

***Romania***  
***National Report 2009***

***- Education and Training 2010 work programme –***

***Based on the domains of Key competences***

## **CHAPTER 1. KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES**

### **1. In what concrete ways has your country developed its provision for key competences since 2006?**

The key competences represent goals of education and vocational training at the level of the strategic papers<sup>1</sup>. *The Strategy for the development of education, 2001-2004. Prospective planning until 2010* mentions key competences and lifelong learning as priorities of the education reform. *The Governing Programme 2009 -2012* states the introduction of a key competences-based school curriculum. The changes promoted by the Ministry of Education, Research and Innovation (MoERI) primarily target the restructuring of the national curriculum from the perspective of the European key competences which are considered as a foundation for learning.

#### **The 2003 – 2009 curriculum frameworks for primary and secondary education**

The curriculum frameworks developed in 2003 and 2005 are the first educational policy documents that refer to the eight domains of key competences that had been promoted at European level. The introductory notes of these frameworks state that the curricular areas are compatible with the domains of key competences. The 2009 curriculum frameworks (MoERI Orders nr. 3410, 3411, 3412 and 3414/16.03.2009) include changes that refer to new provision for some of the school subjects such as physical education and counseling.

#### **The VET Curriculum and the training standards**

Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic (CNDIPT – the National Centre for the Development of Technical and Vocational Education) developed key competences units with a role of educational aims in the technical and VET sector. These units are set entities that are related to the European key competences. Between 2000 and 2007, the training standards were revised and updated in order to develop flexible routes towards the acquisition of various qualifications by means of combining the competence units within each qualification domain. The new training standards are structured according to three types of competences units: key competences, general technical competences and specialized technical competences.

#### **• Adult Education and training**

According to the new methodology for the development of the occupational standards, part or all eight domains of key competences can be included in the structure of the standard. The respective selection is made at the level of the activity sector. The occupational standard states the competence units and the associated quality level which are requested for an occupation; also the occupational standard represents a reference document to define qualifications and, implicitly training programmes for which adult education providers can ask authorization. These adult education providers can organize training programmes for one or more *key competences that are shared by several occupations*. Starting with July the 1st 2008 the list of competences that were approved by the Consiliul Național de Formare Profesională a Adulților (CNFPA – The National Council for Adult Education and training) includes the eight domains of key competences. The above mentioned list displays the competences for which training programmes can be organized.

#### **Institutions that are involved in developing education that is key competences-centred have been either founded or reorganized:**

Centrul Național pentru Curriculum și Evaluare în Învățământul Preuniversitar (CNCEIP – The National Centre for Curriculum and Assessment in School Education) – founded by the Government under the *231/7.03.2007 Act*. The Centre's aims are: to plan, develop, implement and

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<sup>1</sup> *The Strategy for the decentralization of pre-tertiary education that was approved by Memorandum in the Government meeting from 20.12.2005, The Ministry of Education Strategy for 2006-2008, The Strategy of the Romanian Higher Education 2002-2010, the National Strategy for sustainable development in Romania – horizons 2013-2020-2030*

revise the national curriculum, to coordinate and organize national examinations and evaluations, to coordinate textbooks assessment as well as to select, prepare, stimulate and value the potential of the high attainers.

Agenția Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social (ACPART – The National Agency for the Qualifications in Higher Education and Partnership with the economical and social sector) is responsible for the development and revision of the National Qualifications Framework in higher education.

Consiliul Național de Formare Profesională a Adulților (CNFPA – The National Council for Adult Education and training) coordinates and controls the following activities at national level: authorize the in-service training providers by means of the local commissions at county level and in Bucharest, develop occupational standards, assess and certify the vocational competences that were acquired by adults in in-service training. Starting with 2005, CNFPA is also the National Authority for Qualifications<sup>2</sup> and consequently coordinates the activity of the sectorial committees.

***Has there been any link to your country's lifelong learning strategy? Which actors have been involved?***

A correlation between these measures and our country's lifelong learning strategy is still a project. There is a consultation under way among various ministries, institutions and actors (more details in this respect are given at question 9).

***What use was made of the European framework and the work of the cluster on key competences (if possible please provide concrete examples)?***

The European documents regarding the key competences have been discussed in various working groups that were appointed for curriculum development, initial and in-service training etc. Key competences have been mainly promoted as educational priority in the policy strategic papers. The national curriculum for primary and secondary education has been correlated with the key competences that had been defined in the European documents.

From this perspective we mention the connection between the European domains of key competence and the general and specific competences system at the level of highschool and VET curricula. More precisely the curricular frameworks for highschool that were approved in 2003 and 2005 directly referred to the domains of key competences. Two subjects were thus introduced in the mandatory curriculum for compulsory education, i.e. ICT and Entrepreneurship. In the same time a second foreign language became compulsory in the technical highschools and Music and Visual Education were reintroduced in the compulsory upper secondary. As far as the subject curricula for primary and lower secondary education are concerned their attainment targets and reference objectives are convergent with elements from the key competences.

Key competences have been included in the occupational standards that are at the basis of the qualifications definition and of the development of the in-service training programmes. Key competences that are demonstrated within the process of assessment are certified and are mentioned in the descriptive supplement that is attached to the qualification or graduation certificate.

***2. Describe briefly how each of the eight competences (Mother tongue, Foreign languages, Maths, science and technology, Digital competence, Learning to learn, Social and civic competence, Initiative taking and entrepreneurship, Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?***

- According to the MoERI Orders that approve the curriculum, at the level of primary and lower secondary education, the subject curricula are structured according to the following: attainment targets and reference objectives, essential knowledge and examples of learning activities, whereas at the level of highschool, the subject curricula include general competences, specific competences,

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<sup>2</sup> The Law nr. 559/2004

essential knowledge and methodological suggestions. In primary and lower secondary education there are two curricular components (core curriculum and school-based curriculum) and three components at high school level and TVET (core curriculum, differentiated curriculum and school-based curriculum). The school subjects are organized within curricular areas: Language and communication, Mathematics and Science, Social Sciences, Arts, Physical Education and Sports, Technology, Counseling and Guidance. The curricular areas share a number of educational targets (objectives and competences) and content domains that are present in pre-tertiary education and they ensure the internal coherence of the school subjects. The official curriculum (the frameworks and the school subject curricula) mention the compatibility between the curricular areas and the domains of key competence.

- For the domain of key competence *Communication in the mother tongue* the Romanian official curriculum includes the following compulsory subjects within the curricular area *Language and communication: Romanian* – for all the students – and *mother tongue* for minority students (according to the *Constitution of Romania, articles 4, 6 and 13* ). All the students in Romania study two *modern foreign languages* within compulsory schooling. They start the first modern foreign language in grade 3 and the second in grade 5. The study of modern foreign languages continues in high school within the general and compulsory strands until graduation. A third modern foreign language can be studied at high school level as an optional course. Within the curricular area *Mathematics and Science* the following subjects are included: *mathematics, physics, chemistry, biology and science*, which are studied by all the students in compulsory education as well as in the upper secondary, according to the specializations. For the development of civic and social competences the following school subjects are included within the curricular area *Social Sciences*: history, geography, civics, education for society, psychology, economics, philosophy, social studies, religious education. Music, visual education and artistic education are included within the *Arts* curricular area. All students learn technology in compulsory education and those who are enrolled in the TVET sector study the technological subjects that correspond to their domain of training. ICT is included in the *Technology* curricular area for the last two years of compulsory education as well as in VET. Entrepreneurship is studied within the same curricular area within the last year of compulsory education.
- The school curriculum for primary and lower secondary education is objective-centred and the high school curricula are competence-centred. There is **an important number of subject curricula which precisely mention the eight domains of key competence** in the Introductory note and in the Methodological recommendations (for instance curricula for *physics, geography, Romanian, modern foreign languages, counseling and guidance*). The curricula for modern foreign languages set their attainment targets according to the reference levels from the European Framework of Reference for Languages. Formally the presence of key competences in the official curriculum represents the educational aims explicitly stipulated at this level.
- The national offer for school-based curriculum includes topics that directly address the domains of key competence. Here are some examples: *European Education, Human Rights, Health Education* at primary level; *Children's Rights, Intercultural Education* at lower secondary level; *Civics, Human Rights, Contemporary Migration, Intercultural Education, A History of Communism in Romania, History of the national minorities in Romania, Competence in Mass-media* at high school level.
- The curricular frameworks for the technical and vocational education include the same curricular areas as the general education and ensure the study, at various levels of the above mentioned school subjects. The **VET curriculum** is developed by the National Centre for the Development of the Technical and Vocational Education and Training. The VET curriculum is competence-based: there are competence units correlated with the eight domains of key competence and there are also units of general as well as specialized technical competence). Each unit of competences and group of units of competences within the VET standard is associated to a curriculum module. The units of key competence are included in curriculum modules as such, are integrated in various curriculum modules together with the general and specialized technical

competences and are included in the general curriculum in other curricular areas besides the Technology area. (*Language and communication, Mathematics and Science, Counseling and guidance*)

- **In the domain of in-service adult training** there can be authorized training programs for each of the 8 domains of key competence. Since 2004, 439 authorized providers for 799 programmes aiming the development of the key competences have been registered in the National Register of the adult training providers. All the registered training programmes include a digital module (ICT) that targets the development of the digital competences of the teachers.

The programme *A second chance* for primary and lower secondary aims at diminishing drop out rates by targeting the same objectives and competences in the compulsory curriculum for general education. Within this programme, methodologies are adapted to the specific target group: youth that have left the school system before completing compulsory education.

**3. By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that all young people leaving initial education and training (i.e. including the educationally disadvantaged) have developed these competences to a level that equips them for adult life?**

In primary and secondary education the teaching-learning materials are textbooks for students and curricular supports (methodological guides) for teachers. In compulsory education (grades 1-10) textbooks are freely provided for all students in public schools. Textbooks are alternative. Teachers can choose one of the various available books for each subject per each grade. In some cases the number of textbooks for a given subject at a given level can go as high as 15 (the highest numbers of alternatives are recorded in modern foreign languages). A good part of this textbook production is translated into the languages of the minorities. Some textbooks (about 10% of the titles) explicitly mention the national curriculum objectives and competences in the opening of the chapters/ learning units.

A number of methodological guides were developed within the **Project of the reform of education** co-financed by the Romanian Government and the World Bank.

A series of support materials for teachers have been developed within other projects (for instance methodological guides and support materials within the *Rural Education Project*; methodological guides on the gender dimension in education were developed for each curricular area within a UNICEF project etc.). Learning supports and training courses for teachers have been developed by means of key competences integration for the school-based curriculum. The PHARE project *Access to Education for disadvantaged groups*, which was carried out through the Ministry of Education in all the Romanian counties, has developed support materials for teachers, managers and trainers in order to promote and apply the concept and principles of inclusive education: *Inclusive Education. Concepts, policies and activities in the inclusive school. Planning for School improvement; Learning in the inclusive environment, Individualized support for Learning, Support for Adults who learn, School-based curriculum in the inclusive environment, The School – family – community partnership, Assessment to support Learning, Intercultural and anti-discrimination Education etc.*

Within the VET the following materials are used by teachers and the VET schools: textbooks for the students in the VET (a total of 380 titles, out of which 68 in the minorities languages); learning materials for the specialized curriculum modules (about 400 learning materials that have been developed through the PHARE VET projects), with a special focus on the integrated development of the key competences; learning materials which are adapted for the students with special education needs; guides for the development of curricular supports; special training courses for the teachers to assist them develop learning resources.

