With regards to the questions emailed to member states referring a request to send a report on the progress made in implementing the Strategy regarding Education for Sustainable Development, our department has asked the General Department for Management, Human Resources and School Network, The General Department for Higher Education and the National Centre for the Development of Vocational and Technical Education to answer the questions put forward by the UNECE Secretariat:

1. How are the recommendations of the Expert Group on Competences implemented at the national level and adapted to national context?
2. How is cooperation between government departments in the field of Education for Sustainable Development promoted?
3. Are any ESD activities carried out or planned to respond the demands of a “green economy”, especially as regards technical and vocational education and training?
4. Has the economic downturn have impacted ESD activities in your country?
1. How are the recommendations of the Expert Group on Competences implemented at the national level and adapted to national context?

In 2008 Romania’s National Strategy for Sustainable Development, was drawn up. It is a document putting forth a coherent view of Romania’s future in the two decades to follow under the sustainable development framework. This strategy meets the European objectives regarding globalization processes, Romania thus fulfilling its commitment as member state of the European Union, and rises to the demands of modern development.

As far as education is concerned, the main aim of the strategy focuses on education for the protection of the environment, sustainable development, more efficient use of human resources, with a view to social inclusion and strengthening of administrative competence for the development of a modern and flexible labour market, the improvement of the relevance of the education and professional development systems for labour force integration, the growth of entrepreneurship culture.

The key themes for sustainable development are included in The National Education Law no.1/2011, being part of:

- **the principles** that govern Romanian education: equity, quality, decentralization, public responsibility, respect for the cultural identity of all Romanian citizens and intercultural dialogue, assuming rule, promotion and preservation of national identity and cultural values of the Romanian people, acknowledging and ensuring rights for ethnic minorities, the right to preserve, develop and express their ethnic, cultural, linguistic and religious identity, equality of opportunity, participation and responsibility of parents, promoting education for a healthy lifestyle, decision-making processes based on dialogue and consultation.

- **the objectives**: the fulfillment and personal development, by attaining one’s own objectives in life, according to the interests and aspirations of each individual and the wish for life-long learning; social integration and active citizenship; finding a workplace and participation in the development of a sustainable economy; the development of a conception of life grounded in humanistic and scientific values, in national and universal culture and the stimulation of intercultural dialogue; education with a view to dignity, tolerance and observing fundamental human rights and liberties; nurturing awareness of human issues, moral values and respect for the natural, social and cultural environment.
To this end, the following is an enumeration of the most important elements of the national education system regarding initial education, in-service teacher training, national curriculum, secondary legislation and policies on formal and non-formal education, POS DRU support for promoting the principles of sustainable development.

A. Regarding initial education, the new legislation stipulates that students and graduates of higher education who opt for the teaching profession should also have a two-year master’s degree in education. Graduates of this master’s degree will be awarded a diploma in the domain of their bachelor studies. (National Education Law no.1/2011, art. 238 (1), (6).

B. As for the in-service teacher training, we wish to specify that this is based, according to the stipulations of the Methodology regarding the professional development, on the model of the competence approach and on the concept of cumulative development of the level of competence of staff. The level of competence targeted by the continuous development/advancement programmes and activities is evaluated according to the following:

a) the teacher’s ability to mobilise, combine and autonomously use his/her knowledge, abilities as well as general and professional competences in consensus with the evolution of the national curriculum and educational needs;
b) the teacher’s ability to cope with change, complex situations and crises.

In order to achieve these goals, during the evaluation of educators’ continuous development programmes, accredited by MERYS (the Romanian Ministry of Education, Research, Youth and Sports), according to curricular criteria, competences in the domain of Education for Sustainable Development are evaluated.

The in-service teacher training programmes for staff in primary and secondary education are run by in-service teacher training providers and are accredited by the MERYS Methodology, as well as by the Teachers’ Training Centres (TTC).

The TTCs is a body subordinated to the Ministry of Education, which exists in every county and whose mission is to endorse innovation and reform in the domain of education and to provide opportunities for personal and professional development for primary and secondary school staff.

