
Nr. 46 m./15.03.2013

Approved.
Secretary of State

Gigel Paraschiv

Ref. Country report on Education for Sustainable Development

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

1. To ensure that there is an ESD school plan in every school by 2015 (the institutional development plan of the school);
2. To promote the introduction of ESD into teacher education;
3. To reorient technical and vocational education and training of sustainable development and the transition to a green economy;

Based on the points of view expressed by the departments/institutions mentioned above, the following aspects have been revealed:

1. **To ensure that there is an ESD school plan in every school by 2015 (the institutional development plan of the school):**

1 a) the institutional development plan includes, from the perspective of the school for which it is developed: the school's mission, the promoted values, goals / strategic objectives, target areas (for instance, school management, curriculum, extracurricular activities, human resources, material and financial resources, education and training programs), major business lines, drawn up from the SWOT analysis.

Currently, the offer for the curriculum in force does not include a separate discipline of study, but the national curriculum includes disciplines which explicitly or implicitly point to problems / key themes which aim at the issue Education for Sustainable Development, which target the acquisition of knowledge, skills, values and attitudes regarding the topic ESD by students of different ages. The study of this topic is achieved both by common core subjects (for all students) and by optional subjects (included in the school curriculum). It can also be noticed the number and the diversity of the disciplines which approach disciplinarily, inter-and trans-disciplinarily the problems / key issues of ESD, valued on different dimensions which this topic involves. The curriculum in force, on which basis these subjects are studied, the issue of ESD is present in different parts of these documents with regulating character, as follows:

- In setting goals, benchmarks and examples of learning content - programs implemented in primary education;
- In skills, contents, values and attitudes, methodological suggestions – for the curricula used in secondary education;

The optional subjects included in the national school curriculum also give the pupils the opportunity to study issues covering the topic Education for Sustainable Development.

1 b) In the action plan of vocational and technical schools, there is a chapter on the **mission and vision of the school**, which aim to develop the framework

for each student to be able to express his/her interests and skills, to encourage initiative, imagination, creativity, the competitive spirit, but also the extremely necessary teamwork skills. The school has the mission to become a very important partner in the local economic and in the cultural space in which it exists.

Another chapter in this document which refers to the school **plan partnership with industry and other interested stakeholders** highlights the **directions** for the development of the active social training partnership, for the purpose of strategic planning of the vocational training at county level.

1 c) The institutional development plans at the university level have as major objectives to align higher education institutions with the requirements and standards of education and research through various levers related to quality assurance systems in higher education, licensing and accreditation of educational institutions and higher education programs.

At the level of higher education institutions the participatory approach is to be noticed regarding ESD which is developed by links with the local business and local government bodies on issues of common interest which aim at environment, economic and social issues with the object of understanding, preventing and solving problems. Thus, national and European funded projects that aim at ESD are ongoing or have been implemented by various higher education institutions in partnerships with territorial authorities, bodies representing civil society and the social-economic field. In higher education, ESD covers all cycles of university studies, ie bachelor, master and PhD. University programs that address ESD are decided at the level of university senate, based on university autonomy and the corresponding number of places funded by state is decided after the students` distribution in higher education institutions. Doctoral programs on ESD topic are eligible for HRD European funding.

At institutional level, according to the mission undertaken by each institution of higher education, teaching on ESD is being performed by various disciplines of ESD-oriented curriculum on specific topics, content, teaching methodologies as well as by tools teaching and appropriate materials. For these tools and materials the quality control mechanisms provide minimal standards.

2 To promote the introduction of ESD into teacher education;

ESD of human resources in education includes both initial and continuous training of teachers in education.

The National Education Law no. 1/2011 expressly provides in Art. 329, para. (1) " the main finalities of lifelong learning aim at full development of the person and the sustainable development of society."

Pedagogical training of teachers in pre-university and higher education is achieved by psycho pedagogical training for certification of competences for the teaching profession, organized by higher education institutions accredited by the Teacher Training Departments.

In order to achieve the objective of diversifying and offer of educational training programs and ongoing training and of career opportunities for teachers and other categories of human resources in the national system of education and training (the learning disseminators) the following activities in the field of Education for Sustainable Development are being performed:

- the development of teacher training programs so that teachers achieve skills to incorporate ESD into teaching and learning;
- the development of tools and specific materials for ESD;
- the development of the subject education for democratic citizenship;
- the development of environmental education;
- the introduction of new technologies and new teaching methods in education;
- promoting partnerships in education;
- entrepreneurial skills.

