacy, as well as, to the mathematical skills and competences in science and technology;
- Philosophy (studied in high school to grade XII) related to the cultural awareness and expression key competence.

The general component of training followed, also, a concrete module in which key competences can be infused into the teaching approach by organizing/reorganizing it in order to develop these competencies/skills key.

The deepening component put teachers in a position to choose a module focused on a key competence in order to achieve a depth analysis, focusing on the significance, importance and opening provided by the selected key competence chosen. By the optional component, the participants were able to relate, by choice, their learning unit (of the two proposed), which gave them other methodological benchmarks likely to support the development of key skills in students.

15. By which means is the impact of education for peace and human rights on learners evaluated?

The impact of education for peace and human rights on pupils and students is determined by the current assessing of students through school competitions; the results of the students' projects are also relevant for assessment.

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Significant progress in this field was made in the last decade, but there is the need to continue the efforts for promoting human rights and peace education, intercultural and tolerance education through various means – curriculum development and renewal, teacher of all the teachers (no matter the subject they teach) concerning their role in promoting human rights and peace education, training of the school principles (in order to be able to promote a school culture based on democratic principles and on human rights), continue the preparation of learning materials.

In regard to the World Programme for Human Rights Education, third phase, coordinated by the Office of the High Commissioner for Human Rights (OHCHR)

Given that the first phase of the World Programme (2005-2009) had as a principal axis of application the human rights education within the primary and secondary education system,

and

the second phase of the World Programme (2010-2014) has as the main axis of application the human rights education within the higher education and the training for teachers and educators/ civil servants/ law enforcement officers and military personnel from all levels,

for

the third phase of the World Programme (starting with 2015), we suggest that the main axis of application to be the education of pupils/ students in regard to human and children rights at the non-formal education level, within primary and secondary education programs and by specialized projects and also the adult training for Human Rights by adult education programs and specialized projects.

The table below shows the target groups / beneficiaries, general intervention areas / topics and the major types of possible activities, corresponding to such an axis of application, as follows:

Target group / beneficiaries	**Area of intervention / theme**	**Main types of activities**
1. Pupils from primary and secondary educational level	Human and children rights education rights by projects and extracurricular programs within non-formal education and extracurricular activities	1.projects and programs involving students, under the coordination of teachers, which aim to knowing, respecting and promoting human and children rights
2. Teachers at primary and secondary educational level		2. Training programs for teachers, focused on project management and programs regarding human and children rights in which students participate
3. Adults who form the public	The issues regarding the relationship between the democratic citizenship and the human rights by programs and projects of public interest	Programs and projects of public interest including public information activities and debates regarding the relationship between the democratic citizenship and human rights from different perspectives (conceptual, attitudinal, value, action)