

National Implementation Report

(As submitted by: Romania)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

The following report is submitted on behalf of the Government of Romania, in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible
for submitting the report: LILIANA PREOTEASA , Undersecretary of State

Signature:.....

Date: 04.12.2014.

Full name of the institution: **MINISTRY OF NATIONAL EDUCATION
ROMANIA**

Postal address: **Str. Gen. Berthelot 28-30, Sector 1, 010168, București, ROMANIA**

Telephone: Center: +40.214.056.200; +40.214.056.300

E-mail: liliana.preoteasa@medu.edu.ro.

Website: www.edu.ro/

Contact officer for national report (if different from above): Valentin Popescu, Head of Unit for Public Policies; popescu.valentin@medu.edu.ro

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Ministry of National Education of Romania is the determining authority designated to report on Education for Sustainable Development (ESD) and is also among the authorities designated to implement the strategy. It was decided, therefore, a working group within MEN that serves developing national implementation reports.

The information was collected from specialized departments of MEN, from institutions in MENs subordination or coordination, the Romanian Agency for Quality Assurance in Higher Education, other ministries and public institutions.

According to GD no. 1460/2008, an interdepartmental committee for sustainable development was appointed, involving the ministries and other central institutions to implement the strategy for sustainable development. Interdepartmental committee submits an annual report to Parliament on the implementation of the strategy, based on monitoring indicators of sustainable development agreed at EU level and other specific indicators and coordinates the development and updating of the set of indicators for monitoring the implementation of sustainable development objectives.

Governmental institutions (please specify)

Ministry of Environment and Climate Change – public information: www.mmediu.ro/beta/

Stakeholders:

NGOs (please specify)

National Center for Sustainable Development - public information: www.ncsd.ro/

Created in 1997, under the auspices the Romanian Academy, as an agency of the United Nations Development Programme (UNDP). Since 2001 it has turned into an independent foundation, expanding its business.

Through a sustained effort, NCSDD has managed to become one of the most authorized voices of civil society in the elaboration of proposals and strategies for sustainable development of Romania.

Purpose: identifying priorities for sustainable development of Romania and their implementation through concrete projects at national and local level.

Target groups:

- Public authorities;
- Civil society;
- Non-governmental organizations;
- Academia;
- Cultural institutions;
- Business community.

Since 2009, the National Centre for Sustainable Development elaborate and implement projects with funding from the European Union and the Romanian Government. *Eco Assist*

World Wide Fund for Nature (WWF) - public information: romania.panda.org/

Founded in 1961, WWF is the largest independent international organization carrying out nature conservation projects. WWF has 5 million supporters worldwide and a network active in over 100 countries. The organization is almost unique in that it makes its presence felt from local to global: it is able to communicate with the tribes of Baka pygmies in the rainforests of central Africa and at the same time, discussions of peer institutions as the World Bank and the European Commission.

Every year, WWF menus several campaigns that are designed to:

- inform the public on matters affecting the environment;
- mobilize a large number of people who support our actions;
- notify authorities about environmental issues and their resolution;
- present effective solutions for reducing the negative impact of human activities on the environment.

Institute of Management and Sustainable Development (IMSD) - public information: www.imdd.ro/ - is a non-governmental organization that promotes and supports the value, excellence and quality in Romanian society. IMDD provides an institutional framework responsible for open discussion and identifying solutions to promote normality and rebirth of citizenship in our country. We support development programs in the field of educational technology and renewable resources. We are actively involved in implementing economic and social policies and strategies, rural development and integration of traditional values.

Mission: Institute of Management and Sustainable Development supports, promotes and implements projects aimed concepts of management, leadership and sustainable development. Thus, priority human resource development, through the development of social responsibility activities, promoting active citizenship, entrepreneurship and community involvement.

Objectives:

- Initiating and implementing sustainable development projects in the context of information society
- Promotion of economic, social and environmental perspective of the post-accession to the European Union.
- Promoting excellence and youth with high potential in various fields,
- Organization of events and international participation in order to discuss the objectives assumed,
- Organizing training programs and internships and training in the field of sustainable development,
- Initiation and development of projects and programs aimed at sustainable development, equal opportunities and rural development,
- Encouraging the development of a network of partners from different areas,
- Participation, as a partner in projects and civil society.

Institute of Management and Sustainable Development represented Romania in the WSIS + 10 High-Level Event 2014, Geneva.

NGO Fund in Romania - public information: fondong.fdsc.ro/

The overall objective of the NGO Fund in Romania is "Strengthening civil society development and increasing contribution to social justice, democracy and sustainable development" and will contribute to the overall objectives of grants European Economic Area (EEA) and Norwegian 2009-2014 to reduce economic disparities and social in the European Economic Area and to strengthen bilateral relations between Romania and the donor states Iceland, Liechtenstein and Norway. NGO Fund Operator in Romania is the Foundation for Civil Society Development Foundation and its partners Partnership and the Resource Center for Roma Communities.

An important financial allocation - 1,400,000 Euro - is provided for environmental protection and climate change: *Component 3. Sustainable Development - Objective: to support the sustainable development and improvement of the environment in Romania, the contribution of NGOs and through public participation.*

The overall objective of sustainable development part is supporting sustainable development and improvement of the environment in Romania, the contribution of NGOs and public participation.