Within the courses a section dedicated to the awareness of sustainable development principles in the context of socio-economic development will be organized. A module of the training course will contain this topic. The Specialized Accreditation Commission has assessed and accredited in the subject area "Education for Sustainable Development", a number of 38 training programs for teachers in the pre university education, of which a total of 10 programs have been developed within some projects funded by HRD. The accredited providers

of training programs are universities (9 programs), teaching houses (26), associations and foundations (3). Approximately 2500 teachers participated in these programs in the school year 2011/2012, of which approx. 1600 in the programs offered by the teaching houses.

The training offers of the teaching houses, which are yearly approved by the ministry of education include courses, seminars and workshops on the topic "Education for Sustainable Development". Approximately 1000 teachers participated in these activities in the school year 2011/2012.

The National Centre for the Development of Vocational and Technical Education, a subordinate institution of the Ministry of National Education, runs training programs which are funded by European structural funds and which promote the objectives of ESD.

Regarding the subject entrepreneurial culture, entrepreneurship is included in TVET - Profile Services through the active learning method **'training company'**. There is a long collaboration between the Ministry of National Education of Romania, The National Centre for the Development of Vocational and Technical Education, The Ministry for Education, Arts and Culture in Austria for the development of entrepreneurial skills in teachers using this method.

3 To reorient technical and vocational education and training of sustainable development and the transition to a green economy;

In order to develop vocational and technical education, there is a number of partnerships between the national/regional/local public authorities and the social partners (employers, unions) for the following purposes:

- *strategic design partnership offering vocational and technical education* – within the decision-making advisory there are management structures organized at national, sectorial, regional, county and at local level that help to ensure the relevance and quality of its educational offer in conjunction with the labor market needs.

- *partnership in local development curriculum* – the local development curriculum (CDL) is a component of the National Curriculum, which includes hours allocated to the development of the specific curricular offer in schools, which is realized in partnership with businesses. In most of the cases, CDL includes the ESD topic.

- regarding *the partnership on programs for training* – the practical activities at traders encourage students' transition from school to the working life, it offers employers rigorous selection opportunities in order to employ future graduates, it strengthens the partnership between school and the labor market and adjusts training programs to its requirements.

- *Partnership in certification* - the transfer and recognition of the learning outcomes achieved by the students attending the technical and vocational education through practical training and vocational education and training (VET in school programs for 2 years, the share of practical instruction in collaboration with traders) .

All professional standards for professional qualifications performed by the TVET include learning outcomes / key skills, specific skill levels, such as: critical thinking and problem solving, the management of interpersonal relations, the use of computer and processing of information, communication, development of career, processing of numerical data, starting of a business, teamwork; these are meant to provide premises for training of entrepreneurial skills in students.

TVET, the technological branch, provides tuition for the following professional qualifications that meet the demand of a "green economy", according to the list of professional qualifications which are provided by the pre-university education, as follows:

QUALIFICATIONS AT LEVEL 2:

In the training standards for professional qualifications at level 2 (corresponding 3EQF level) of Agriculture, we can find the unit of competences: **Preventing and combating environment pollution**. A specific feature is the qualification **worker in ecological farming**.

QUALIFICATION LEVEL 3:

In the training standard for the level 3 vocational qualification (level 4 corresponding EQT) there is the qualification **Technician of Agriculture farming**.

In the training standards for professional qualifications at level 3 of the Environment domain (*ecology technician and protection of the quality of environment and Hydro meteorological technician*) we can find the following skills: *Hygiene and labor protection in the domain of environmental protection*. A specific feature represents the qualification **ecology technician and the protection of the quality of environment** within we can find the skills: pollution and environmental

protection, biodiversity conservation, environmental monitoring and quality control of the environment anthropogenic ecosystems, waste management.

School qualifications and the training offer have been updated to ensure a better match to the labor market needs. The professional qualifications have been developed in consultation with the social partners and of the representatives of the sectorial committees who have contributed to upgrade the specialized technical skills that meet the demand of a "green economy". The qualifications IPT - level 2 and 3 are at present under review and they will include both specific skills of the 8 key areas set out by the European Parliament and the "green skills".

Yours sincerely,

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