**4. What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences? 4.1 What, if any, are the current adult target groups and the specific provisions put in place for them? 4.b. What national data are**

*available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences? 4.c In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?*

The programmes for **in-service training** that are authorized according to the Government Ordinance *O.G. nr. 129/2000, concerning adult training*, give access to all categories of adults. The key competences are to be found in these authorized programmes as follows: training programmes for each of the 8 key competences, training programmes for certain qualifications / occupations in which one or more key competences are included, according to the occupational standard.

During the last years there was a permanent cooperation between the Ministry of Education, The Ministry of Labour and the labour force agencies, the social partners and the sectorial committees as well as the employers and the training providers. This cooperation aimed at the dissemination of information with respect to in-service training and to encouraging lifelong learning.

The offer for information, vocational counseling and guidance services, the access opportunities to such services, the available funding opportunities for continuous education and training (including the support schemes for human resources development and the use of the European Social Funds) as well as the examples of good practice in raising the awareness of the companies and the social partners for the benefits of continuous training have been constantly publicized by: mass media campaigns targeting specific groups, focus groups, conferences, clubs, relevant print materials, presentations as well as participations in national and international seminars. These activities were financed between 2006-2008 from PHARE funding, the European Commission *Lifelong Learning programme*, the budget of the National Agency for Programmes in Education and Training, budget funding as well as sponsorship.

Various methods and instruments concerning the information, counseling and guidance and the development / updating of the occupational profiles have been designed in order to implement the above mentioned activities. A constant objective for the implementation of the **Strategy for Lifelong Learning** is nevertheless the development of better and more systematic links among the educational authorities, the providers of training programmes, the occupational agencies and the companies and the associations of the social partners at regional and local levels.

Within the measures concerning the integration in the education system of youth who abandoned compulsory education and in order to support basic education completion and a minimal vocational training, the Ministry of Education sustains the implementation in partnership of the *The second chance* programme.

*The second chance programme for primary and lower secondary education* offers support for the youth who left compulsory education because of social reasons (aiming at diminishing the drop out rate). The programme provides opportunities to complete the general studies within compulsory education as well as opportunities for initial vocational training so that the youth have better possibilities for insertion. The graduates of this programme have the possibility to exit the system on the labour market or to continue their education. The number of participants grew from 517 in the school year 2003-2004, to about 10000 in the school year 2007-2008.

**We list below a number of specific issues of this programme:** shorter school time than the correspondent level in the general school; flexibility with respect to timetable organization and the allowance for students to enter the programme at various points as well as to study at an individual pace; a modular curriculum offering the recognition of partial competences at the exit of each module; assessment and recognition for competences that were previously acquired (within formal, informal and nonformal education) in relation to the requests stated in the curricular standards and the VET standards both for basic education and for vocational training; an individualized training programme according to the interests and needs of the students and the needs of the community; guides for students that ensure the acquisition of the national curriculum and the development of the key competences through student-centred methods which are adapted to

adult learning; guides for teachers that sustain the approaches to differentiation of the teaching-learning-assessing strategies as well as the adaptation of the latter to the target group by making use of the students' life experiences etc.

*The Ministry of education Order nr. 5021/ 23.09.2005 concerning the Methodology of continuing education after completing compulsory school* have offered a framework to ensure the opportunities to continue schooling in the upper secondary through education and training routes for which the access is free within the same domain of training, without further exams.

Evening schools as well as distance education programmes have been extended at both lower and upper secondary education (*The Ministry of education Order nr. 4051/24.05.2006*, with respect to the approval of curriculum frameworks for evening classes, *The Ministry of education Order nr. 4370/25.08.2000* concerning the Methodology for organizing and implementing distance education in lower secondary education, *The Ministry of education Order nr. 5139/22.12.1999* concerning the Methodology for organizing and implementing distance education in upper secondary education).

#### ***4c. In designing provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?***

In order to develop the national framework for qualifications in higher education the ACPART (Agenția Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social - National Agency for the qualifications in Higher Education and the Partnership with the Economic and Social Environment) has collaborated with universities and representatives of the social partners. Within a PHARE project, ACPART has organized regional consultation on the basis of the methodology working document concerning the development of the national qualifications framework. The consultation involved representatives from universities, employers and students. Other PHARE projects have also sustained the modernization of VET and of higher education, by promoting the dialogue among social partners.

ACPART launched the project POSDRU/2/1.2/S/2 „Developing an operational system of qualifications in the Romanian higher education” that aims at implementing the National Qualifications Framework in Higher education (Cadrul Național al Calificărilor din Învățământul Superior - CNCIS), harmonizing the latter with other instruments from the education and labour market, making operational a National Register for Qualification in the Higher education (Registrul Național al Calificărilor din Învățământul Superior - RNCIS) and bridging correspondences between the higher education qualifications and the requests of the labour market in Romania. Within this project a large consultation is carried out in order to describe 500 bachelor and master programmes. The representatives that are involved in this process come from the institutions that deal with the national qualifications system i.e. Ministry of Education, Research and Innovation, Ministry of Labour, student unions, social partners (sectorial committees, employers' associations, unions, professional associations etc)

In order to meet the requirements of the labour market, adult training relies on the use of occupational standards. These are developed by experts within various domains of activity, are validated by the sectorial committees and are approved by the National Council for Adult Education and Training (CNFPA). The sectorial committees are social dialogue structures in which are represented the social partners, the professional associations, various authorities (if the case) and other actors involved in the respective domain. The National Council for Adult Education and Training is an autonomous administrative authority that functions in a tripartite system and includes representatives from the central public administration, the unions and the associations of the employers. The county, and Bucharest respectively, authorization commissions gather representatives from the deconcentrated public services (the labour and social protection department of each county and Bucharest respectively, the county and Bucharest labour force agency, the local education authority), a representative of the employers' associations at local level who is assigned by consensus and a representative of the unions at local level who is also assigned by consensus.

5. *How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach (e.g. the teacher as a co-creator or facilitator of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques, and self-directed professional development)? Have any specific measures been taken in the area of VET teachers and trainers?*

The *Strategy for the development of the initial and in-service training system of teachers and managers from primary and secondary education 2001-2004* was adopted in 2001. This document stated the guidelines for the development of the teaching career and the restructuring of the in-service teacher training through: the use of the credit transfer system, the development of a market for the in-service teacher training programmes and the foundation of an institution to manage this market (the present National Centre for Teacher Training in primary and secondary education - **Centru Național pentru Formarea Personalului din Învățământul Preuniversitar – CNFP**), the development of professional standards as well as of national curricular standards.

The *Bologna Process* outlined a new context for the initial teacher training by the structural and curricular reorganization of higher education. (The new measures took effect in Romania starting with the academic year 2005-2006). In this context the initial teacher training programmes for teachers in primary and secondary education that are offered by the departments for teacher training in the universities (departamentele pentru pregătirea personalului didactic din universități - DPPD), have been reorganized in two modules according to the MoERI Orders. The first module (30 credits) is part of the first cycle and allows graduates to teach within the compulsory education only. The second module (30 credits) can be attended after the first cycle graduation and is mandatory for those who teach in the upper secondary and beyond.

The Law nr. 288/2004 stipulates the organization of the university studies into three cycles: bachelor, master and doctorate.

According to art 15, lines (1) and (2) from the *Law nr.288/2004*, the implementation of the European Credit Transfer System (ECTS) is compulsory in all the Romanian universities. In the same time, starting with the academic year 2005-2006, the universities issue the Diploma Supplement to all the graduates. This is filled in according to the European recommendations.

Each university has developed its own set of rules for the credits transfer among the departments and among similar universities in Romania and abroad, in the context of the generalized implementation of the European Credit Transfer System (ECTS).

**The Topics for the courses in initial teacher training**, the number of periods per week, the number of credits as well as the form of assessment are set by MoERI Order. Accordingly, within the first module, **the compulsory subjects are:** The Psychology of Education, The Foundation of Pedagogy, The Theory and the Methodology of the Curriculum, The Theory and the methodology of instruction, The theory and methodology of evaluation, Classroom Management, Specific Didactics, Computer assisted instruction, Pedagogical Practice in schools. Within the second module, the compulsory subjects are: The psycho-pedagogy of the teenagers, youth and adults, Educational programmes Planning and Management, The didactics of the domain and developments within the specific didactics, Pedagogical practice in highschools and universities. Besides these compulsory subjects there are two sets of optional courses from which one course is selected (for instance Sociology of Education, Intercultural Education, Counseling and Guidance, Educational Communication etc)

**For kindergarden and primary education** the initial teacher training is organized within the departments for the pedagogy of primary and pre-school education from the faculties of sciences of education (before the Bologna process implementation, the initial teacher training was organized within a three years short cycle in the university colleges).

**Teachers for secondary education are initially trained** in the departments for teacher training (departamentele pentru pregătirea personalului didactic - DPPD) The programmes of study within the DPPD include: psycho-pedagogical studies for the teaching career that is offered to

students and graduates according to the curriculum stipulated in the Ministry Order nr. 4316/2008, and adapted through the optional and non-mandatory subjects to the specificity of each domain;

### **The curriculum development for initial teacher training**

- The curricula for initial primary and secondary teacher training are defined at the level of each department within the faculties of sciences of education. The initial teacher training offered by these departments consists of both general courses as well as course and practical activities concerning the pedagogical training.
- The curricula for the initial secondary/ tertiary teacher training is developed by each department for teacher training within the universities according to the provision of the MoERI Order. For each discipline there is a record file that describes the objectives and competences that are aimed through the respective course, the topics of the courses and the applications, the number of periods per week, the form of assessment, recommended references.

### **Competences of the future teachers**

The specialists in education share a large consensus regarding the need of a new set of competences for the teaching staff that meet the social, economical changes and the reforms in the Romanian education. These new competences are connected to the roles of the teachers: develop and organise school-based curriculum, design and implement cross-curricular activities, assess and select textbooks, participate in local, national and international projects, work in an intercultural environment, develop partnerships between school and community, self management and professional development.