During the 2011-2012 school year there are 25 accredited development programmes running, enlisted under Education for Sustainable Development. Over 1500 trainees took part in or completed such programmes in the previous year.

Furthermore, the TTC’s offer of development programmes, approved by the Ministry, includes development courses/modules in the domain of sustainable development for teachers. Find below examples of courses meant for primary and secondary school staff

The targeted competences within these training programmes are the following:

➤ Regarding the issues of peace and developing ethics:
- being familiar with the principles and values of democratic citizenship and human rights, developing basic as well as specific skills, such as: participation, cooperation, communication, multiple skills, media, intercultural, argumentative, productive, evaluation; engendering competences regarding planning and implementing of ethic principles;
- designing and putting into effect a programme to identify and readily intervene in cases of violence, a programme that should be adapted to each school; using the appropriate strategies to evaluate, identify and intervene in cases of aggressive behaviour in the school environment; identifying appropriate techniques for evaluating and settling already existing conflicts in the school environment;
- differential treatment, according to gender, emotional and social development of pre-schoolers; designing tools used in interventions regarding the development of emotional and social skills of pre-school girls and boys; designing and running programmes that target the development of emotional skills in pre-shoolers; designing and running programmes that target the development of social skills in pre-shoolers.

➤ Regarding economic issues:
- developing the ability of staff in primary and secondary education to understand and capitalize the position and part that the entrepreneur plays in market dynamics; developing the ability to measure, anticipate and solve problems and risks that arise when running a business; developing the ability to identify sources of assistance and support with a view to implementing business ideas; developing the competence of shaping in
students the potential of setting up a company, a business at personal, community level or even at the level of international businesses;
- developing competences of operating with different categories of resources within the educational institution; elaborating documents regarding managerial design for a school institution; communicating within the institution.

➢ Regarding the issue of health education:
- applying strategies to foster health and well-being for students; designing activities that engender health education.

The implementation of The European System of Transferable Credits for Professional Development (ECVET), from 2012 on, requires technical framework to facilitate transfer, recognition and gathering of results of individuals’ education with a view to acquiring certain qualifications. Prior to this, transparency of formal education results is ensured, along with a system of assessment and diploma granting certification. The targeted system implies a series of implementation instruments and methodologies such as: qualification descriptions using learning units, coherently grouping them in units, granting credit points according to the academic results, a gathering and transfer process defined within a partnership agreement, education contracts, personal professional description and user guides. The system seeks to facilitate recognition of academic results obtained in various countries and in various contexts (formal, non-formal, informal) according to national legislation; the system shall be implemented together with the ongoing development of the National Framework of Qualifications.

The categories and levels of competence operated by The European Framework for Qualifications, The National Framework for Qualifications in Higher Education and the European Reference Framework of Key Competences for Life-Long Education are adapted to the requirements of Romanian primary and secondary education and used by the system of competences in which continuous professional development is grounded.

According to current legislation, personal development of teaching staff has a set of objectives, among which the following: updating and developing competences in the field the individual is specialized in, the field of psycho-pedagogy and methodology along with acquiring complementary competences, developing and expanding transverse competences, in order to expand the category of activities carried out and take on new roles in education, for activities and roles that are essential to the Education for Sustainable Development: education and career counseling, adults’ education, interaction and communication with the social and pedagogic environment, taking responsibility for organizing, managing and
improving strategic performance of professional groups, self-control and a reflexive analysis of one’s own activities.

C. The national curriculum, which shall be developed in primary and secondary education, according to the National Education Law no.1/2011, is based on 8 domains of key-competences which determine the student’s education profile:

- Communication competences in the mother tongue;
- Communication competences in foreign languages;
- Elementary mathematics, science and technology competences;
- Competences of using information technology as an instrument of learning and knowledge;
- Social and civic competences;
- Entrepreneurial competences;
- Cultural expression competences;
- Learning to learn.

Key-topics in sustainable development are currently dealt with, in the Romanian primary and secondary education, according to their integration in subjects/modules and syllabi that are part of the core curriculum or optional courses.

