

Questionnaire for 2017 informal country reporting on the implementation of the three “vertical” priority action areas

Advances made and challenges encountered since the tenth Steering Committee meeting in June 2015

I. Priority action area (a)

Encouraging whole-institutional approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No

- *Please specify*

All educational institutions periodically design their Plan/Project for institutional development. (PDI). In 2016, when the contests for school heads/ deputy heads took place, all candidates had to present the PDI of the institution.

An important part of the PDI refers to the environment analysis, the analysis of the educational needs in the current political, economical, social, technological and **ecological** context.

When targeting their strategic goals, the school management refer also to **Agenda 2030 for sustainable development**.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic* NO

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No

- *Please specify*

A great number of schools take part in the EU programs and projects, in FSE funded projects, in order to give value to childrens` potential and their development as proactive European citizens. As well, each school develops its own *Program for outdoor education*, that also consists of activities regarding environment protection and ecological education.

Examples of projects:

- **Green Schools Platform**(Project funded by SEE grants 2009 – 2014, in the framework of NGO Fund in Romania) support teachers to bring in schools a new innovative educational formula: eco education through experimental learning, in class and outdoors and involving children in solving environmental problems. The project has as goal designing an educational kit with: text-books for the optional course Eco education for green schools for grades 5,6,7, together with the teacher`s guide, a collection of environmental nonformal activities (The Green Collection), designing and implementing an interactive site, developing a net for teachers to promote such

activities at the local level, designing a support net of NGOs and other local entities to collaborate with schools for these activities of nonformal education.

- **The Contest „Let’s Be ECO!”** was organized by „Let’s Do It, Romania!”, in partnership with The National Guard for Environment and the school inspectorates in the country. At the first edition of the project, 716 rural schools took part. The aim of the project was to support the rural communities to *prevent the waste of extremely important resources*, by reusing them.
- Educational activities developed by WWF-Romania (World Wide Fund for Nature): European Schools for a Live Planet (11 countries, training and grants - projects for children), University course Education for Sustainable Development (WWF, Universitatea București), The Black Sea Book (educational set internationally awarded), *Connect.Empower.Act.* (eco-leadership for students).
- The international program *Eco-Schools* - with complex educational activities involving children, parents, teachers and with an important echo at the local community level.
- Every year, school children take part in afforestation programs during the Forrest Month (15 March-15 April).
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

- *Please specify*
All schools have in their plan activities regarding environment/ ecological protection, at least during the national **program „School in a different way”**, where pupils are involved in activities concerning life, nature, environment, citizenship, etc.
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- *Please specify and, if applicable, indicate the language and website address*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard to introducing or extending ESD as a part of educators' initial training?

Yes No

- *Please specify*

Universities have begun to introduce elements of sustainable development and new subjects in their mandatory and optional curriculum, given the specific specializations for each area of science, art and culture.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes No

- *Please specify*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

Human resources, comprising the totality of the staff involved in education, are an essential factor for increasing the efficiency and the quality of the education system.

Training of teachers is a continuous process; that's why, after the compulsory stage of pre-service (initial) training, different forms of in-service training are organised through universities and CCDs (Teacher Training Houses), involving courses that are held when teachers are working in schools.

For some years now, in the context of new educations, The Ministry of National Education has been implementing through all counties CCDs (Teacher Training Houses), at a national level, a wide range of training courses for the in service-teachers on the education for sustainable development, such as *Environmental education, Environmental education for the sustainable development of the society, Outdoor education, School development through experiential education, Environmental sustainability - part of the educational process, Environmental protection for sustainable lifestyles-part of the national curriculum for environmental education, Innovation and Sustainable Development in Education, Life skills development for sustainable development or Ecology and Environment protection.*

The mission of the Teacher Training Houses is to promote innovation and reform in education, to provide the framework for personal and professional development of the teaching staff from pre-university education, according to professional competencies established by quality and professional standards for teachers, and in compliance with national and European policies and strategies for education.