**The analysis of the curricula within the pedagogical module highlights various competences of the future teachers that can be connected to a competence-centered approach in education.** For instance **the Psychology of education course** values the theoretical data in order to understand the learning process and the roles of the teacher in guiding and facilitating learning (understand the students, the specificity of the psychological development as well as the relationship between development and learning, types of learning, the theory of the multiple intelligences, individual and group stimulation of the students' creativity, the psychological approach of the student-teacher relationship etc.). **The Pedagogical disciplines** focus: a better knowledge and understanding of the teachers' professional roles and of the standards for the teaching career; to thoroughly plan and assess so that there should be coherence among the reference objectives, the operational objectives, the learning contents, the didactic strategies, evaluation, curricular standards of performance; a better use of a variety of instructional, learning and evaluation strategies, methods, techniques (cooperative learning methods, projects, portfolios, visual organizers etc); to promote the relationships that value the democratic principles within the didactic strategies and the daily school practice; the participation at the personal professional development and the institutional development; to promote innovation; to assume and promote the inclusive education principles and to develop the potential of every single participant at education; the cooperation with the members of the school community and the students' families. **The Pedagogical practice** aims at planning learning situations, applying didactical strategies, the teaching and learning methods according to the students' profile etc.; self-assessment and assessment of the sequence of learning opportunities that were organized on the basis of clear criteria; developing the necessary teaching/ learning resources which are necessary in order to facilitate learning; communicating and interrelating with the students and parents.

The above mentioned competences which are aimed by the curriculum for the initial teacher training show the correspondance with those competences that are necessary for a key-competences-based approach in the school practice: the teacher as a constructor or facilitator of learning, cooperation with parents, participation at school development, formative evaluation, self development.

The teamteaching was promoted in 1998 when the new national curriculum started to be implemented. At the level of the school curriculum management and planning teaching every school organizes teachers' commissions for each curricular area and for school subjects (in the

schools where there are more teachers who teach the same subject). These commissions are a form of cooperation for the planning and organization of the learning activities. At classroom level teamteaching is difficult to be implemented at a large scale given the timetable structure, the teaching load, the financing, the specific initial training etc)

As far as the **in-service teacher training** is concerned we highlight the gradual emergence of a market for the training providers. The accreditation of the teacher training programmes that are offered by various in-service training institutions (governmental organizations, universities, NGO-s or private companies) is ensured by the National Centre for Teacher Training in primary and secondary education (Centrul Național pentru Formarea Personalului din Învățământul Preuniversitar – CNFP), according to a specific methodology. In 2003, CNFP developed and later generalized, the national **standard for in-service teacher training for teachers**. This document maps the competences that are necessary for the instructional and educational activities teachers carry out. They are grouped into general and specific professional competences and they represent qualitative reference points that describe the minimal levels for the didactic functions exercise. The general competences that are described in the standard for teachers are further derived into competences that refer to the selection of the ways and means that are used in the organization of categories of relevant activities. The CNFP has also developed the national standards for in-service teacher training for the following didactic functions: teacher in kindergarden, primary teacher, teacher, VET instructor. These standards were approved by MoERI Order. Training sequences/modules that are focused on the key competences are included in the in-service teacher training system, through the various training providers (staff development centers, libraries, museums etc.).

The Phare TVET projects that aimed at modernizing the technical and vocational education offered many teacher training courses for the teachers and the instructors. These focused the priority domains of training: use of student-centred methods, competence-based evaluation, the development of local curriculum; participatory management, quality assurance, school-enterprise partnership, development of learning resources, development of training programmes for distance education, development of online resources.

Bilateral cooperation projects also offered a variety of training programmes to teachers in the following domains: tourism, trade, car maintenance and agriculture - for example: the practice company for students and teachers, resources development for student-centered approaches, project-based learning.

In order to be authorized, the training providers for adult learning programmes need to bring evidence they organize the programmes with trainers who have the profile or expertise that are required by the training curriculum. Starting with January the 1st 2010, in view of authorization the training providers need to demonstrate that the trainers involved in their programmes have andragogy training besides their competence which is connected to the specific training curriculum. There is a significant number of authorized training programmes for the train of trainers. There are also centres for competence evaluation for the trainers.

***6. What approaches (including new ways to organize learning) does your country take to promote the acquisition of transversal key competences in general education (primary, lower secondary and general upper secondary, VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking and entrepreneurship and cultural awareness and expression)? Where appropriate, please refer to Question 2 on curricula.***

The reforms of education in primary, secondary and tertiary education have targeted, at least at the level of intentions, student-centered approaches as a shift from merely accumulating knowledge. The reforms at all levels of education aimed at diversifying teaching-learning strategies and quality assurance.

The national curriculum has been periodically revised. Under the heading “methodological suggestions”, the subject curricula recommend a student-centered approach, the organization of didactic process according to the students’ needs and interests, the use of interactive methodology

and of alternative assessment methods, relevant selection of knowledge so that students acquire not just knowledge but also competences and adequate attitudes (see the curriculum analysis from the perspective of key competences, question 2).

On the other hand the Ministry of Education, in partnership with various governmental agencies or NGO-s, carries out a number of projects and programmes meant to develop the key competences. For instance for civic and social competence there are many partnerships and projects: *Competence in mass media* is a project that aims to develop critical thinking and the ability to correctly receive the media messages and it has led to the development of optional curriculum and a textbook; *Free your mind* is a project the objective of which is to organize a teacher training module in order to fight discrimination and intolerance; the pilot programme *Education for human rights* has produced an educational material named *Speak truth to power* that can be used in curricular or extracurricular activities that target human rights education.

**Within initial vocational training**, the references to organize the learning process mainly derive from the curricular concepts. Firstly, in terms of curriculum, learning to learn, civic and social competences, entrepreneurship, cultural awareness and expression are domains of key competence that are approached as such but are also integrated within the structure of the vocational training standards and consequently being approached in a transversal perspective at the level of the curriculum as a whole. For instance, *learning to learn* is a domain with the focus on the methodological issues such as student-centred learning, the students' responsibility towards their own acquisition; the *social and civic competences* are not explicit within the units of key competences from the vocational training standards but are approached in a transversal perspective at the level of the units of competence that are specific to the professionalization, such as: *Satisfying the requests of the client*, *Training for insertion at the work place*, *transition from school to the work place*, *Quality assurance*, *Team work*, *personal development in order to obtain performance*, *Career development*, *Starting a business*, *Professional communication*.

**Initiative taking and entrepreneurship** is aimed at in the units of key competence *Transition from school to the work place* and *Starting a business* as well as in distinct school subjects like *Entrepreneurship* and *Applied Economics*. Secondly, in terms of didactic process there is provision in curriculum with respect to the methodology which is needed in order to integrate the professional as well as the key competences. Consequently, teachers and VET instructors participate in training seminars that assist them to introduce interactive methodology in their classroom practice. Within the *Services profile*, the *company for practice* is a learning method included in the compulsory curriculum in the upper cycle of the technological highschool.

The Ministry of Education has signed partnerships agreements with the Cultural Departments of the Embassies in Romania in order to organize certification exams for linguistic competence (school DELF for French, DELE for Spanish) within the school system. The certificates/ diplomas that are obtained if the exam is passed are recognized at international level. In these cases, assessment and certification are made according to the reference levels in the European Framework for Languages.

In in-service adult training the key competences are developed and evaluated together with the specific competences of a given qualification. Nevertheless there are adult training programmes that approach key competences development in an autonomous way, irrespective of the development of other types of competences. The standards that are associated to the qualifications currently include only those key competences that are important for a given qualification. If key competences are developed in informal or nonformal contexts, their assessment also takes place together with the assessment of the specific competences. The competence assessment is individual only if the training programme is developed for a certain key competence.

The National Council for Teacher Training has accredited through the Special Accreditation commission 7 training programmes that focus *Learning to learn*, and 5 that focus the democratic participation – *The Citizen Project* which aims civic and social competence development.

**7. How is summative and formative student assessment used to help pupils/ students acquire key competences, including the transversal ones? Please describe your current approach**

**The process assessment** includes all the school assessment varieties: initial, continuous, final. The exams and the national evaluations are considered particular types of final assessment that are designed and take place according to specific methodology. There still is a tendency to orient assessments towards the information-based testing and less on the competence-centred approach. There is also the tendency to decontextualize testing without any hints for solutions to real life problems. There are nevertheless examples of good practice in developing competence-based approaches (Romanian language and literature is an example of this kind).

At the end of highschool, students take the bacalaureat exam which combines written and oral assessments, and, for some specializations, also practical ones. For some highschool profiles, and specializations respectively (Technological highschool, VET, Art Highschool, Sports Highschool etc.) graduates can also take a certification exam which is separate from the baccalaureate. Such exam certifies the vocational competence and is a practical assessment. Students in bilingual classes or students from the minorities who study in a minority language can take an exam to certify their linguistic competence which is recognized at national level. The students in computer science classes can take an exam to certify their digital competence.

**At the level of evaluative practice in the classroom** some progress has been made as a consequence of the Reform of education project co-financed by the World Bank and the Romanian Government. Assessment guides have been published, teacher training seminars have been given with a focus on alternative methods of assessment, testing and performance descriptors.

In the case of initial vocational training summative and formative assessment is done according to the performance criteria and the specific requests concerning assessment that are associated to the learning outcomes stated in the vocational training standards. Key competences are developed and evaluated together with the vocational competences. Formative assessment in the technical and VET system measures the students' progress with respect to the development of the competences that are stated in the training standard. Feedback is provided along course in order to highlight the learning progress. Methods used in formative assessment are: observation, practical activities, project work, oral tests, test papers. In summative assessment, in order to certify the competences that were developed by students, the assessment tasks are designed so that they highlight the use of key competences in the solution of practical problems that are specific to the economic context or the vocational qualification. The summative assessment for the graduates of the technological highschool consists of a project in the professional domain which is designed, implemented and presented. The project is carried out during the term as part of the learning process and students are assisted by a coordinating teacher. The students are supposed to cooperate with companies in order to identify solutions that are adapted to the professional and socio-economic context. Performance is thus measured both throughout the implementation of the project and in the final phase when students orally present the results they obtained. Consequently assessment process design as well as the development and assessment of the project assure the necessary conditions to practice and assess the key competences.

In the case of **adult education** and training key competences are assessed along with the competences that are specific to the qualification. At present the eight domains of key competence are partially present in the qualifications or occupational standards, i.e. only those that are relevant for that specific occupation or qualification. The situation is similar for the assessment of the competences that are acquired in non-formal or informal contexts. A key competence is individually assessed when the training programme is designed for the development of a certain key-competence.

**8. How does your country – at national and or regional and local levels –evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?**

Every year the students results at the national exams give feedback on the results of learning (annual reports concerning the national exams and evaluation). In the same time there are national assessments at the end of primary education<sup>3</sup>. According to some assessment objectives that were connected to the curricular standards, the 2007 assessment was correlated with the previous ones for the following school subjects: mother tongue (Romanian and minorities languages and literatures), mathematics, science. In this situation the assessment objectives focused the learning outcomes. The results of these assessments were reported to decision makers and curriculum developers.

Romania participates at the international studies *PIRLS, TIMSS and PISA - OECD*. The results at the certification exams indicate the level of acquisition for the competences that are assessed in view of certification, key competences included.

In the case of adult education and training, the assessment data are collected by the National Centre for Adult Training.

*The Methodology for the development of the National Qualifications Framework for Higher Education* which is elaborated by ACPART introduces the idea of evaluating professional and transversal competences. The methodology advances **description grids** for the domain / programme of study through the learning results as well as correlation grids among the professional competences and the transversal ones, the areas of content, the academic subjects and the credits , within which are to be highlighted the minimal standards of performance for the development of a competence.