1. The issue of peace, development, ethics, democracy, security, human rights, children’s rights, justice and civic duties, cultural diversity can generally be found, as integrated topics, as part of the curriculum for humanities (Citizenship, Civic Education, Entrepreneurial Education, Sociology, Philosophy, Social Studies, as part of the core curriculum (mandatory), and European Education, Civic Education, Media Studies, Intercultural Education, Democratic Education, European Union Institutions, Humanitarian International Law, as part of the optional subjects included in the national offer of syllabi. Such elements are found within the national curricula for optional subjects related to humanities: Civic education – 6th grade (children’s rights education, civic education, media studies), all highschool years, irrespective of profile (theoretic, vocational and technological).

These aforementioned elements are found as inter-curricular or cross-curricular topics in subjects such as: History, Geography, Biology, Romanian Language and Literature, foreign languages a.s.o.

II. The general issue of economy, production and usage, management of natural and human resources can be found in the syllabi of core curriculum for some subjects (Economics, Entrepreneurial Education, Civic Education, Technological Education), in the national syllabi for optional subjects related to humanities (economic education). In primary education,
entrepreneurial spirit is approached implicitly, in a manner that matches the students’ age, as part of the subject of Civic Education; in lower secondary education, entrepreneurial elements are part of the core curriculum subject of “Technological Education”. In secondary education, lower highschool, the subject “Entrepreneurial Education” is part of the curricular area „Technologies”, core curriculum, all profiles and specializations. In secondary education, upper level of highschool, the subject “Entrepreneurial Education” is part of the curricular area Man and Society, core curriculum, technological profile, all specializations. As far as History is concerned, economics notions can be found in the topics: New Economic Policies; Postwar Communist Regimes; The Economic Failure of Communism; Economy and Society in the Communist Age.

III. The issue of environmental education/protection is covered within the following compulsory subjects/modules: Environmental education, Sciences, Geography, Technology, Ecology, Ecology and environmental protection and Environmental protection.

The Biology curriculum develops in students positive attitudes regarding a healthy environment through the preservation of biodiversity: consequences of the environmental variations on living organisms, animals that have become extinct and endangered species, environmental protection, waste and recycling. Students in lower secondary school learn about health education and preserving biodiversity in subjects such as biology, which they take once/twice per week. For all of grades 5-8 one of the main objectives is to develop positive attitudes and skills regarding the effect of biology on nature and society, for which specific content areas have been designed, such as: hygiene and health and, respectively, balanced ecosystems-biodiversity as a balancing factor of ecosystems, man and natural balance.

IV. The issue of health and biodiversity.

The general issue of human health and preservation of biodiversity can be found in the syllabi of core curriculum for Nature science, Biology and of the optional curriculum for Health Education.

In primary school, students study Nature Science, whose syllabus enables them to identify means to keep healthy – a balanced and varied diet, personal hygiene, exercising, the negative effects of drug, alcohol and tobacco use. High school students take biology, which is aimed at providing students not only with a thorough scientific background that will allow them to lead an active lifestyle, but also with the purpose of developing healthy behaviours, care for their own health, the health of the others and of the environment. Topics such as hereditary diseases, genetic advice, cloning, STD, family planning, environmental disasters, causes, effects, measures and biodiversity are approached. The students’ competences are completed and extended through the study of several optional biology courses, especially
Health education, whose curriculum is aimed at promoting health and well-being, personal development and the prevention of negative behaviours.