The Component will support sustainable development projects that fall within the following main areas of interest:

- Climate change;
- Protection of biodiversity and landscape;
- Ecotourism;
- Activities of advocacy and watchdog environmental / ecological awareness and public participation
- Increased environmental decision-making;
- Environmental Education.

They are also encouraged projects that include elements of cross-border cooperation in especially if they consider the main regional initiative: EU Strategy for the Danube Region. Eligible applicants are

exclusively non-governmental organizations and non-profit, legally established and headquartered in Romania, organized and managed according to Romanian legislation on non-governmental organizations or associations, federations formed.

CEDD Association - public information: www.cedd.ro/.

Created in 2010, the purpose of the Association is carrying out activities in the general interest of some communities or, as appropriate, in the interests of personal non Associate Members, stated in any of the following ways:

- a) promoting competitiveness policies decisional transparency in public administration, the social and economic life;
- b) promoting corporate social responsibility policies and citizens;
- c) promote the principles of sustainable development for all social policies, economic and environmental;
- d) promoting the principles and values of community and inter-municipal cooperation;
- e) promoting civic engagement and respect for legality and democratic values;
- f) promotion of cultural values;
- g) to promote tourist values of Romania;
- h) promoting local, regional, national and European.

The objectives of the Association are:

1. Conducting marketing campaigns to achieve the purpose above mentioned;
2. Organization of events, forums, congresses, fairs, exhibitions, symposia, debates, information seminars, symposiums;
3. Editing of publications;
4. Realization of advertising campaigns;
5. Developing and implementing educational courses in the education system;
6. Consultancy to individuals or legal entities;
7. Developing and implementing voluntary actions of citizens;
8. Developing and implementing information centers for the above mentioned goals;
9. Support Legal, accounting, technical and financial matters for achieving the goal of consumer protection;
10. Develop and promote the authorized organs of draft laws, instructions, resolutions and proposals related to general issues and specific goals and obiectivelor mentioned above;
11. Cooperation with similar organizations abroad;
12. Participation in committees, councils, congresses, exhibitions and national and international events related to the interests pursued by the Association;

Romanian Water Association - public information: www.ara.ro/

Jules Verne Club – public information: hcjv.ro/

etc

Academia (please specify)

Romanian Academy - www.academiaromana.ro/

Academy of Scientists from Romania - aos.ro/

Advanced Research Center of Academy of Scientists from Romania

Ecological University din București (UEB)

Academy of Economic Studies (ASE)

University Titu Maioresc Bucharest

Polytechnic University Bucharest

Technical University „Gh. Asachi” Iași

Technical University of Civil Engineering of Bucharest

University of Agronomic Sciences and Veterinary Medicine of Bucharest,

West University of Timișoara,

Technical University of Cluj Napoca

Universitatea "Vasile Alecsandri" din Bacau

Universitatea Babeș-Bolyai Cluj Napoca.

Business (please specify)

Other (please specify)

- National Agency for Environmental Protection,
- National Environmental Guard,
- Biosphere Reserve "Danube Delta" – Tulcea,
- The National Meteorology Administration,
- National Forest Directorate "Romsilva",
- Environmental Fund Administration – AFM Bucharest,
- National Administration "Romanian Waters",
- National Institute of Research and Development for Environmental Protection - ICIM Bucharest,
- National Institute for Marine Research and Development "Grigore Antipa" – INCDM Constanța,
- National Institute of Research and Development "Danube Delta" - INCDDD Tulcea.

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

There is no national budget *set aside specifically* for Education for Sustainable Development, but the national projects, school competitions and the programmes components of the *National Plan of Research, Development and Innovation* (on short NP II) are financed from the budget of the Ministry of National Education. Projects funded by UE structural funds are also *co-financed* from the national budget.

All projects funded by UE structural funds developed in the Ministry of National Education have *the sustainable development* as an *horizontal theme*. Thus, each project must include a minimum of measures to promote sustainable development awareness measures. During the implementation period, concepts of environmental protection, efficient use of resources and conservation of biodiversity are promoted. Training sessions consider that each module include sections devoted to awareness of the need to protect the environment for the purposes of sustainable development by reducing resource consumption.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	UNECE Strategy for ESD is available in Romanian language.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> By the Government Decision, the Secretary of State for Education in the Ministry of National Education (MEN) represents Romania in the UNECE Steering Committee on ESD, this representing the center of the action and strategy implementation.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> A working group for the elaboration and implementation of the Strategy on Education for Sustainable Development was founded. Its purpose is the orientation of education towards sustainable development by promoting viable programs of formal and non-formal education, to meet present and future Romanian school, provide basic skills, a productive and healthy life style. EUSDS aims to apply and adapt in the context of development of Romania, the vision, principles and directions set by the Strategy on ESD action of the UN Economic Commission for Europe
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i> <i>In the framework of the UN Decade for Education for Sustainable Development, the MoNE promote the „Earth Charter” as an</i>