Accordingly, in the school year 2015-2016, 500 teachers from all over the country have been trained in the field of education for sustainable development (EDS), in writing and implementing of sustainable development projects in school, family and community, developing school-based curriculum programs on ESD, developing educational projects with active learning strategies for these programs, designing creative forms of assessment in terms of active learning and assuming long term progress of this type of education.

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

The main focus has recently moved on implementing the concept of sustainable development in the area of all school subjects, leading to helping children from secondary education become future citizen able to form an objective view of reality surrounding them, inciting them to become aware that life of future generations depends on their options about saving resources, using them in a sustainable way and integrating environmental, demography, economy, society issues in teachers and pupils education as well.

Therefore, due to the major demand of the previous year for this topic, as shown by the statistics, in the school year 2016-2017, 1270 teachers from all over the country will be trained in the field of education for sustainable development (EDS), according to the in-service training plans of the Teacher Training Houses, approved by the Ministry of National Education. All the training offers comprise the subject of EDS, because the training offer must respond to the training needs of the teachers and to those formulated in this domain at a national level, such as implementing the strategic guidelines and objectives for the education and training from the National Sustainable Development Strategy Romania 2013-2020-2030.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- *Please specify and, if applicable, indicate the language and website address*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

The evaluation of each EDS training course organized by the Teacher Training House is mandatory at the end of the course, through portfolios, projects, elaboration of guides or auxiliary materials, designing activities with pupils (outdoor role play games, making movies, editing brochures, creating posters), scorecards and oral and written tests at workshops.

On the other hand, The Ministry of National Education request annually quantitative and qualitative reports from the Teachers' Training Houses. The Ministry of National Education is responsible for the approval of the allocated budget and for the opportunity of the contents of these courses, according to national strategies and public policies in the field, which enables the central authority for education to make multilayer assessments to seize the local needs, closer to the in-service teachers and their pupils.

- *or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

- *Please specify*
The new training standards for the initial VET qualifications level 3 and 4 EQF/NQF include units of learning outcomes and learning outcomes described in terms of knowledge, skills and attitudes. All the new training standards include learning outcomes referring to knowledge, skills and attitudes for environmental protection, teamwork, problem solving, entrepreneurship, etc. The new training standards are available on the Romanian Education Ministry website.

In the field of Tourism and catering, all qualifications, level 3 and 4 (according NQF), include the learning outcomes related to sustainable development, in different units (general or specialized).

Ex:

- Compliance with the rules and regulations on sustainable development, hygiene, health and safety in the workplace and serving the food unit.
- Respect the sustainable development principles in the planning of the cleaning and maintenance of material and technical equipment for accommodation and food

In the training fields „Environmental protection” and "Agriculture ", the professional qualifications of level 3 and level 4 include learning outcomes related to sustainable development in different units (general or specialized):

- Identifying the consequences of human activities on biodiversity;
- Recovery of landscape diversity for creating an aesthetic and healthy life;
- Assuming the responsibility for protecting the environment;
- The impact of air, water and soil on the environment and human body;
- Measures to prevent pollution and destruction of soil, water, air;
- Major effects of pollution;
- The concept of sustainable development and organic farming;
- Waste recovery processes in the agro-industrial and hazardous waste;
- Renewable energy sources in the farm: solar, wind, geothermal, hydro, biomass.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No

- *Please specify*

The National Strategy for Education and Training 2016-2020 has taken into consideration the national aim for 2020 of the Romanian National Strategy for Sustainable Development 2013-2020-2030, regarding the achievement of the EU medium level of performance in education and training. **Among other areas of action , we can mention the improvement of the public and private financing mechanisms of training, improvement of career guidance and orientation, empowering and making more flexible the mechanisms for recognition and validation of the learning outputs achieved in nonformal and informal contexts.**

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

- *Please specify*
Support programs for students have been implemented through the counselling, school orientation and career guidance centres within schools/ Universities. There is a higher probability that TVET graduates get jobs in the sustainable development area more easily.
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- *Please specify and, if applicable, indicate the language and website address*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):