There are numerous extracurricular activities, such as:

- according to the agenda planning of MERYS there are numerous environmental educational activities at national, county and local level (they are divided into domains: technical and scientific, cultural and artistic, sports and tourism-related) such as: The National Contest of Environment Projects (which allows Romania to participate in the International Olympic contests), The National Contest “Friends of Nature”, The National Symposium “Children’s research into ecology and dendrology”, The National Contest “Expedition: The Fearless”, The National Contest “Friends of the Danube Delta”, The National Trekking Contest, The National Festival “The Joy of Snow”, inter-county technical, ecology and science-related competitions: “The Moldavia Cup”, “The Lotus Flower”, “Friends of the Mountains” etc.
- environment awareness-raising camps: The National Camp for the founding of the “Biology Park” – Covasna, The National Ecology Camp “The Danube Delta” – Sulina, The National Ecology Camp “Terra our home”- Bistriţa etc., campaigns carried out in partnership with NGOs (e.g. The Speleology Federation, for the training of holiday animators, The Sigma Foundation)
- programmes for ecological education, as a result of the partnership between MERYS and The Carpathian-Danubian Centre for Geo-ecology (CCDG);
- the programme “Eco-school”;
- the programme “Learning About Forests”;
- the program “Young Reporters for the Environment”;
- the program “The Blue Flag”.

“Eco-kindergarten”, a national programme aimed at promoting ecology education in pre school institution and in the community. The program was launched on 5th January 2004 and is carried out as a series of extracurricular activities in pre-school and primary education, and might be extended to lower secondary school;
- the programme targeted at selective waste disposal education: “It’s easy! It’s in your power to make the planet smile!”, initiated by The Romanian Association for Packaging and the Environment in partnership with MERYS and The Ministry of Agriculture and the Environment;
- the programme “The green corner in my school”, which involves the organisation of a national contest of projects on the establishment of waste collection units and a campaign for the selective waste collection in schools;
the programme “Stop the wastage in your high school” – Turn the water off! Turn the light off! Recycle!

the international programme “Discovering and presenting sustainability in a transnational way through a new media: EDD in the student exchange programme with/through the GPS educational routes between schools in Romania and Germany”.

the international program” Discovering and presenting sustainability in a transnational way by a new media; the Sustainable Development (EDD) within the students’ exchange program with/through the GPS educational tracks among schools from Romania and Germany.”

Besides, at the extracurricular level, the themes focused on education for a sustainable development are approached on the occasion of different international celebrations: ”Earth Day”, “The international environment day”, “Forest moon”, “Trees day”, “The day of water quality”, “World animal day”; every educational institution celebrates these events by different educational activities: symposia, round tables, conferences, workshops etc.

The school contests schedule organized by the MERYS, at the secondary level, include the “The Earth Sciences” Olympiad for high school students with interdisciplinary themes (biology, geography, chemistry, physics) referring to the environment. “Ecology and environmental protection” is a subject included in the technological high school Olympiad –profile- Natural resources and environmental protection-all specialties.

D. As far as Education for Sustainable Development is concerned (ESD), the secondary regulations based on the new Law of Education, approved of by Minister Orders are to be mentioned, some of them being:

- The methodology of preschool children and students health examination from state and private authorized schools, concerning free healthcare and the promotion of a healthy lifestyle;
- The methodology of educational support services for children with special educational needs;
- The regulations regarding the acknowledgement of the highschool –technological and vocational profile studies in non university tertiary education;
- The Europass and Youthpass instruments methodology;
- The framework methodology for job orientation counselling.
E. Education for Sustainable Development is also promoted by MERYS by a formal and informal education policy, as follows:

- The key themes of lifelong learning are integrated in the modules of the core curriculum or the optional subjects, at all the levels of the preuniversitary education (primary, middle and upper secondary, non university tertiary education), including the technological and vocational education;

- The development and implementation of the internationally cofinanced projects and programs (EU or the World Bank), such as the “After school”, the Environmental protection education “Eco kindergarden”; Access to education for children with special needs, ”The Second chance in the primary and lower secondary education”, the Democratic citizenship education, the Healthcare education “The first steps in a clean sport”, “The eco patrol”, ”Move4Nature”, “ESD in the Carpathian Schools”, „Preventing Juvenile Delinquency in School Areas”, MATRA programs;

- Organizing school contests and competitions: the national contest” Democracy and tolerance”, “The world sciences” – interdisciplinary contest; “FOOD4YOU”- a festival-paneuropean contest; Studies Programme – „Linking Schools Across Europe”; „Spring Day”; „Made for Europe”; „Move4Nature” ESD in the Carpathian Schools”;

F. The Human Resource Development European Operational Sector Programme HRDOPSP support for the educational system, for the promotion of the principles of a sustainable development in 2008-2013.