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
	<p><i>educational instrument/material by using in pre-university education, as follows:</i></p> <ul style="list-style-type: none"> <i>-posting the „Earth Charter” on MER website (www.edu.ro)</i> <i>-recommendation for county school inspectorates and schools to organise extracurricular/extra-school activities at county /school level, based on the „Earth Charter’s” principles.</i> <i>-recommendation for county school inspectorates and schools to develop school based curriculum „Earth Charter”;</i>

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>ESD is assumed by the <i>Government Programme 2013-2016</i> of the Romanian Government and by the <i>National Strategy for Sustainable Development of Romania-2013-2020-2030</i>.</p> <p><i>The Government Program 2013-2016:</i> Environmental policy aims to ensure current and future generations a clean and healthy environment, to protect the nature, quality of life, in conjunction with economic development and competitive green, low-carbon and efficient terms of resource use. Its aims are to improve the environmental infrastructure and to reduce the gap to other EU Member States, biodiversity conservation, reducing pollution and improving air quality and, at the same time, the promotion of energy from renewable sources, renewable and clean and stimulating sustainable economic growth, with emphasis on creating new "green" jobs. An essential tool is the absorption of EU funds through Sectoral Operational Programme for Environment and preparing Multiannual Financial Framework 2014-2020.</p> <p>Special attention is paid to improving the transparency of decision making and awareness, information, consultation and participation of all citizens in environmental decision making:</p> <ul style="list-style-type: none"> • Improving education and awareness, information, consultation and participation of all citizens in environmental decision making, • Awareness of citizens on environmental protection, • Promoting environmental education, establishing a partnership with the Ministry of Education to adopt specific curricula, • Support NGOs in the process of awareness raising on environmental protection, • Ensure a more transparent decision-making process , • Speed up communication with civil society. <p><i>Law on National Education no.1/2011</i> - <i>The key themes of sustainable development are included in the general provisions of the National Education Law, being reflected</i></p> <p><i>in the principles (of equity in access to education, respect for national cultural identity and for intercultural dialogue, conservation and promoting the of national identity and of cultural values of the Romanian people, recognising, conservation</i></p>

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

	<p>and ensuring rights for ethnic minorities with a view to development of their ethnic, cultural, linguistic and religious identity, social inclusion, promoting health education) which are governing Romanian education and also in the final educational outputs (personal development with a view to respecting for civic values and for natural, social and cultural environment, social integration, active citizenship, participation to sustainable economy development). According to the National Education Law no.1/2011, the national curriculum for primary and lower - secondary education (now in course of revision), is based on 8 domains of key-competences which determine the student's education profile: Romanian language and mother tongue communicate on competences, for national minorities; foreign language communication competences; Elementary mathematics, science and technology competences; competences of using information technology as an instrument of learning and knowledge; social and civic competences; entrepreneurial competences; cultural expression competences; learning how to learn competences.</p> <p><i>Emergency Ordinance (amending the Law on national Education no.1/2011) no. 117/2013</i></p> <p><i>Order no. 3168/03.02.2012 of the Ministry of Education, Research, Youth and Sports referring to the organisation of the 2-years long initial vocational education and training to be implemented and function from 2012-2016</i></p> <p><i>Order no 3136/20.02.2014 of Ministry of National Education referring to the organisation of the 3-years long initial vocational education and training starting in the 2014-2015 academic school year</i></p> <p>Relevant for ESD are the following national strategies in which the MoNE is cooperating:</p> <ul style="list-style-type: none"> o The National Anti- drugs Strategy o The National Strategy for Migration o The National Strategy on Protection and Promoting the Child Rights for 2014-2020 (status: approved by MEN and on legal approval course by other ministries involved) o The National Strategic Directions for Sustainable Development of Disadvantaged Mountain Area (2014 – 2020) (approved in May 2014 by Memorandum) o The National Strategy on LLL (draft status) o The National Strategy on Early School Leaving (draft status) <p>In the national education policy, education for sustainable development is a key concept in environmental education. In this context the following strategic documents are to be mentioned:</p> <ul style="list-style-type: none"> • National Strategy for Sustainable Development, Horizon 2013 - 2020 - 2030 approved by Law no. 1460/2008 , • Romanian National Strategy on Climate Change 2010-2020. • national strategies and policies for water and waste management, biodiversity, natural disaster prevention riscurior. • Government Ordinance no. 195/2005 on environmental protection etc.
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

(a) Yes No

(b) Yes No

If yes, please specify details for (a) and (b).

Education for sustainable development is a component of the MENs strategy that can be pursued, for example, in terms of the formal curriculum in place for pre-university education or extracurricular activities held in school education.

Currently curricular offer in place for school education does not include a separate subject of study; but national curricular offer include disciplines explicitly or implicitly pointing to problems / key issues concerning sustainable development.

