

Romania

In Romania, Global Education was implemented first as an extracurricular programme and later has known a fast and extensive development mainly due to the challenges of the contemporary global world.

Policy making and curricula development

GDE has become an educational must per se, able to create contexts for skill practice.

Visible efforts have been made to implement GDE into the national compulsory curriculum throughout pre-university education. This process has been under the responsibility of the Ministry of National Education (MoNE) and has been supported, in a significant way, by numerous NGOs that have been invited to share their experience and expertise.

As the main results achieved in the formal and nonformal system of education,

- GE and GDE can be found both:
 - **as a distinct subject** (*Development Education* was introduced in the national offer of the School based Curriculum elective studies (for high-school) as a result of the collaboration between MoNE and Agenda 21st APDD Association; *Intercultural Education* (for high school *Humanitarian International Law* (for high school).
 - **as thematic clusters** (diversity, values, non-discrimination, human rights etc.) in the compulsory **Social Sciences, History, Religion, Romanian language** subjects. Both primary and lower secondary school syllabi have undergone a process of renewal and re-dimensioning with the view to ensuring and enhancing the gradual development of social skills, competences and values.
 - another compulsory subject, **School Counselling and Personal Development**, approaches GDE themes from the perspective of the life style quality and social abilities, in terms of human relationship quality, cultural and ethnic diversity, interculturalism etc.
 - the lower secondary school syllabi specific to Humanities (approved by MO no. 3393/2017) promote the empathetic cultural and intercultural behaviour.
- In the near future MoNE will revise the high- school curriculum and will integrate both Global Education competences and thematic clusters into different syllabi (e.g. Foreign languages, Social Studies etc.) in a cross-curricular manner similar to the gymnasium curriculum philosophy. The process of revision will be followed by teachers' training sessions which will include the principles of Global Education philosophy and the necessary information on its specific content.
- A very important national initiative implemented by MoNE in the field of non-formal education is the programme named "**A different kind of school**" that was launched in 2011 being based on a fresh philosophy centred on the cooperation between schools, educators, students with NGOs, governmental and non-governmental institutions, as well as local authorities. This project which is a compulsory part of the school year.
- **At the academic level**, Ministry of Foreign Affairs in partnership with NGOs developed some projects, but on the other hand, there have been university professors who initiated courses on various topics related to global education upon their involvement in such programmes.

Professional development of educators and quality support

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include the principles of Global Education philosophy and the necessary information on its specific content.

- At the same time, real progress has been registered in the field of teachers' training on global education issues. The Teachers' House in Buzau **accredited a training course** (under the Minister's Order no. 3633/2016) which includes a GE module and approaches global education concepts, globalization dimensions, cultural diversity as a resource of development.

Awareness raising and pedagogical tools.

- Regarding the partnerships, the most active partner was *Agenda 21st APDD Association*, which implemented a wide range of initiatives intended to different types of groups. For instance, it contributed to **the elaboration of the general framework of the national teaching plan according to the GDE values and respective learning outcomes**. On the other hand, Agenda 21st implemented many projects. At the same time, Agenda 21st benefited from the expertise of the GE national coordinator in **designing a GDE syllabus** for NGO project replicators. Thus, the collaboration has been efficient and fruitful for both partners.

Overall, the progress that Romania has made in the GDE field is really significant, considering both the GDE curricular and extracurricular coverage and the variety of projects implemented by the civil society.

As far as the **Global Education Programme** comes into questions, it can be said to have become tradition in Romania. The impact of GE on all educational actors has been impressive, in terms of:

- ✓ students' creativity and more active presence in the public space;
- ✓ students' acknowledgement of their potential in improving the community life, as well as of their position as liaison between local community and authorities/NGOs;
- ✓ NGOs' interest in developing long term partnership projects with schools, taking into account schools' expertise in transposing GE concepts in practice and adapting them to the regional/county/local level and specificity;
- ✓ schools' openness to a variety of partnership projects.

Since the Bucharest follow-up meeting, the first Romanian Agency on Development Cooperation (RoAid) created in November 2016 has been operationalized and started the implementation of the 2018 Annual Action Plan. However, unlike previous years, no calls for proposals for CSO projects on development cooperation or awareness raising have been launched, affecting negatively the Romanian CSOs active in this context. Most of the projects on GE/GDE implemented by Romanian CSOs are funded by the European Commission.

On a more positive note, the Voluntary National Review on the SDGs presented by Romania this year in July at the High Level Political Forum (HLPF) was a very good opportunity to highlight the contribution of Romanian CSOs in the implementation of the Sustainable Development Goals. FOND submitted recommendations based on its members' input to the draft Voluntary National Review and had a representative as part of the national delegation of Romania attending the HLPF and presenting the CSOs contribution to the report. As a result of this active engagement in the monitoring process of the SDGs at the national level, FOND will continue to be involved as a consultation partner for the Ministry of Environment (coordinator of the Voluntary National Review) and the Department for Sustainable Development (under the Prime Minister's Office, ensuring institutional coordination at national level on the implementation of the SDGs).

Overall, the progress that Romania has made in the GDE field is really significant, considering the curricular and extracurricular coverage that GDE has reached throughout the entire educational system (both pre-university and university education) along with the variety of projects implemented by the civil society.