Specific aspects of sustainable development are present in all the major fields, through HRDOPSP. The themes which have been approached, by different types of activities, within the HRDOPSP financed projects, include: social inclusion and equal opportunities, pollution prevention and environmental protection, the use and promotion of the „clean” energy, healthcare education, the active citizenship. In order to reflect the character of horizontal priority activities, training modules/sessions have been introduced; they approach problems like: pollution prevention, aspects of environment included in the training sessions organized for both the teaching staff (ISCED 0-6) and the executives from the educational system. Supporting these projects directly means training and improving teaching for the development of students’ attitudes and active citizenship (ex. the increase of awareness of the environmental protection, attitudes and specific abilities)
All the actions are supported by HRDOPSP financed programs and developed by our institution, as follows:

- **Quality and leadership in the Romanian higher education.** This is a strategic project which is meant to develop, by involving all relevant partners, a long-term vision and a strategy for the Romanian higher education system enabled to lay the foundations of mid and long term policy and actions, mainly contributing to the improvement of the financial and strategic management of human resources, to the promotion of innovation, cooperation and partnership among universities, the business environment and research centers for the development of a Romanian knowledge/science society;

- **Improving university management.** The project refers to the improvement of university management by building and implementing an adequate training system of the university representatives with different decision responsibilities in order to render leadership activities in higher education institutions more efficient. The project is meant to support a responsible and efficient leadership in decision making and high education management by training the main actors involved in higher education, according to the changes and requirements at the European level;

- **The development of an operational system of qualifications in the Romanian higher education,** meant to modernize the qualification system in higher education, to make it compatible with the European space and the requirements of the labour market;

- **Professors’ and students’ training in the field of using modern teaching instruments.** This project is focused on the adaptation of math study programs to the requirements of the labour market and on creating mechanisms and extension learning opportunities;

- **From theory to practice through the simulated enterprise.** The main objective of the project is to contribute to the development of working aptitudes for persons who are in a transitory position from school to the active life and, consequently, to their insertion on the labour market, by increasing the young graduates’ adaptability to the requirements of a work place, using an innovative learning method of ”simulated enterprise”. The project is also meant to modernize and diversify the ways of ensuring entrepreneurial education at the higher education level;

- Another project developed at the university level, is the higher education International development studies program which is an initiative of the Foreign Affairs Ministry and the Romanian National Development Program. Such a Master
of Business Administration (MBA) program is developed in IASI, TIMISOARA, BUCURESTI and it sustains, through its curriculum, as well as through the quality of the teaching staff, the main requirements of the contemporary European education in an extremely important field for the international relationships space: international development;

- The implementation of the project named “Revised Curriculum in the Vocational and Technical Education” (CRIPT) which aims at improving the curricular offer within the national system of the initial vocational education training (VET), is based on the data provided by the comparative analysis of the existing offer with the needs identified in the European and national context; the project aims at “curriculum development starting, among others, from the sustainable development competences”;

- The implementation of the project “Training the teaching staff in the field of assessment” aims at sustaining the process of improving the national professional education and training. It stresses the importance of increasing the attractiveness and quality of national education ensured by training the teaching staff in performing a modern and relevant assessment of the learning results; the project is meant to recommend “the professional development of the teaching staff which meets the present-day demands of change”;

- The implementation of the project named “The improvement of education quality and professional training through partnership networks” is meant to develop the capacity of educational institutions to continuously improve the education and training offer through partnership networks; the project recommends especially “the leadership and management of educational institutions;

- The implementation of the project “The training of the teaching staff from the vocational and technical education system for the extension of the interactive practice method” aiming at sustaining the improvement of the national educational, training system and professional development by increasing the attractiveness and quality of the national education programs; the project is focused on “the development of the professional and sustainable development competences;

- The implementation of the project ”The correlation of (VET) with the requirements of the labour market”, concerned with sustaining institutional development of counseling partnership structures and the growth of the leadership, management and monitoring capacity of the educational offer; the
project recommends mainly “the educational institutions leadership and management”.