- (a) *The key themes of sustainable development are included in the general provisions of the National Education Law, being reflected in the principles (of equity in access to education, respect for cultural identity and for intercultural dialogue, acknowledging and ensuring rights for ethnic minorities, social inclusion, promoting health education) which are governing Romanian education and also in the final educational outputs (personal development with a view to respecting for civic values and for natural, social and cultural environment, social integration, active citizenship, participation to sustainable economy development).*
- (b) *In pre-university education, the key-themes are tackled at both curricular and extra-curricular level starting with early childhood education till tertiary non-university education/post high school education) of formal education, including VET. The key themes of SD are included/ integrated in disciplines/modules in core curriculum or optional curriculum. The national curriculum is approved by Minister's Orders. There is no a specific discipline for SD. The policies that incorporate SD into education and learning developed by the Romanian Government/the MoNE are also including:*
- *Developing and implementing programs with international financial assistance provided by UE or World Bank, like: Access to education for disadvantaged groups, The second chance for primary and secondary education, Education for Democratic Citizenship, Education for Health in Romanian Schools*
 - *Developing and implementing national programs, like: Education for Environment, Eco-kindergarten (since January 2004, for pre-primary and primary education).*
 - *Organizing contests for pre-university education levels, like: "The Sciences of the Earth" (interdisciplinary), "Business plan".*
 - *Implementing at national level, at primary and secondary education, of the "Școala după școală" (After School) programme, since school year 2011 – 2012 (Minister Order no. 5349/2011). This program offers opportunities for both formal and non-formal learning and includes activities: for remedial education, for personal development (self – knowledge, learning to learn, communication abilities), for developing of the student's active attitude and involvement (for ex.: social integration, civic behaviour, responsible attitude for environment), to promote a healthy life style, including sustainable development. Thematic trips/shows/projects proposed by students, teachers or parents can be developed within the programme. The programme can be organised within the schools, students' clubs or in other locations provided by local authorities, churches, NGOs etc.*

The goal is the acquisition by students of various ages of knowledge, skills, values and attitudes to sustainable development. The study is made both through common core subjects (for all students) and the optional subjects (included in the school curriculum). It also notes the number and diversity of educational disciplines addressing disciplinary, inter- and trans-disciplinary issues / themes of Sustainable Development, capitalized on the different dimensions: a) the environmental dimension (environmental for quality, protection and regeneration of natural environment); b) the economic dimension (of, for example, the patterns of production and consumption ratio of the needs and resources and the need for rational use of

resources); c) socio-cultural dimension (of, for example, human rights, justice, democracy, civic responsibility, cultural diversity and intercultural education, health education). The syllabi in force, on which these subjects are studied, the issue of sustainable development is present in different parts of these documents with a regulating character, as follows:

- In setting goals, benchmarks and examples of learning activities and content - programs implemented in primary school;
- The skills, content, values and attitudes, methodological suggestions - for curricula applied in the secondary school.
- In setting goals, benchmarks and examples of learning activities and content - programs implemented in primary school;
- The skills, content, values and attitudes, methodological suggestions - for curricula applied in the secondary school.

The Minister Orders approving class curriculum are: OM nr..4686/05.08.2003, OM nr..5198/01.11.2004, OM nr..3919/ 20.04.2005, OM nr..5097/09.09.2009, OM nr..5097/09.09.2009, OM nr..5959/22.12.2006, OM nr. 5097/09.09.2009, OM nr. 3458/09.03.2004, OM nr..4598/31.08.2004, OM nr..3252/13.02.2006, OM nr..5097/ 09.09.2009, OM nr. 4598/31.08.2004, OM nr. 3252/13.02.2006.

Optional subjects included in the national school curriculum also give pupils the opportunity to study issues concerning sustainable development.

The Minister Orders approving the curriculum for optional subjects are: OM nr. 2291/28.09.2007, OM nr. 1862/30.08.2007, OM nr. 4496/11.08.2004, OM nr. 5098/ 09.09.2009, OM nr. 3774/ 22.04.2008, OM nr. 5098/ 09.09.2009, OM nr. 5817/06.12.2010, OM nr. 5817/06.12.2010.

Concerning initial technical and vocational education and training provided in pre-university national education system, the training itself is made in accordance with the Law on National Education no.1/2011 with subsequent updating regulations.

Recent specific IVET legal framework is ensured through:

- the Order no. 3168/03.02.2012 of the Ministry of Education, Research, Youth and Sports referring to the organisation of the 2- years long initial vocational education and training to be implemented and function from 2012-2016 and
- the based on the Emergency Ordinance (amending the Law on national Education no.1/2011) no. 117/2013, a new Order no 3136/20.02.2014 was issued by the Ministry of National Education, the referring to the organisation of the 3-years long initial vocational education and training starting in the 2014-2015 academic school year.

The training for all IVET qualifications (irrespective of duration) is provided based on the Standards of Professional Training whose general structure contains key competences and basic competences and specialised competences. All qualifications provided in vocational education and training and acquired after the certification exam correspond to level 3 in both National Qualification Framework and in the European Qualification Framework (skilled worker). Qualifications achieved through technical high-schools, with a 4-year duration, correspond to level 4 in both National Qualification Framework and in the European Qualification Framework.

The training provided based on the Standards of Professional Training has a modular structure and cover, through three types of competences (key, basic and specialised), aspects of education for sustainable development specific within various qualifications (economic profile, services, environment protection, health, etc.)