## Chapter 2

***9. What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of national qualifications frameworks linked to the EQF, systems for the validation of non-formal and informal learning and learning outcomes based approaches?***

During the past few years there was an increased interest on behalf of decision makers and experts for developing a coherent national strategy for lifelong learning. Consequently the principles of lifelong learning have been included as priorities within various policy papers in education, in-service teacher training and labour force occupability. The National Development Plan 2007-2013 (Planul național de dezvoltare 2007-2013 - PND), The Reforms National Programme (*Programul național de reforme* - PNR) and the Sectorial Operational Programme for Human Resources Development (*Programul operațional sectorial în domeniul dezvoltării resurselor umane* - POS DRU) are the main Romanian policy documents in order to follow the targets of the Lisbon Agenda. In the same time, specific objectives of lifelong learning are explicitly stated in a number of strategic documents at sectorial level, such as: The National Strategy for occupability 2004-2010 (MMSSF, 2004), The short and intermediate term strategy concerning the in-service training 2005-2010 (2005), The Ministry of Education and Research Strategic Guidelines for 2006-2008 (2005).

The present efforts concerning lifelong learning in Romania focus on the completion of a comprehensive and coherent strategy at national level which should be validated and accepted by all the responsible institutions and actors including the social partners. In this respect at the end of the year 2006, following an initiative of the Ministry of Education, Research and Innovation a first inter-institutional working group was set the responsibility of which is to coordinate the consultation of all the actors that are interested in the lifelong learning process. The following institutions are represented in this group: The Ministry of Labour, The Ministry of Culture, The National Council for Adult Training, the National Centre for Technical and Vocational Education, The National Agency for the Qualifications in Higher Education and Partnership with the economical and social environment, The National Agency for the Labour Force, The Employers

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<sup>3</sup> At the end of grade 4 there were national assessments in 1995, 1998, 2000, 2005, 2007.

Union UGIR 1903, all the national unions. The joint efforts of the above mentioned representatives resulted in a first draft of the document for the lifelong learning national strategy.

The strategy draft aims at offering a broad view on the main issues of lifelong learning at the level of all components and educational sectors and vocational training by also considering the nonformal and informal context of education. Also, the strategic interim paper considers the educational issues that traditionally were not included on the lifelong learning agenda in Romania such as: early education, family education, mass-media education, education for citizenship, training in companies, ICT literacy, and competences in foreign languages. The following priorities are suggested for further debate: ensure lifelong access to education and learning; extend learning to all life domains; develop life skills in the knowledge economy and society; develop the institutional capacity concerning lifelong learning.

***The Supplementary action Plan within the Reforms National Programme (PNR)*** is a result of the European Commission recommendations that were included in the document concerning the Evaluation of the Lisbon Strategy implementation in the EU member states. This Supplementary Action Plan establishes the completion of the document *National Strategy for lifelong learning* during the year 2009. Among other support activities we mention a project that is co-financed by the European Commission within the Programme “***Lifelong Learning***”. The title of this project is *Identify the success factors in the implementation of the national strategies for lifelong learning by cooperation and expertise transfer* and is coordinated by the National Agency for Community Programmes in the Domain of Education and Training within a European partnership. The partners are the following: from Romania – the Ministry of Education, Research and Innovation, the National Centre for Adult Training, the Institute for Educational Sciences, the Romanian Agency for Quality Assurance in Pre-tertiary Education, from abroad – the Ministry of Education in Turkey and the Association of German Popular Universities.

#### ***Developing national qualifications systems and frameworks (according to the European Qualifications Framework)***

At the beginning of 2005, the Romanian Government signed an agreement with the nationally representative unions and employers ‘associations in order to promote a coherent national framework for vocational qualifications in initial and in-service training. The agreement also defines the institutional responsibilities that are specific to the development of such framework , an important role being given to the sectorial committees. In the same time, new institutions were set, for instance the National Agency for Qualifications in Higher Education and the Partnership with the Economic and Social Environment (ACPART)<sup>4</sup>. The National Council for Adult Training (CNFPA) will be reorganized as the National Qualifications Authority (ANC)<sup>5</sup>. The sectorial committees have become operational and participate at the development, updating and validation of qualifications within the multiannual PHARE Project 2004-2006. Through this project, CNFPA/ANC has developed and is currently implementing the following methodologies: occupability analysis, development and validation of qualifications, certification of qualifications and competences, updating the National Register of Qualification ([www.cnfpa.ro](http://www.cnfpa.ro)).

Assistance and support programmes, which is brought about by the assistance programmes as well as the structural ones, represent an important support for the current policies development. Such an example is the project Investments in the social partnership 2005-2009 which was initiated by the British Council and the CNFPA in cooperation with the National Centre for Technical and

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<sup>4</sup> The ACPART Agency started in 2005 according to a Government Resolution HG nr. 1357/03.11.2005. It is the national authority for the development and the revision of the national qualifications framework for higher education. It functions as a public institution with legal personality and is subordinated to the Ministry of Education, Research and Innovation.

<sup>5</sup> The National Center for Adult Training is currently reorganized in order to become The Qualifications National Authority. With the support of the PHARE programme, the Center is currently carrying out a number of various projects in order to develop and sustain the National Qualifications Framework (for instance methodologies development, qualifications development and improvement, certification, the development of the National Register of Qualifications etc.)

Vocational Education. This project allows a transfer of expertise from the UK in order to sustain the setting and development of sectorial committees.

The interest in the development of the national qualifications framework is also showed within the Sectorial Operational Programme for Human Resources Development (POS DRU). The POS DRU promotes a lifelong educational and training model which is competence-based. There is also a manifest interest for the development and implementation of a national qualifications framework in accordance with the European Qualifications Framework that was promoted at the Conference of the Education Ministries in Europe (Bergen, 2005). This is an opportunity to find a convergence point for the current initiatives from The Ministry of Education, the Ministry of Labour and the CNFPA.

The National Agency for Qualifications in Higher Education and the Partnership with the Economic and Social Environment has developed the Methodology for the National Qualifications Framework for Higher Education which is currently pending for approval at the Ministry of Education, Research and Innovation. This methodology has been piloted in 2008-2009, with the support of PHARE projects for a number of around 40 qualifications at the bachelor and master levels respectively. This methodology will be used as a starting point for the implementation in 2011 of the DOCIS project “the Development of an operational system of qualifications in the Romanian higher education”, which is financed by the European Social Fund through the Sectorial Operational Programme for Human Resources Development (POS DRU) and by the Romanian Government. The major objective of this project aims at creating a modern system of qualifications in higher education which should be convergent with the recommendations of the European Commission and the guidelines of the Bologna Process, as well as correlated with the requests and progress of the labour market. The project develops three major action axes: the implementation of the National Qualifications Framework for Higher Education and its harmonization with the instruments that already exist on the education and labour markets; the operationalization of the National Register for Qualifications in Higher Education; the development of a study on the correspondence between the academic qualifications and the requests of the labour market in Romania. We highlight the focus of the agency on the development and implementation of projects with European scope. ( [www.acpart.ro](http://www.acpart.ro), [www.eqfbynwfs.eu](http://www.eqfbynwfs.eu)).

### ***Certification of informal and nonformal education***

At the level of compulsory education the Law of education nr. 268/ 2000 stipulates the introduction of the Portfolio for lifelong learning as a document that registers extracurricular activities as well as learning outcomes that result from informal or nonformal contexts. This document is issued for all the graduates of the lower cycle of the highschool, graduates from the VET sector as well as graduates from upper cycle of the highschool. The certification of the competences that are acquired in informal or nonformal contexts is done within *The Second Chance* programme both in basic education and in the vocational training.

**The Europass National Centre (CNE)** was founded by a Government Resolution nr. 67/ 2007 and operates within the National Agency for Community Programmes in Education and Training. This Centre develops and implements the Europass national strategy and coordinates the process of issuing the Europass documents.

**The Youthpass certificate** is a document that recognizes the training activities and the competences that were acquired within the Programme „Youth in Action”. The certificate aims the competences that were developed in non-formal and informal contexts and are issued as a result of an online application. This initiative started in 2007 and is jointly administered by the Europass National Centre and the Department „Youth in Action” within the National Agency for Community Programmes in Education and training .

As far as the **adult training** is concerned the recognition and certification of the professional competences that were developed in other contexts than formal education are currently done in assessment centres which are authorized by the National Centre for Adult training (CNFPA) according to the Evaluation and certification procedure of the professional competences that were

developed by other means than the formal ones which was approved by the joint Orders of the Ministry of Education and the Ministry of Labour nr. 4543/468/2004, and respectively nr. 3329/81/2005.

The evaluation of competences, of key competences included is done in the specific conditions of the activities that are supposed by the respective competences.

The National Register of the Centres of Evaluation and Certification of the Professional Competences that are authorized by CNFPA currently includes 42 centres of evaluation which are authorized for 111 qualifications. These data highlight an important progress compared to the year 2004, when only 9 centres were authorized for only 25 qualifications. The competence certificates that are issued mention all the competences that were evaluated including the key competences. Between 2003 and 2007, CNFPA issued 6050 certificates for 84 qualifications, the most numerous being awarded in the following domains: social work, agriculture, trade and building.

The National Centre for Teacher training (CNFP) guarantees for the quality of the in service teacher training. Between 2005 and March 2009 CNFP issued 145.884 certificates of in-service training and 12.083 certificates of professional competence. This shows that a large number of teachers and managers in primary and secondary education have completed accredited in-service teacher training programmes. These programmes are provided by 94 institutions: 33 Universities, 28 NGO-s, 32 Staff Development Centres, 2 international organizations. Nowadays, we can really talk of a market for accredited in-service teacher training programmes in Romania.

### ***Focus on Learning Outcomes***

*The Law nr. 87/2006 concerning the quality assurance in education* states that the mechanisms for quality assurance and assessment in education are mainly based on the outcomes of learning.

The VET system operates with qualifications descriptions that are based on the learning outcomes. A similar process started in higher education. The new qualifications and profiles meet the needs of the labour force market and are set according to the EQF recommendations. In primary and secondary education, the curricula focus on objectives and respectively on competences for high school level. This shows the orientation of the teaching-learning process on the learning outcomes.

There are initiatives to include the new approach which is based on the learning outcomes in in-service teacher training. For instance the training programme called Intel®Teach<sup>6</sup>, that is validated worldwide and was carried out in the majority of the Romanian counties teaches teachers how, where and when to introduce ICT in their planning and add a special focus on the development of the students' higher order skills.