2. How is cooperation between government departments in the field of Education for Sustainable Development promoted?

Based on the Law of education nr.1/2011, The Ministry of Education, Research, Youth and Sports project and applies the national strategies in the educational system, by consulting with teachers’ representative associations, parents’ representative associated structures, The Rectors’ National Council, confessional private and state schools and universities’, The council of national minorities, representative school unions, students’ representative associations from primary, secondary and higher education system, public administration authorities, the business environment and nongovernment financing organizations which support educational programs/federations of social services suppliers.

Together with MERYS, according to the law, there are some other institutions responsible for lifelong learning (preschooling, primary, secondary and higher education, the educational and professional training and adults’ lifelong learning): the Parliament, the Government, the Ministry of Labour, Family and Social Protection, the Ministry of Culture and National Patrimony.

Local public authorities, the National Agency for Qualifications, the Romanian Agency for Ensuring Quality in Preuniversity Education are responsible for the professional education and training and for ensuring quality in preuniversity education.

The MERYS participated in the elaboration of national strategies relevant for the Education for Sustainable Development: the National Strategy Against Drugs, the National Strategy regarding the 2006-2010 Protection and Promotion of Children’s Rights, the National Strategy regarding social inclusion of young people who leave the protection system for children, the 2005-2007 National Strategy against Corruption, the National Strategy against Corruption regarding the Vulnerable Branches and the Public Local Administration during 2008-2010 in Romania.

For the development and implementation of national strategies and programs regarding ESD, MERYS has partnerships with:

- the Ministry of Environment and Forests, the Ministry of Health, the Ministry of Regional Development and Tourism, the Ministry of Agriculture and Rural Development, the Ministry of Culture and National Patrimony, the Ministry of
Labour, Family and Social Protection, the Ministry of Foreign Affairs, the Ministry of Administration and Internal Affairs.

- Governmental organizations: the National Agency Against-Drugs, the National Guard for the Environment.

For the development of professional and technical educational system, in order to ensure an education based on principles which should lead to abiding development in Romania there are on-going partnerships between public national authorities/regional/local and social partners (employers and unions).

In the ROBUST project (Build-Up Skills Romania), the National Advisory Committee was created, coordinating the exchange of information between the national authorities regarding the training and qualification of the labour force in the area where we use energy from reusable sources, in Romania, until the year 2020. The National Centre for the Development of Vocational Education and Training is part of the National Advisory Committee altogether with: the Ministry of Regional Development and Tourism; the Ministry of Economy, Commerce and Business Environment; the Ministry of Labour, Family and Social Protection; the Ministry of Environment and Forests, the National Authority for Qualifications, the Societies’ Patronage from Constructions, the Romanian Association of Contractors from Constructions, the Romanian Chamber of Commerce and Industry.

Work meetings between the representatives of Ministry of Agriculture and Rural Development (MARD) and MERYS, regarding the field of professional training, took place on account of the plan of actions developed during the collaboration between the Ministry of Education, Research, Youth and Sports and the Ministry of Agriculture and Rural Development. The following have been suggested:

- The necessity of updating and formalizing the relations of collaboration through the signing of a Protocol between the MERYS and MARD.
- The national and international cooperation in European projects, regarding the development of human resources in the field of professional training, at each level – agriculture and connected fields of rural development.
- The preparation of certain missions on a short period for the purpose of training trainers, through specific financing programs and contacting the European Union institutions in the field of rural development.

The National Centre of VET, together with MERYS is involved in an ongoing process of consultations with other governmental institutions, with other types of institutions and
organizations, including the sector committees for the identification of the professional needs and their transposition through the professional and technical educational system, taking into consideration the competences of abiding development.

3. Are any ESD activities carried out or planned to respond the demands of a “green economy”, especially as regards technical and vocational education and training?