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels	(a)	(b)
	Yes	Yes
0. Early childhood education	✓	✓

		<table border="1"> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td>✓</td> </tr> </table>	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	3. Upper secondary education	✓	✓	4. Post secondary non-tertiary education	✓	✓	5. Short-cycle tertiary education			6. Bachelor's or equivalent level			7. Master's or equivalent level	✓	✓	8. Doctoral or equivalent level	✓	✓
1. Primary education	✓	✓																								
2. Lower secondary education	✓	✓																								
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7. Master's or equivalent level	✓	✓																								
8. Doctoral or equivalent level	✓	✓																								
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																									
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>National Education Law provides content areas including: humanism, ecology, civic and cultural issues in extracurricular activities.</p> <p>Learning in non-formal and informal contexts is included in the provisions of the NEL. Regarding non-formal education related to SD:</p> <ul style="list-style-type: none"> ○ The “Școala altfel: Sa stii mai multe, sa fii mai bun!” (“Other kind of school: To know more, to be better!”) programme is implemented in pre/university education at national level, since school year 2011 – 2012 and includes educational activities for democratic citizenship, for promoting humanitarian values, for health and a healthy life style, activities of ecology and environmental protection; the programme is stipulated in a Minister Order, together with the school year calendar; ○ Contests at county, regional and national level are organized (for example: National Contest for Environmental Projects, National Contest for “Make-up your environment” Projects, National Contest for Antidrug Projects (“Together” Projects) , “Made for Europe” National Contest, “Young are debating” National Contest); the calendar of the contests is approved by the MoNE each school year; <p>The “Școala după școală” (After School) programme is implemented at national level, at primary and secondary education, including VET. (see 1.2.2)</p> <p>In accordance with the environmental legislation:</p> <p>The central authority for environmental protection is The Agency for Environmental Protection together with local and regional agencies for environmental protection which are responsible for developing the necessary framework to ensure access to information concerning the environment; in order to increase awareness of the public, they publish annual reports.</p> <p>1. <i>Government Ordinance no. 195/2005 on environmental protection</i> states the modalities of implementing the principles and strategic elements: education, public awareness, participation in the elaboration and implementation of decisions regarding the environment; the competent authority for environmental protection, along with other central public administration authorities and local authorities, as appropriate, provide information, public participation in decisions on specific activities</p>																									

	<p>and access to justice, in accordance with the Convention on Access to Information, Public Participation in Decision making and access to Justice in environmental Matters, signed in Aarhus on 25 June 1998, ratified by Law no. 86/2000. The means of achieving public participation in the development of specific plans and programs relating to the environment shall be established by Government decision on a proposal from the central public authority for environmental protection, within 12 months from the effective date of this ordinance emergency. art. 74 pa At the level of each regional agencies for environmental protection is organizing a Regional Committee for Environmental Protection, hereinafter called Regional Committee. The Regional Committee is working with the regional agency for environmental protection at application, regional and national policy strategy for environmental protection, and one of its responsibilities is establish education programs and public awareness on environmental protection .</p> <p>A major role in promoting environmental protection for all partners is plaid by the National Environmental Protection Agency. Its annual report on the state of the environment reflects the actions and outcomes of our country in the field of environmental protection.</p> <p>2. <i>National Strategy for Sustainable Development, Horizon 2013 - 2020 to 2030</i> contains a special chapter dedicated to educational and professional training. Regarding the issues of sustainable development, the strategy has a number of objectives and issues that should be considered as future strategic actions. So the principles and objectives of sustainable development are treated as integral elements of process knowledge, essential education. In this context, education for sustainable development should be a key concept in decision making in economic, social and environmental, necessitating full support from all partners (national and local authorities, the education system, local community, businesses etc.).</p> <p>3. All institutions that are under the authority, in coordination or subordinated to the Ministry of Environment and Climate Change informs the target audience at a deep level of environmental protection and sustainable development through actions, programs, projects and their reports.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <ul style="list-style-type: none"> • National Sustainable Development Strategy Romania 2013 - 2020-2030 • Government Ordinance no. 195/2005 on environmental protection states awareness of the need for environmental protection to public opinion

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • ROBUST (Build-Up Skills Romania) project (please see http://www.iee-robust.ro/qualishell/) Within this project above-mentioned, a National Advisory Committee was established. Its role is to coordinate the exchange of information from and to national authorities concerning the training of labour market force on the use of energy from renewable energy sources, in Romania by 2020. The National Centre for TVET Development became part of the newly established National Advisory Committee together with the Ministry of Regional Development and Tourism, Ministry of Labour, Family, Social Protection and Elderly, Ministry of Environment and Climate Change, National Authority for Qualifications, Chamber of Commerce in Romania, Romanian Association of Entrepreneurs in Construction, etc.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>In order to develop the programs and implementing the national strategies, the Ministry of National Education has developed partnerships with:</p> <ul style="list-style-type: none"> • Other ministries: The Ministry of Environment, The Ministry of Health; • Governmental bodies: National Anti-drugs Agency, National Agency for Tourism, National Environmental Guard; • Non-governmental institution: Carpatho-Danubian Geo-Ecological Centre, Save the Children, Red Cross Romanian Society, Doctors of the World, Partnership for Equity Centre, Romanian Association for Packages and Environment, The Young for the Young People; <p>Through the partnership between MoER and Carpatho-Danubian Geo-Ecological Centre the following programs are developed in Romanian schools: “Eco-school”, “Learning about forest”, “Young Reporters of the Environment”, Blue Flag”.</p> <p>Other partnerships in which the MoNE is involved are: with “Eco Assist” NGO for “Let`s do it Romania” project implementation, with UNEP Viena for developing “Move 4 Nature” project.</p>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> * No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The activities addressed to students from disadvantaged groups which are implemented within “Școala după școală” (After school) programme can be financed from specific public state budget.</p> <p>Partial Yes*/ SD extracurricular activities organized in the school education units are financed from the budgets of local communities. Actions nationwide on education for sustainable development are financed from the ministry budget, without a specifically designed budget line. There are also external financing possibilities : Operational programs for structural funds – eg. Human Resources Development, Environment, Life and Life +, the EEA Financial mechanisms/ grants of European</p>