## **Chapter 3**

### ***10 What progress has your country made in increasing the attractiveness of VET programmes and their relevance to the labour market?***

In order to raise the attractivity of the VET programmes as well as their relevance for the labour market, the following measures have been taken:

**1. Correlate the offer of the technical and vocational education and training** with the needs of the social and economic development at local and regional levels by means of: **The Regional plan of action for education (PRAI); The Local Plan of action for education (PLAI)** and the **School plan of action. (PAS).**

Through one of its departments, the Ministry of Education, Research and Innovation plans to identify and develop a coherent strategy concerning the insertion of the Romanian secondary and higher education graduates on the labour market. Collecting relevant data in this respect means to improve methodologies to monitor and assess results, on short term, to test these methodologies and develop the data base including information and indicators concerning the exits from the education

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<sup>6</sup> [http://www.intel.com/cd/corporate/education/emea/rom/elem\\_sec/teach/364940.htm](http://www.intel.com/cd/corporate/education/emea/rom/elem_sec/teach/364940.htm)

system and the requests of the labour market. This needs to be done in cooperation with all the actors, respectively: governmental institutions and NGO-s that are involved in recruitment, employment, adapting to the organizational culture and training, representatives for students, parents, unions etc. If such data is collected and valued experts can develop coherent educational policies concerning the correlation between the students education and training and the needs of the labour market within a time frame of approximately 10 years. In the same time, studies and analyses about the performances of the educational system, the evolution of the careers and the labour market, the in-service training, the providers of education and training, the involvement of social partners in the labour market development will allow the identification of various factors that can improve the insertion of the graduates in active life.

Information campaigns will be carried out, school and vocational guidance leaflets will be developed, seminars will be organized in order to make sure the research results are transparent and the communication is coherent and fluid among students, graduates and labour market actors.

**2. The social partners' involvement** both in developing and validating the professional qualifications offered by the TVET system and in the strategic planning of the education and training offer. At sectorial, regional, local levels there are **consultative bodies** such as: sectorial committees, regional consortiums, local committees for the development of the social partnership, the administration councils of the schools. The education and training offer is developed with the consultation of all the above mentioned structures and after investigating the needs of training on the labour market at regional and local levels.

**3. The Design of VET initial training programmes**, so that these ensure equal access and equal opportunities for career development . All the initial training programmes offer a double certification: the academic one by the Bacalaurate diploma as well as the professional one by the vocational qualification certificate.

**4. The development of the vocational training standards** and their validation by the sectorial committees where there are representatives from the employers' associations, the unions and the professional associations

**The Leonardo da Vinci sectorial programme** contributes to raising VET attractiveness by the mobilities for students, jobs for adults and multilateral projects that facilitate the innovation transfer.

In the in-service adult training the correlation between the curriculum and the needs of the labour market are made by the direct participation of the sectors (by the sectorial experts and by the sectorial committees) to the development and validation of the occupational standards and the qualifications. Quite often the in-service training programmes are adapted to the requests of companies and the training activities as such take place within the company. Also attractive is the fact that competences are developed both by participation to in-service programmes and by recognition of learning outcomes from work experience.

## **Chapter 4**

### ***11. What progress has your country made in relation to:***

***- Plans/ measures to diversify the income streams of Higher Education institutions?***

***- Plans/ incentives to encourage Higher Education institutions to open up to lifelong learners?***

The recent changes in higher education have been determined by the implementation of the Bologna process and the Law of quality assurance in education.

- The Law 288/2004 concerning the organization of higher education states the introduction of the three academic cycles: *bachelor* (3-4 years), *master* (1-2 years) and *doctorate* (3 years/4 for regulated professions), as well as the possibility of an integrated bachelor and master offer.

The Law also includes a description of the general competences, cognitive abilities and specific competences that a diploma endorses according to the academic cycle that is graduated. The new structure of higher education took effect starting with the academic year 2005-2006.

- The Government Resolutions nr. 88/ 2005 and 1175/2006 stipulated the domains of study for the first cycle as well as the specializations within each domain.
- The MoERI Order brought about more insight into the organization of the first academic cycle according to the domains of study in public or private higher education, the reorganization of the curricula, the focus on the practical aspect of training. The same order sets the centres for counseling and guidance for the students.
- The MoERI Order approved the general implementation of ECTS. The Romanian Universities started using ECTS in 1998 but only for the mobility schemes for foreign students. The generalized use of ECTS starting with 2005 stimulated student mobility among faculties of the same university and among universities in Romania.
- The MoERI Orders also stipulate the Diploma Supplement in order to certify completion of an academic cycle. Starting with the academic year 2005-2006, all the universities issue the Diploma Supplement
- *The Law 376/2004* concerning the **private scholarships** offer students the legal frame for supplementary financing for their studies. Potential employers can offer scholarships to students and thanks to an ammendment they can also work during the time of the granted scholarship. Thus the students can get extra funding and also come into contact with the labour market.
- *The Government Resolution nr. 1424/2006* provides the framework methodology for the integrated programmes of study which are offered by two or more universities and that lead to a single diploma.
- *The Government Resolution nr.635/11June 2008* gives provision about the structures of the higher education institutions and the specializations/ academic study programmes that are accredited or temporarily authorized.
- In 2008 *The MoERI Order* approved *The General Framework for organizing the practice within the bachelor and master programmes.*
- The Law 87/2006 concerning quality assurance in education set the Romanian Agency for Quality assurance in Higher Education (ARACIS), which is an independant institution that is responsible with the accreditation, academic evaluation and quality assurance in higher education.

**Student mobility** within the Erasmus programme has recorded an ascendent tendency: 3134 students in the academic year 2004 –2005 and 3261 students in the academic year 2005-2006.

Universities have diversified their master programmes as well as the offer for post-graduate courses in order to harmonize the training offer with the evolutions and requests of the labour market. Centres for information, counseling and guidance has been set in order to help students establish their professional routes.

Academic studies have become more accessible by the development of distance education which is organized according to the Law of Education. ARACIS seperately evaluate distance education according to the Government Resolution *nr. 1257/2005*.

## Annex 1

### The Correspondence between the subject curricula aims and/or essential knowledge

<b>1. Communication in Mother Tongue</b>
<b>Primary School Education</b>
(1) <b>Curricular Area Language and Communication</b> : implicitly, in the basic objectives and an important range of learning activities, at the level of attitude ( <i>interest in communicating with other individuals</i> ); (2) <b>Curricular Area Mathematics and Sciences</b> : implicitly, in the basic objectives ( <i>communication in different situations</i> ); (3) <b>Curricular Area Social Sciences</b> : implicitly, in the basic objectives ( <i>reading texts, expressing in one's own words the observed reality</i> ), in examples of learning activities, in the learning contents ( <i>religious and artistic texts with religious subjects, in different communication contexts, different types for documentation and in conveying information and opinions</i> ); (4) <b>Curricular Area Arts</b> : implicitly, in the learning activities; (5) <b>Curricular Area Physical Education and Sport</b> : implicitly, in the learning contents ( <i>terminology</i> ); (6) <b>Curricular Area Technologies</b> : in the basic objectives and the learning activities; (7) <b>Curricular Area Counselling and Guidance</b> (optional): in the basic objectives/learning activities, in the learning contents.
<b>Lower Secondary Education</b>
(1) <b>Curricular Area Language and Communication</b> : implicitly, in the basic objectives ( <i>to search, to collect and to process information, to use resources, to formulate and to express oral and written opinions and arguments</i> ), in the learning activities ( <i>elaboration of texts, functional texts</i> ); at the level of attitude ( <i>interest in communicating with other individuals, positive attitude concerning communication in the mother tongue by an open spirit to a constructive and critical dialogue</i> ), in the learning contents; (2) <b>Curricular Area Mathematics and Sciences</b> : implicitly, in the framework objective (Physics and Biology), in the basic objectives linked to the standards, in the specific learning activities ( <i>various communication situations</i> ); (3) <b>Curricular Area Social Sciences</b> : in the framework objective ( <i>appropriate understanding and use of language, geography</i> ) and in the basic objectives ( <i>use of terminology in different ways – reading of texts, expressing in adequate words of the observed reality, etc.</i> ) and in most learning activities ( <i>oral and written communication, written and visual sources</i> ), in the learning contents ( <i>different contexts of interaction, religious and artistic texts with religious themes</i> ); <b>Curricular Area Arts</b> : implicitly, in the basic objectives and the learning activities; (5) <b>Curricular Area Physical Education and Sport</b> : implicitly, in the learning contents ( <i>vocabulary</i> ); (6) <b>Curricular Area Technologies</b> : in the basic objectives and the learning activities; (7) <b>Curricular Area Counselling and Guidance</b> : implicitly, in the basic activities, learning contents and in the learning activities ( <i>contexts, texts and different situations, especially oral ones</i> ).
<b>Upper Secondary Education – High School</b>
(1) <b>Curricular Area Language and Communication</b> : in the general and particular competences ( <i>oral and written communication in various situations, monitoring and adapting communication to the situation requirements, to use different types of texts, to search, to collect and to process information</i> ), in the learning contents ( <i>vocabulary, functional grammar, language functions, the main types of verbal interaction</i> ); in attitudes ( <i>becoming aware of the language impact on other individuals and the need to understand and use it</i> ) - the communications skills have a lower weight compared to the gymnasium; (2) <b>Curricular Area Mathematics and Sciences</b> : in the general and specific competences, in the learning activities ( <i>various communication situations</i> ), in methodological suggestions; (3) <b>Curricular Area Social Sciences</b> : in the general and specific competences, in the learning activities ( <i>various communication situations, written and visual sources, various interaction contexts, religious texts and artistic ones with religious theme</i> ), in the learning contents ( <i>logical control of communication situations, development of argumentation capacity, characteristic of human beings' communication</i> ), in the methodological suggestions; (4) <b>Curricular Area Arts</b> : in general and specific competences, in the learning contents ( <i>evidences of musical preferences, expressing certain impressions or one's own opinions, functional and artistic communication, decoding various images</i> ); (5) <b>Curricular Area Physical Education and Sport</b> : implicitly, in the learning contents ( <i>terminology</i> ); (6) <b>Curricular Area Technologies</b> : in the specific competences and in the learning contents ( <i>entrepreneurial relations and situations of communication</i> ); (7) <b>Curricular Area Counselling and Guidance</b> : in the specific competences and in the contents ( <i>analyses of texts and notions</i> ).
<b>Lower and Upper Secondary Education - VET</b>
Key competences units <i>Communication and Numeration, Communication and Professional Communication</i> , exist in the structure of curriculum for the vocational education. Key competences aggregates units are particularized, in a specific way, for each professional qualification, in the curriculum modules.
<b>2. Communication in Foreign Languages</b>
<b>Primary School Education</b>
(1) <b>Curricular Area Language and Communication</b> : implicitly, in the basic objectives ( <i>to understand oral messages; to initiate, to sustain and to finish conversations; to read, to understand and to elaborate texts, practical language learning</i> ), in contents and in learning activities ( <i>vocabulary, functional grammar, verbal interaction</i> ), in attitudes ( <i>sensitivity for cultural diversity, to a small extent, sensitivity for cultural diversity, intercultural communication</i> ).
<b>Lower Secondary Education</b>