The growing relevance of VET for the labour market led to the deployment of activities which aim at Education for Sustainable Development, such as:
* National Centre VET has provided, in the financing programmes through PHARE 2004, PHARE 2005, PHARE 2006 funds, courses and seminars of in service training dedicated to managers and teachers from the VET with the purpose of:
  - implementing a participating management in the educational professional and technical institutions;
  - developing social and economical partnerships between the school and the enterprise;
  - facilitating the access of teachers to the instruments and techniques for a student-centred teaching;
  - creating a culture of quality for the school network from the professional and technical educational system;
  - developing the competencies necessary to elaborate teaching materials in the VET and for the transition from school to the work place;
  - supporting the insertion of young people with special educational needs on the labour market.

* the implementation of the project co-financed from the European Social Fund through the Sector Operational Program on Human Resources Development entitled “Active Partnerships School-Enterprise for the improvement of the initial professional training” (the FPI Steps), which endorses the improvement of the capacities, in the professional and technical educational system, ensuring qualifications and educational offers relevant to the needs of the labour market through the direct collaboration with the representatives of the economical environment.

* the entrepreneurial competences’ training represents a major objective of the professional and technical educational system in Romania, in the context of the implementation of the Lisbon strategy and the EU 2020 strategy. Regarding the entrepreneurial culture, the entrepreneurship is included in the professional and technical education – profile Services,
through the active method of learning training company. During 1999-2009, the Ministry of Education, Research, Youth and Sports in Romania, the National Centre of Development for the Professional and Technical Education, the Austrian Federal Ministry of Education, Arts and Culture have cooperated in order to train 500 teachers who can use the method of training company and who can form entrepreneurial competences.

*the implementation of the Project co-financed from The Social European Fund through the Sector Operational Program for the Development of Human Resources entitled ‘The training of teachers from the VET system- profile Services, for the extension of the modern interactive method of learning training company’, whose purpose is to train 600 teachers who can use the innovative methods of learning and developing the materials of teaching and learning addressed to entrepreneurial education.

*the implementation of the project “Skills for Employability for the professions of the 21st century”, in partnership with British Council, which aims at the development of innovative competences and models in VET field for agro tourism and rural tourism- by creating profitable mutual and durable bonds, between the educational system and the labour market in order to adapt the educational system to the demands of the labour market and of augmenting the chances of employability among youth.

* the collaboration with KPC Onderwijs Innovative Centrum (KPC Groep) in implementing the co-financed project from Leonardo da Vinci lifelong learning programme entitled “Learning for Living L4L: Innovations in career education”. This project aims at the development of a method which can sustain an education for the choice of the career in the European context. The innovation comes from combining the personal and social context of students with the one of the experienced teachers'/ counselors. Thus the project supports the students to build a long lasting life-style, full of significance, contributing to the prevention of school leaving.

*the collaboration with the Sector Committee for Professional Training in the field of Environment Protection (CSFPM) for the implementation of the co-financed project from the Social European Fund by the HRDOPSP entitled “PRO COMPETENT! Qualifications and certifications for competences for a durable development!” , which regards the quality improvement of the professional competences’ evaluation and certification system, in the sector of environment protection, through the development of the institutional capacity of CSFPM, the setting up of 8 centres for the evaluation of the acquired competences in another context, other than the formal one, and for the development of 2 occupational standards;

* The collaboration with the UNIMED – the Association for the Patronage of Producers and Users of Industrial equipments for the protection of the Environment through the implementation of the co-financed project from The Social European fund by The Sector Operational Programme for the development of Human Resources entitled “SO-MEDIU- The
Development of the Sector Committee’s Capacity for the Professional Training in the Field of Environmental Protection and the Benefit of Improving the Quality of Continual Professional Training in Romania”, which regards the development of 10 qualifications/occupations, under the form of occupational standards, necessary to the sector, which will lead to the improvement of the continual professional training quality and of the evaluation system of professional competences.

4. **Has the economic downturn have impacted ESD activities in your country?**

The economic downturn has no impact over the activities referring to the Education for Sustainable Development in our country.

General Director,
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Director,
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Gabriela Drăgan

General Inspector,
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