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	Economic Area and Norway, GEF, etc.
Indicator 1.3 National policies support synergies between processes related to sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy (ies) if these exist in your country?
Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/> <u>Comment:</u> Partial YES*. *The present education policies do not necessarily focus only on ESD/SD, this being a transversal issue in various subjects foreseen in the pre-university and initial TVET curriculum	<i>Please specify.</i> <ul style="list-style-type: none"> • Law of National Education no1/2011 • Specific initial VET legal framework: <ul style="list-style-type: none"> – Order no. 3168/03.02.2012 of the Ministry of Education, Research, Youth and Sports referring to the organisation of the 2- year initial vocational education and training to be implemented and function from 2012-2016 – Emergency Ordinance (amending the Law on national Education no.1/2011) no. 117/2013 – Order no 3136/20.02.2014 of Ministry of National Education referring to the organisation of the 3-years long initial vocational education and training starting in the 2014-2015 academic school year • National Sustainable Development Strategy Romania 2013 - 2020-2030
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> Developing the national curriculum for primary and lower - secondary education based on 8 domains of key-competence determine the student's education profile, according to the new law of education provision is an important step forward for ensuring supporting the promotion of ESD. With the same view to support the promotion of ESD is also important the elaboration of the secondary legal framework (consequent on NEL) for the "After school" and the "Other kind of school: To know more, to be better!" programmes. – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> With a view to improving the legal framework on education that support the promotion of ESD are to be finalised in the very next period: <ul style="list-style-type: none"> • The National Strategy on Protection and Promoting the Child Rights for 2014-2020 • The National Strategy on Life-long-learning The National Strategy on Early School Leaving

Issue 2.**Promote SD through formal, non-formal and informal learning**

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

In pre-university education, the key-themes are tackled at both curricular and extra-curricular level starting with early childhood education till tertiary non-university education/post high school education) of formal education, including VET. The key themes of SD are included/ integrated in disciplines/modules in core curriculum or optional curriculum. There is no a specific discipline for SD. According with the curricula for pre-primary, primary, secondary, high school and post high school education, including VET, the content of the following compulsory subjects approach the above mentioned key-themes: Environmental Knowledge, Nature Sciences, Civic Education, History, Biology, Geography, Technologic Education, Sociology, Philosophy, Economy, Applied Economy, Entrepreneurial Education, Civic and Entrepreneurial Culture; we add the optional national curriculum: Financial Education, Make – up your environment, Project management, Ecology and Environmental Protection, Intercultural education, European Education. The policies that incorporate SD into education and learning developed by the Romanian Government/the MoNE are also including:

- Developing and implementing programs with international financial assistance provided by UE or World Bank, such as: Access to education for disadvantaged groups, The second chance for primary and secondary education, Education for Democratic Citizenship, Education for Health in Romanian Schools, Knowledge-Based Economy;

- Developing and implementing national programs, like: “Education for Environment”, “Eco-kindergarten” (since January 2004, for pre-primary and primary education);

- Organizing contests for pre-university education levels, like: “The Sciences of the Earth” (interdisciplinary), “Business plan”, “Culture and Civilisation in Romania”, “The Memory of Holocaust”, ;

- Implementing at national level, at primary and secondary education, of the “Școala după școală” programme, since school year 2011 – 2012 (Minister Order no. 5349/2011). This program offers opportunities for formal and non-formal learning and includes activities: for remedial education, for personal development (self – knowledge, learning to learn, communication abilities), for developing of the student’s active attitude and involvement (for ex.: social integration, civic behaviour, responsible attitude for environment), to promote a healthy life style, including sustainable development.

Thematic trips/shows/projects proposed by students, teachers or parents can be developed within the programme. The programme can be organised within the schools, students’ clubs or in other locations provided by local authorities, churches, NGOs etc.

Regarding non-formal education related to SD:

- o The “Școala altfel: Sa stii mai multe, sa fii mai bun!” (“Other kind of school: To know more, to be better!”) programme is implemented in pre/university education at national level, since school year 2011 – 2012 and includes educational activities for democratic citizenship, for promoting humanitarian values, for health and a healthy life style, activities of ecology and environmental protection;

- o Contests at county, regional and national level are organized (for example: National Contest for Environmental Projects, National Contest for “Make-up your environment” Projects, National Contest for Antidrug Projects (“Together” Projects) , “Made for Europe” National Contest, “Young are debating” National Contest, “European School” National Contest, National Contest “The Friends of the Nature”, National Contest “The Friends of the Danube Delta”);

- o Each school develop specific activities dedicated to events like: “The European Day for Citizenship through Education”, “Earth Day”, “International Day for Environment”, “The Water Day”, “The Tree Day”, “The World Day for Animals”;

- o Programmes like “Eco-school”, “Learning About Forests”, “Young Reporters for Environment”, “Blue Flag” are implemented at school level;

- o Summer camps (“Danube Delta”, “Terra is our home”) are organized in cooperation with NGO’s;

The “Școala după școală” (After School) programme is implemented at national level, at primary and secondary education, including VET.