<p>(1) <b>Curricular Area Language and Communication:</b> in the basic objectives, in contents, in learning activities (<i>various communication situations</i>), attitudes (<i>interest and curiosity for languages, language practical learning</i>); (2) <b>Curricular Area Mathematics and Sciences:</b> implicitly, in contents (<i>names of Latin language origin, symbols rooted in the Greek alphabet</i>); (3) <b>Curricular Area Social Sciences:</b> implicitly, in contents (<i>proper names, in a form close to their original language</i>).</p>
<p><b>Upper Secondary Education – High School</b></p>
<p>(1) <b>Curricular Area Language and Communication:</b> in general and specific competences, in contents (<i>communicative language functions, connected lexical fields, language registers and communication intercultural dimension</i>), in the learning activities (<i>various communication situations</i>) and in differentiated curriculum, in methodological suggestions; (3) <b>Curricular Area Social Sciences:</b> implicitly, in contents (<i>equivalent terms in different languages, as well as in the correct name of cities in different countries, names rooted in the Latin language, symbols rooted in the Greek alphabet</i>).</p>
<p><b>Lower and Upper Secondary Education – VET</b></p>
<p>In the unit <i>Communication in the modern language</i>, featured in a distinct disciplinary field.</p>
<p><b>3. Mathematics Competences (A)</b></p>
<p><b>Primary school Education</b></p>
<p>(1) <b>Curricular Area Language and Communication:</b> implicitly, in the learning activities; (2) <b>Curricular Area Mathematics and Sciences:</b> implicitly in the framework objectives and in the basic objectives, in the learning activities, in methodological suggestions and in the learning contents (<i>communication in mathematical language</i>), attitudes (<i>respect for the truth, when evaluating the arguments validity</i>); (3) <b>Curricular Area Social Sciences:</b> in the framework objective (<i>orientation in the near and remote space, by the perception of certain plans, schemes and maps at different scales</i>), in learning activities (<i>measuring certain distances and the proportion scale</i>), for history – <i>the adequate use of resources at the level of the reference objectives</i>; (4) <b>Curricular Area Arts:</b> implicitly, in the basic objectives in the contents and in the learning activities (<i>properties and description of the sound, exercises for identifying the objects shapes, geometrical and artistic forms</i>).</p>
<p><b>Secondary Lower Education</b></p>
<p>(1) <b>Curricular Area Language and Communication:</b> implicitly, in the learning activities (<i>information processing, argumentation, vocabulary, informative texts</i>); (2) <b>Curricular Area Mathematics and Sciences:</b> in the framework objectives and in the basic objectives, in the learning activities (<i>physical phenomena analyses, problem solving, quantitative measures, elements used also for simple mathematical operations</i>), in methodological suggestions and in the learning contents (<i>communication in mathematical language</i>); attitudes (<i>respect for truth, when evaluating the arguments validity</i>); (3) <b>Curricular Area Social Sciences:</b> in the framework objective (<i>the use of graphical and mapping supports</i>), in the reference objectives, in the learning activities (<i>the spatial exploration of reality, the use of geographical co-ordinations measuring certain distances on the map and minimal numerical operations</i>); (4) <b>Curricular Area Arts:</b> explicitly, in the reference objectives (<i>graphical constructions on the basis of straight lines and circles links, division of the circle in equal parts</i>) and the learning activities; implicitly, in the learning activities (<i>studying the design elements and designing some products</i>); (6) <b>Curricular Area Technologies:</b> in the learning activities.</p>
<p><b>Upper Secondary Education – High School</b></p>
<p>(1) <b>Curricular Area – Language and Communication:</b> implicitly, in the learning contents (<i>reading of charts, schemes and synoptic tables, logic and coherence of the text, etc</i>) and in the general competence (<i>oral and written argumentation of certain opinions in various communication situations</i>); (2) <b>Curricular Area Mathematics and Sciences:</b> in the general and specific competences, in the learning contents and in the methodological suggestions (<i>complexity of imposed mathematical calculus, algorithms, statistical evaluations</i>), attitudes (<i>respect for truth and argumentation</i>); (3) <b>Curricular Area Social Sciences:</b> in the general competence (<i>relating the elements and phenomena from reality to their cartographic representations, graphs or models</i>) – with a significant increase from the 9<sup>th</sup> grade to the 10<sup>th</sup> grade, for <i>Geography</i> – in specific competences (<i>to apply principles and basic knowledge in every day life</i>) and in methodological suggestions (<i>relating the learned elements to a graphic or cartographic support, charts and classical graphic representations</i>), attitudes (<i>respect for truth and argumentation</i>); (6) <b>Curricular Area Technologies:</b> in contents and in information programs application.</p>
<p><b>Upper Secondary School Education –VET</b></p>
<p>In the <b>Curricular Area Mathematics and Sciences</b> and in general or specialized units of technical competences belonging to the vocational training standard structure and particularized in the curriculum modules that represent the differentiated curriculum from the educational framework-plans structure and specific modules for each professional qualification.</p>
<p><b>3. Basic Competences in Science and Technology (B)</b></p>
<p><b>Primary School Education</b></p>
<p>(2) <b>Curricular Area Mathematics and Sciences:</b> in the learning activities (<i>use of instruments, scientific investigations, consequences of pollution on the environment</i>); in the attitudes (<i>critical appreciation and curiosity</i>); <b>Curricular Area Social Sciences:</b> in the basic objectives (<i>using and dealing with scientific data</i>), in the learning activities (<i>observation and analysis of surrounding reality</i>), in the learning contents; (4) <b>Curricular Area Arts:</b></p>

implicitly, in the basic objectives, in the learning contents and activities.
<b>Lower Secondary School Education</b>
(1) <b>Curricular Area – Language and Communication</b> : implicitly, in the learning activities ( <i>processing information, argumentation, making up some informative texts</i> ); (2) <b>Curricular Area Mathematics and Sciences</b> : in the framework objectives ( <i>exploration/investigation with a view to problem-solving</i> ) in the basic objectives ( <i>vegetal and animal world exploration, carrying out some experimental activities, results interpretation, investigation and underlying judgment</i> ) and in the learning contents ( <i>law and principles identification and description, the impact of technologies on the natural environment</i> ); attitudes ( <i>critical appreciation and curiosity, interest in ethical problems</i> ); (3) <b>Curricular Area Social Sciences</b> : in the framework objectives (for geography - <i>observation and interpretation of phenomena and processes from the geographical Curricular Area and their correct location in space and time</i> ), in the basic objectives and in the learning activities; (explicitly, at the end of Secondary School, for history); (4) <b>Curricular Area Arts</b> : implicitly, in the objectives, in the contents and learning activities which require specific techniques, materials, equipment and which involve being acquainted to some working tools and handling them; (6) <b>Curricular Area Technologies</b> : in the basic objectives, in the learning contents and activities.
<b>Upper Secondary School Education – High School</b>
(1) <b>Curricular Area Language and Communication</b> : implicitly, in the contents ( <i>graphs and charts reading, text logic and coherence</i> ), in the general competence ( <i>oral or written argumentation of some opinions in various communication situations</i> ); (2) <b>Curricular Area Mathematics and Sciences</b> : in the general and specific competences ( <i>understanding and explanation of some phenomena, of some technological processes, of some technological products functioning and use, experimental scientific investigation, communication of conclusions, using and building up of some models and algorithms, demonstration of the live world principle, transfer of knowledge and working methods in new contexts</i> ); (3) <b>Curricular Area Social Sciences</b> : in the general competence, only for Geography ( <i>relating the significant elements from society, science and technology to the environment, integrating the natural aspects from nature and society in an objective structure and a synthesis discipline</i> ), in the specific competences ( <i>using the scientific data and features of a scientific investigation, decision-taking, assessing the scientific character of an investigation</i> ) and in the methodological suggestions ( <i>recognizing the essential features of a scientific investigation</i> ).
<b>Lower and Upper Secondary School Education – VET</b>
In the <b>Curricular Area Mathematics and Sciences</b> , as well as in the units of general and specialized technical competences. The units of key competences are particularized, specifically, for each professional qualification, in curriculum modules.
<b>4. Digital competence</b>
<b>Primary School Education</b>
(1) <b>Curricular Area Language and Communication</b> : tangentially, in the learning objectives and activities ( <i>text processing, interest in reading</i> ); (2) <b>Curricular Area Mathematics and Sciences</b> : implicitly, in the basic objectives and in the learning contents ( <i>use of tables, charts, etc</i> ) elements related to <i>searching, collecting and information processing skills</i> ; (7) <b>Curricular Area Counselling and Guidance</b> (optional): in the learning contents (the 4 <sup>th</sup> grade, practical exercise).
<b>Lower Secondary School Education</b>
(1) <b>Curricular Area Language and Communication</b> : tangentially, in the learning objectives, contents and activities ( <i>searching, collecting and processing information, using techniques for producing, presenting or understanding complex information</i> ); activities referring to: <i>accessing, exploiting and using Internet services</i> including chat and voice-mail (in some mother tongue programmes for minorities); (2) <b>Curricular Area Mathematics and Sciences</b> : implicitly, in the basic objectives, in the learning contents ( <i>using tables, charts, accessing some information from virtual reality</i> ), in the learning activities ( <i>searching, collecting and processing information</i> ), attitudes ( <i>critical and reflexive attitudes towards the available information, responsible use of the interactive means, interest for getting involved in communities and networks with cultural, social and professional goals</i> ) and in the methodological suggestions; (3) <b>Curricular Area Social Sciences</b> : in the methodological suggestions ( <i>exploitation of virtual reality by means of the Internet use</i> ), for Geography; (4) <b>Curricular Area Arts</b> : in the basic objectives and in the learning activities ( <i>observing and making up some design projects</i> ); (6) <b>Curricular Area Technologies</b> : the percentage increases during the Secondary School, the contents offer is diversified; (7) <b>Curricular Area Counselling and Guidance</b> : in the learning contents ( <i>themes of information and Internet resources – for the 8<sup>th</sup> grade, of critical reflection on the limits of getting informed by means of the TIC</i> ).
<b>Upper Secondary School Education – High School</b>
(1) <b>Curricular Area Language and Communication</b> : in the competences, in the contents ( <i>searching, collecting and processing information, using techniques for producing, presenting or understanding complex information</i> ), in the values and attitudes ( <i>critical and reflexive attitudes towards the available information</i> ) in the methodological suggestions (projects and <i>the European Language Portfolio</i> ); (2) <b>Curricular Area Mathematics and Sciences</b> : in the specific competences and in the learning contents ( <i>searching, collecting and processing information</i> ), in the methodological suggestions ( <i>carrying out some experiments in virtual laboratories, processing experimental data, collecting and presenting information, desktop printing of documents</i> ), critical and reflexive attitude as to the