•According to the *Environmental Protection Law*, the Central Authority for Environmental Protection and the local environmental agencies runs educational programs and draw up materials on topics of environment protection; programs and educational materials elaborates on environmental issues; National Strategy for Sustainable Development, Horizon 2013 - 2020 - 2030 approved by Law no. 1460/2008, contains a chapter on educational and professional training in line with the European Strategy for Sustainable Development.

State and private universities have made important steps regarding the inclusion of topics related to environmental changes or themes related to sustainable development in their curricula; some of those are:

• "**Ecological University of Bucharest**" (EUB) included within the master's 2-year study of climatic change, entitled: climate impact Management "at the request of the Ministry of education, research and innovation 1. 4.666/01.09.2009. The main issues relate to supporting the current theories concerning the climatic evolution, the correlation between the current trend of global warming and intensification of weather phenomena with ecological risk and management of social and economic effects of global climatic change.

The University also offers introductory courses for "Promoting the theory of climate change and its effects in the management of other faculties of EUB: Economics, law, Management, Communication Sciences and engineering". Main thematic areas are: theory of climate change and sustainable development, management of the social and economic effects of climate change.

• **Academy of Economic Studies**, Faculty of Economics, Agriculture and the environment included in curricula elements of climate change.

The faculty offers students with education in order to obtain a diploma in: waste management with risk, impact of climate change on the natural capital, to assess the economic and environmental performance at the microeconomic level and organizes training courses in the following areas: environmental economics, environmental management and environmental policy. Didactic activity is also focused on masters or doctoral studies of the environment.

The Faculty organizes an International Conference: "Environmental Performance in a competitive economy" (2008, 2009), which is dogged by issues related to climate change, and scientific session "economic and environmental Dimension-an essential component of development in the third milenul."

Furthermore, the Faculty has developed a project entitled "Economic Opportunities designed to increase performance of the oil market environment", project code no. 2/08.01.2008. Within this project are foreseen actions related to convergence between the oil industry and climate change. Further information about the work of the University can be obtained at the following address: <http://www.eam.ase.ro/>.

• **Titu Maiorescu University Bucharest** included ' as a field of study for the Faculty of law and economic science disciplines of undergraduate-Bachelor and graduate studies-master's degree, the following disciplines: "environmental law" and "the environment and environmental protection", "Competition, Competence, Innovation".

Information regarding University activities can be obtained from: <http://www.utm.ro/>.

• **Politehnica University of Bucharest**

Sustainable Rural Development-Engineering IDR

Specialized skills and competences:

- Ability to determine (estimate) valve conversion (yields) of solar energy and nutrients in biomass;
- Understanding the implications of the synthesis for fertilization in the biosphere; risks;
- Understanding the trends of evolution of the biosphere;
- Understanding the processes of formation and storage of soil fertility;
- Ability to design and implement land arrangements; Why use and what risks they imply;
- The ability to estimate the productivity indices in the field;

- Understanding and thinking development in the rural environment and social context;
- Design capacity of installations/equipment specific, optimized in terms of constructive and functional.

Information: <http://isb.pub.ro/idrd.html>

- West University of Timișoara

Master planning and sustainable development of the territory (PDDT)

offer specialization in an area of great interest to contemporary society-the planning and spatial planning in perspective of sustainable development.

Lectures and practical activities are interdisciplinary and are taught by professors of the Department of geography, but also of other faculties of WUT, or researchers in social-economic sphere.

The subjects are chosen so as to ensure the necessary skills training:

- spatial analysis of natural and anthropogenic components of the environment;
- assessment of resources, analysis, diagnosis and prognosis of optimization strategies to territorial systems;
- analyze spatial and structural behavior of socio-cultural communities for planning balanced development;
- develop sustainable territorial development strategies and procedures to monitor the implementation thereof;
- diagnosis of territorial disparities and planning strategies for territorial cohesion and socio-economic development.

Information: <http://www.geografie.uvt.ro/edu/master.htm>

University of Agronomic Sciences and Veterinary Medicine

Faculty of Land Improvements and Environmental Engineering

Specialization and Environmental Engineering degree in agriculture

Technical University of Cluj-Napoca

Environmental engineering and Entrepreneurship Department of sustainable development, as the structure of the Faculty of engineering, Materials and the environment, has the Mission of a University trinomial entrepreneurial achievement: education-research-services in the community.