<p>available information; responsible use of interactive means; AL network and AL Internet programme; (3) <b>Curricular Area Social Sciences</b>: in the specific competences referring to the use of IT, in the methodological suggestions (<i>Geography</i>); in the methodological suggestions (<i>searching, collecting and processing information</i>); (6) <b>Curricular Area Technologies</b>: unequally spread, in the specific competences referring to (<i>searching, collecting and processing information and using TSI to support a critical thinking</i>) and in the learning contents (<i>getting acquainted with the main computer functions as well as with the potential opportunities and risks of the Internet and of communication by means of electronic media</i>), in the methodological suggestions (<i>acquiring and practising the entrepreneurship role, using the computer to simulate the carrying out, monitoring and assessment of businesses – for Entrepreneurship Education</i>); (7) <b>Curricular Area Counselling and Guidance</b>: in the learning contents (<i>information by means of IT, in the 10<sup>th</sup> grade, e-learning – an alternative way of learning</i>).</p>
<p><b>Lower and Upper Secondary School Education – VET</b></p> <p><i>The use of computer and information processing and IT Application</i> have an one's own character, they appear in distinct disciplinary fields. The digital competence is also included in the general or specialized technical units that fall into modules envisaging the use of specialized software according to different qualifications. For example, <i>a computer technician operator, technician operator for telemetry, technician operator for telecommunication, electronics technician for telecommunication networks</i> – multiple digital competences which turn into abilities defining the respective qualifications. Examples of specialized technical units: <i>Use of computer network, Maintenance of computing systems and of computer networks, Characterization of commuting and transmission techniques and systems. The qualification Receiver - Distributor</i> includes the competence unit <i>Application of distance sales techniques</i> (electronic sales). The qualification <i>technician for mailing activities</i> includes the competence unit, <i>Recording of the Events in the Accounting System</i> which consists in the use of IT means for recording documents.</p>
<p><b>5. Learning to Learn</b></p>
<p><b>Primary School Education</b></p> <p>(1) <b>Curricular Area Language and Communications</b>: implicitly, in the basic objectives (<i>to evaluate the one's own work, to search for advice, information and help</i>), in the learning activities (<i>self-evaluation of wording</i>); (2) <b>Curricular Area Mathematics and Sciences</b>: in the basic objectives, in the learning activities (<i>to acquire the basic skills of reading and writing necessary for the next higher level of education</i>); (3) <b>Curricular Area Social Sciences</b>: in the basic objectives and in learning activities (<i>organization of one's own learning, active social learning, resolving problems, each other helping exercises</i>). (7) <b>Curricular Area Counselling and Guidance</b>: explicitly in the learning contents.</p>
<p><b>Lower Secondary Education</b></p> <p>(1) <b>Curricular Area Language and Communication</b>: in the basic objectives (<i>to evaluate the one's own work, to search for advice, information and help</i>), in the learning activities (<i>the self-evaluation of wording</i>); (2) <b>Curricular Area Mathematics and Sciences</b>: in the basic objectives, in the learning activities and in the learning contents (<i>resolving problems, initiatives of exploration and experimentation, team-work</i>); (3) <b>Curricular Area Social Sciences</b>: in the basic objectives and in the learning activities (for the first part of the gymnasium, <i>organization of one's own learning</i>; in the following grades, <i>perseverance and concentration</i>); (6) <b>Curricular Area Technologies</b>: in the basic objectives, in the learning activities, and in the learning contents (<i>evaluation of realized products</i>); (7) <b>Curricular Area Counselling and Guidance</b>: in the specific competences (<i>to analyze what learning is and the teaching aids used</i>), implicitly, in the learning activities.</p>
<p><b>Upper Secondary Education – High School</b></p> <p>(1) <b>Curricular Area Language and Communication</b>: in basic competences, and in the learning contents (<i>integration of certain methodological viewpoints concerning the activities of the project and the European Language Portfolio</i>); (2) <b>Curricular Area Mathematics and Sciences</b>: in the basic competences, in the learning contents (<i>resolving problems, applications of principles and theorems in technique, creative approach of the specific subjects</i>), and attitudes (<i>the respect for truth and strictness, critical and self-critical spirit, as to Chemistry and Biology – motivation for lifelong learning</i>); (3) <b>Curricular Area Social Sciences</b>: in the general competence, for Geography (<i>acquisition of certain abilities, skills, methods and general learning techniques, including TIC</i>), in the specific competences, for History (<i>organization of learning and self-evaluation related to the values of the group, understanding of the learning strategies, and of the one's own intellectual aptitudes, critical judging related to learning and resolving the problems process</i>), and by attitudes (<i>utilization of the learning and the application of the acquisitions opportunities in various life situations</i>), in the methodological suggestions (<i>dimensions of the lifelong learning</i>), in the learning contents (<i>as for Psychology – learning mechanisms for one's own and social development, as for Religion - critical reflection on learning from the perspective of religious and ecumenical identity</i>); (6) <b>Curricular Area Technologies</b>: in the learning contents (<i>professional re-orientation, self-managing of the career</i>); (7) <b>Curricular Area Counselling and Guidance</b>: in the learning contents (<i>e-learning</i>).</p>
<p><b>Lower and Upper Secondary Education – VET</b></p> <p>Key competences, as: <i>resolving of problems, one's own development with a view to reaching performances</i>, exist in all vocational education standards, in independent modules, or integrated with other technical units of the modules included in the curriculum of the specific training.</p>
<p><b>6. Social Competence (A)</b></p>
<p><b>Primary School Education</b></p>

<p>(1) <b>Curricular Area Language and Communication</b>: implicitly, in the basic objectives and in the learning activities (<i>to communicate in a constructive way, in different contexts, to produce empathy, to prove tolerance, to express and understand different viewpoints and the attitude of collaboration, interest for intercultural communication, group projects, to make certain portfolios about the personalities of the Romanian people and of other ethnic individuals</i>); (2) <b>Curricular Area Mathematics and Sciences</b>: implicitly, in the basic objectives, in the learning activities, and in the learning contents (<i>understanding the way in which the people can secure their best psychical and mental conditions and how a healthy life style can sustain it</i>); specific attitudes of the domain; (3) <b>Curricular Area Social Sciences</b>: in the basic objectives and the learning activities (<i>to communicate in a constructive way in different contexts</i>), in the learning contents (<i>social organization of the local community, the county, and the country, child's physical, intellectual and moral development, inclusively, in the case of the children with special needs, , activity in groups, in the family, rights, duties, and rules where there are put into value the similitude and the respect for the differences in age, role, competence and opinion</i>); in attitudes (<i>knowledge and love for God, moral-Christian attitude, moral-religious behaviour, love and help for each-other</i>); (4) <b>Curricular Area Arts</b>: implicitly, in the objectives and the learning activities (<i>interpretation, expressing certain different viewpoints, team-work and cooperation</i>); (5) <b>Curricular Area – Physical Education and Sport</b>: in the basic objective and in the learning contents; (7) <b>Curricular Area – Counselling and Guidance</b>: in the basic objectives and in the learning contents (<i>healthy lifestyle, social reality, behaviour in social environments, abilities for team-work</i>); attitudes of cooperation and trust.</p>
<p><b>Lower Secondary Education</b></p>
<p>(1) <b>Curricular Area Language and Communication</b>: implicitly, in the basic objectives and in the learning activities (<i>to communicate in a constructive way, in different contexts, to produce empathy, to prove tolerance, to express and understand different viewpoints</i>); attitudes of collaboration; (2) <b>Curricular Area Mathematics and Sciences</b>: in the learning activities and in the methodological suggestions (<i>to communicate in a constructive manner, in different contexts; to express and to understand different viewpoints, learning by cooperation, team-work, protection of the environment</i>), in the basic objectives (<i>behaviour and health, first aid, healthy lifestyle, hygiene and health</i>); (3) <b>Curricular Area Social Sciences</b>: in the basic objectives and in the learning contents (<i>constructive, empathic communication, resolving of problems and conflicts, stimulation of the interest and participation in the civic life, in the public problems</i>) in the learning contents (<i>civilization, national and European culture, economy, society subjects</i>); (4) <b>Curricular Area – Arts</b>: in the basic objectives, in the learning activities (<i>presentation of certain personalities in the field of music, running of certain projects</i>); (6) <b>Curricular Area Technologies</b>: in the basic objectives and in the learning activities; (7) <b>Curricular Area Counselling and Guidance</b>: in the basic objectives and in the learning contents (<i>constructive communications, negotiation, differences between public and private</i>); attitudes of collaboration, integrity and respect.</p>
<p><b>Upper Secondary Education – High School</b></p>
<p>(1) <b>Curricular Area Language and Communication</b>: in the competences, in the contents, in the values and attitudes (<i>to communicate in a constructive manner, in different contexts; to prove tolerance, to express and to understand different viewpoints, to produce empathy</i>); attitudes (<i>collaboration and interest in intercultural communication</i>); (2) <b>Curricular Area Mathematics and Sciences</b>: in the basic objectives and in the learning contents (<i>to communicate in a constructive manner, in different contexts, self-protection, protection for others and for environment, stimulation of the tolerance for other opinions, development of the sensitivity towards the natural and social environment, health</i>); (3) <b>Curricular Area Social Sciences</b>: in the specific competences (<i>to communicate in the different contexts, to express and to understand different viewpoints, to assume the one's own identity, to sustain the social cohesion, to be involved in the society life, to accept the diversity, to exclude the violence, to mediate the conflicts, to give arguments, to respect the differences</i>) and in the learning contents (<i>civilization, economy, and society subjects, contribution of the national culture to the European culture, information about the one's own faith and the other faiths, factors of human development, psychology of groups</i>); (6) <b>Curricular Area Technologies</b>: in the specific competences and in the learning contents (<i>collaboration and constructive communication, negotiation, active methods and techniques – construction of the problem, simulation, playing of roles, individually or in group</i>); (7) <b>Curricular Area Counselling and Guidance</b>: in the specific competences (<i>conveying and processing information</i>).</p>
<p><b>Lower and Upper Secondary Education - VET</b></p>
<p>Key competence units: <i>team-work, communication in the modern language, management of inter-individual relationships, professional communication, resolving the problems, critical thinking and resolving the problems, quality assurance</i>, are included in the modules or are integrated in the modules linked with the general or specialized units.</p>
<p><b>6. Civic competence (B)</b></p>
<p><b>Primary School Education</b></p>
<p>(1) <b>Curricular Area Language and Communications</b>: in the basic objectives (<i>interest to communicate with others, interactive activities: team-projects, activities in cooperation, playing roles, debates; public activities, solutions for local and enlarged community</i>) (2) <b>Curricular Area Mathematics and Sciences</b>: in the basic objectives and in the learning activities; (3) <b>Curricular Area Social Sciences</b>: in the basic objectives and in learning activities (<i>national historical tendencies, European diversity, European history, interest in the local problems, studying and assuming of the Child's Rights, knowledge about the communities, people, state, democratic institutions of the state</i>) organization of one's own learning, active social learning, resolving problems, each other helping exercises). (7) <b>Curricular Area</b></p>

<b>Counselling and Guidance:</b> in the basic objectives in the learning contents, and in the learning activities ( <i>public life</i> ).
<b>Lower Secondary Education</b>
(1) <b>Curricular Area Language and Communication:</b> implicitly, in the basic objectives ( <i>cooperation, interaction in the group and in the learning activities, discussions for confronting the opinions, practicing a constructive attitude for realizing the duties, and for the wording of the common ideas</i> ); (2) <b>Curricular Area Mathematics and Sciences:</b> in the basic objectives and in the learning activities (civic dimension and the social dimension are linked, <i>life environment protection</i> ). As to the Chemistry – <i>to prove the solidarity and the interest in searching for the solutions of the problems focused on the local and the enlarged community</i> ); attitudes ( <i>proving responsibility, constructive participation through the commitment in the civic activities for reliable development</i> ); (3) <b>Curricular Area Social Sciences:</b> in the basic objectives, in the learning activities and in the contents ( <i>environment protection, honesty justice, property, patriotism, democracy, human rights, pluralism, civic behaviour at the level of group, community, national, European, world</i> ); (4) <b>Curricular Area Arts:</b> explicitly, in the learning contents, implicitly in the basic objectives, and in the learning activities; (6) <b>Curricular Area Technologies:</b> in the basic objectives and in the learning activities; (7) <b>Curricular Area Counselling and Guidance:</b> in the basic objectives, in the learning contents, and in the learning activities ( <i>public life</i> ).
<b>Upper Secondary Education – High School</b>
(1) <b>Curricular Area Language and Communication:</b> implicitly, in the general competences ( <i>written and oral argumentation of certain opinions, flexible and tolerant approach to the other individuals' opinions and arguments</i> ); (2) <b>Curricular Area Mathematics and Sciences:</b> implicitly, in the specific competences and in the learning contents ( <i>ecological dimension of the contemporary world, protection of the life environment, ethical options and the effects of certain technological activities</i> ); (3) <b>Curricular Area Social Sciences:</b> in the specific competences and in the learning contents ( <i>appreciation and understanding of the differences among the systems of values from various religions or ethnic groups, knowledge and protection of the life environment, human diversity of the contemporary world, organization of the states, public activity of the one's own, freedom of thinking and acting, positive and efficient relationships with others</i> ); (7) <b>Curricular Area Counselling and Guidance:</b> in the specific competences and in the learning contents ( <i>social mechanisms in the context of the work relationships</i> ).
<b>Lower and Upper Secondary Education – VET</b>
The field of the key competences is transversely approached and focused on the specific specialization: <i>satisfaction of the client requirements, training for the integration at the employment working place, transition from the school to the employment working place, quality assurance, team-work, self-development for reaching performance, starting a business, professional communication.</i>
<b>7. Sense of initiative and entrepreneurship</b>
<b>Primary School Education</b>
(1) <b>Curricular Area Language and Communication:</b> implicitly, in the basic objectives ( <i>cooperation in different situations of the communication</i> ) and in the learning activities ( <i>to work individually and in collaboration, in teams, playing roles, team-work, simulations, projects, portfolios, managing a project</i> ); (2) <b>Curricular Area Mathematics and Sciences:</b> implicitly, in the learning activities; (3) <b>Curricular Area Social Sciences:</b> in the basic objectives and in the learning activities ( <i>to work individually and in team</i> ), in the learning contents ( <i>natural resources, economic and commercial activities in the nearby horizon</i> ); (4) <b>Curricular Area Arts:</b> implicitly, in the learning activities ( <i>team-work, evaluation of certain activities</i> ); (6) <b>Curricular Area Technologies:</b> in the framework objectives ( <i>development of the cooperation capacity, development of the practical and esthetical sense and of the responsibility for changing the environment</i> ), in the learning activities, in the contents ( <i>elements of activity planning</i> ); (7) <b>Curricular Area – Counselling and Guidance:</b> in the basic objectives and in the learning contents ( <i>cooperation, anticipation abilities and prioritization of activities</i> ).
<b>Lower Secondary Education</b>
(1) <b>Curricular Area Language and Communication:</b> in the basic objectives ( <i>cooperation in different situations of communication</i> ), in the learning activities ( <i>to work individually and in teams to carry out the duties and for wording the ideas together, to run a project</i> ); (2) <b>Curricular Area Mathematics and Sciences:</b> implicitly, as to Mathematics and Chemistry, in the basic objectives ( <i>to represent and to negotiate efficiently, to work individually and in collaboration, in teams, to appreciate and to identify the strong and weak points</i> ), in the learning activities, in the contents and in the attitudes ( <i>initiative spirit, independence and innovative spirit in private and civic life as well as in the working place</i> ); (3) <b>Curricular Area Social Sciences:</b> in the basic objectives, in the learning activities ( <i>to run a project and to work individually and in team</i> ) and in the attitudes ( <i>motivation and desire to fulfil the proposed objectives</i> ); in the learning contents ( <i>premises for entrepreneurial dimension of the daily life</i> ); (4) <b>Curricular Area Arts:</b> implicitly, in the learning contents and activities ( <i>organization, fulfilment and evaluation of certain projects</i> ); (6) <b>Curricular Area Technologies:</b> in the basic objectives and in the learning activities; (7) <b>Curricular Area Counselling and Guidance:</b> in the basic objectives, in the learning contents, and in the learning activities ( <i>to search for career information, to acquire an adequate vocabulary, to use the TIC tools</i> ).
<b>Upper Secondary Education – High School</b>
(1) <b>Curricular Area Language and Communication:</b> in the specific competences <i>Drafting certain compositions about the studied texts and to write certain functional texts or projects</i> and in the contents ( <i>planning activities, team-work and assumed duties, presentation of the project, deliverables, evaluation methods of the project</i> ); (2)

**Curricular Area Mathematics and Sciences:** implicitly, in specific competences, in the learning contents (*technological processes, applications of physics, significant economic benefits, to work individually and in teams*) and in the attitudes (*initiative sense – as to Chemistry*); (3) **Curricular Area Social Sciences:** in the general competence (*entrepreneurial dimension of one's own development – as to Geography*) and in learning contents; (6) **Curricular Area Technologies:** in the specific competences and in the learning contents (*self-knowledge, and management of one's own resources in the entrepreneurial activity, starting and running a business*); (7) **Curricular Area Counselling and Guidance:** in the specific competences and in the learning contents (*knowledge about the building of a career*).

#### **Lower and Upper Secondary Education - VET**

In the specialized modules, are integrated *team-work, resolving the problems*. The units *Transition from the School to the Employment Working Place and Starting a Business* have a self-defined character, occur in distinct disciplines, for example, *Entrepreneurial Education and Applied Economy*. The teaching method *Creating a Company as Exercise* is utilized in the profile *Services* and is based on simulation of establishing and running a company under conditions close to the real ones.

### **8. Cultural awareness and expression**

#### **Primary School Education**

(1) **Curricular Area Language and Communication:** in the framework objective (*development of attitudes of cultural and intercultural empathy*), in basic objectives (*to compare the one's own opinions and creative expressions with those belonging to the others*), in contents, in learning activities (*to appreciate critically and aesthetically the works of art and to compare one's own opinions and creative expressions with those belonging to the others, deep understanding of one's own culture and the feeling of the identity as a basis of respect and of the opened attitude towards the diversity of the cultural expression*); for national minorities mother tongue education: in the basic objectives and in the learning activities; (2) **Curricular Area Mathematics and Sciences:** implicitly, in the basic objectives, in the learning activities and in the learning contents; (3) **Curricular Area Social Sciences:** in the basic objectives, in the learning activities and in the learning contents (*local, national and European cultural patrimony, specific elements of the human beings and culture of the nearby horizon, knowledge of Bible, cult practices, traditions*); (4) **Curricular Area Arts:** implicitly, in the basic objectives (*to appreciate critically and aesthetically the works of art and to compare one's own opinions and creative expressions with those belonging to the others, to develop creative attitudes, deep understanding of one's own culture*); (7) **Curricular Area Counselling and Guidance:** in the basic objectives, in the learning activities and in the learning contents (*notions about the value of the products, contemporary folklore culture*).

#### **Lower Secondary Education**

(1) **Curricular Area Language and Communication:** implicitly, in the basic objectives (*to compare one's own opinions and creative expressions with those belonging to the others*), in the learning contents (*basic knowledge related to major cultural art-work and to the understanding of the aesthetics factors in daily life*) and in the learning activities (*patrimony, and cultural diversity*); (2) **Curricular Area Mathematics and Sciences:** implicitly, in the basic objectives, in the learning activities and in the learning contents (*constructions, technologies, principles and laws, instruments and devices*), in methodological suggestions (*as to the Chemistry*); (3) **Curricular Area Social Sciences:** in the basic objectives, in the learning activities and in learning contents (*turning to good account the local patrimony and representative personalities, cultural and human diversity of the contemporary world – as to the grades V-VIII*); (4) **Curricular Area Arts:** in the framework objectives (*promoting of the sensitivity, of the imagination and of the artistically and musically creativity, development of the sensitivity, of the imagination and of the artistically creativity*), in basic objective (*critically and aesthetically appreciation of the art-works*), in learning activities and in learning contents (*folk songs particulars in an Curricular Area, preparation and participation in a concert, local, national and European cultural patrimony*); (6) **Curricular Area Technologies:** in the basic objectives, in the learning activities and in learning contents (*focusing on the aesthetics of the products, partially, on the one's own culture*); (7) **Curricular Area Counselling and Guidance:** in the basic objectives, in the learning contents, and in the learning activities (*artistically expressing, tangential, contemporary popular culture*).

#### **Upper Secondary Education – High School**

(1) **Curricular Area Language and Communication:** in addition to the lower secondary education, in the specific competences, in the values and attitudes, in the learning contents (*understanding of the importance of the aesthetically factors in the day-by-day life, critically and aesthetically appreciation of the art-works and of the spectacles*) and in the attitudes (*deep understanding of the own culture and the feeling of identity as the base of the respect and of the opened attitude towards the diversity of cultural expression*); (2) **Curricular Area Mathematics and Sciences:** implicitly, in the specific competences and in the learning contents (*influencing the innovation, consequences in technological development of the contemporary world*), in methodological suggestions; (3) **Curricular Area Social Sciences:** implicitly, in the specific competences and in the learning contents (*national and European patrimony, partially local patrimony*); as to the X<sup>th</sup> grade, in general competence, *in the human Geography* is the cultural dimension; explicitly, in specific competences and in the learning contents (*deep understanding of the own culture and the feeling of identity as the base of the respect and of the opened attitude towards cultural diversity of expressing*); (4) **Curricular Area Arts:** in the specific competences and in the learning contents (*interdisciplinary approach to the domain, specific compositions belonging to the diverse musical periods, value of the national*

*patrimony – Romanian composers and Romanian folklore, critically and aesthetically appreciation of the art-works), in methodological suggestions for non-formal activities: visits to the museums, exhibitions or in the artists' shops, studies of interior ensembles, of clothes design, of furniture, of ceramics and of glass; (7) Curricular Area **Counselling and Guidance**: in the specific competences and in the learning contents (contemporary popular culture).*

**Lower and Upper Secondary Education - VET**

This domain of key competences is not explicitly materialized in the key competences units from the structure of the certain vocational training standards. For some qualifications, this domain is present in technical competences units, for example, for the qualification *Agro-tourism Technician*, in the technical specialized competences unit *Promotion of the Traditions in Agro-tourism*, for the qualification *Tourism Technician*, in the competence unit *Reliable Development Standards and Products and Services Offer of the Tourism Agency*