The Mission consists of vocational education at university level in the field of environmental engineering (Bachelor-master-doctorate) and postgraduate-in personal development, the insertion of graduates on the labour market, to meet the needs of the socio-economic environment and to adapt to the changes permanent. In this regard, the Department of environmental engineering and Sustainable Development coordinates the following

Entrepreneurship education programs:

- undergraduate studies-4 years, engineers in the field of environmental engineering/specialization engineering and environment protection in industry;
- undergraduate degree-2 years in the field of environmental engineering/specialisations:

a sustainable development and environmental protection,

an integrated management of natural resources and waste

an advanced Processes in environmental protection,

a sustainable development, Entrepreneurship

an engineering, economy and sustainable development,

a technological Culture and communication in the field of sustainable development;

- doctoral studies, in the fields of environmental engineering and engineering materials;

• postgraduate training programmes and continuing professional development in the field of environmental engineering, Centre for the promotion of Entrepreneurship in the field of sustainable development in the IMADD, in collaboration with DECIDFR (link CPADDD).

Information: <http://imadd.utcluj.ro/prezentare.html>

Babes-Bolyai University Cluj Napoca

Faculty of Science and Environmental Engineering - undergraduate majors: Environmental Science, Environmental Engineering, Biotechnical Engineering and ecological systems.

Master's Programs: Environmental quality and energy sources, environmental management, risk assessment and environmental security, sustainable development and environmental management.

Faculty of Science and Environmental Engineering is based on current knowledge of environmental issues and the need for its integrative management. The main purpose of the Faculty of Science and Environmental Engineering is to prepare graduates and engineers who have updated knowledge in the fields of engineering, natural sciences and be able to recognize and prevent potential risk events on the environment in various fields. Capacities and skills obtained will support the activities of the consequences of environmental pollution reduction, rational use of natural resources, development and implementation of waste management solutions in developing and carrying out environmental projects.

Universitatea „Aurel Vlaicu” din Arad

Facultatea de Inginerie Alimentară, Turism și Protecția Mediului

Specializare licență - Ingineria Sistemelor Biotehnice și Ecologice

"Gh. Asachi " Technical University,

Faculty of Chemical Engineering and Environmental Protection

- Engineering undergraduate specializations and Environmental Protection in Industry and Engineering inorganic substances and environmental protection.

Master Programs - Environmental Management specialization, engineering and management of the environment and Impact Assessment and Environmental Management and Sustainable Energy (Environmental Management and Sustainable Energy) and others.

Technical University of Civil Engineering of Bucharest

Faculty of Hydro - Environmental Engineering,

Bachelor Specialization.

Universitatea de Științe Agronomice și Medicina Veterinară din București

Facultatea de Îmbunătățiri Funciare și Ingineria Mediului – Specializarea licență *Ingineria și protecția mediului în agricultură*

Universitatea „Aurel Vlaicu” din Arad - Facultatea de Inginerie Alimentară, Turism și Protecția Mediului - Specializare licență - *Ingineria Sistemelor Biotehnice și Ecologice.*

They can also be mentioned some activities carried out by non-governmental organizations sector, on several topics related to the environment:

- The activities of the **Association of the Municipalities from Romania (AMR)** on the topic of climate change reflect the concern of the Association to find ways to combat the effects of climate change and reduce carbon emissions in the region.
- **Romanian Association of water (ARA)** carries out activities with specific emphasis on water. We can mention the following:
 - Half-yearly Meetings of the Committee of Environment, where the quality of the presentation and discussion topics about environmental quality have included climate change (e.g. Challenges relating to carbon footprint in the water);
 - Open day;
 - International day of water quality monitoring.

Indicator 2.1 SD key themes are addressed in formal education																				
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?																			
Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/> <u>Comment*</u> Yes, partially addressed, but not specifically.	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>In pre-university education, the key-themes of SD are addressed in the curriculum starting with early childhood education till post high school education of formal education, including VET. The key themes of SD are included/ integrated in disciplines/ modules in core curriculum or optional curriculum for the following subjects: Environmental Knowledge, Nature Sciences, Civic Education, History, Biology, Geography, Technologic Education, Ecology and Environmental Protection, Sociology, Philosophy, Economy, Entrepreneurial Education, Civic and Entrepreneurial Culture, Financial Education, Make – up your environment, Project management, Intercultural education, European Education., The history of National Minorities in Romania. The key-themes of SD, as they are written in the paragraph 15 of the UNECE Strategy for ESD, are addressed in the curricula in terms of: students’ competences, learning contents&domains, examples of activities&themes to be developed at classroom level, attitudes and values.</p> <p>The syllabi in force, on which these subjects are studied, the issue of sustainable development is present in different parts of these documents regulating character, as follows:</p> <ul style="list-style-type: none"> - In setting goals, benchmarks and examples of learning activities and content - programs implemented in primary school; - The skills, content, values and attitudes, methodological suggestions - for curricula applied in the secondary school. - In setting goals, benchmarks and examples of learning activities and content - programs implemented in primary school; - The skills, content, values and attitudes, methodological suggestions - for curricula applied in the secondary school. <p>The table below shows the common core disciplines that address issues of sustainability in relation to the specific issues being studied.</p> <p>The table shows also classes where these subjects are studied, number and date regulatory document governing their study.</p> <table border="1"> <thead> <tr> <th><i>Course name</i></th> <th><i>Class/ grade</i></th> <th><i>Number of minister order approving class curriculum</i></th> </tr> </thead> <tbody> <tr> <td>Knowledge of the environment</td> <td>I-II</td> <td>4686/05.08.2003</td> </tr> <tr> <td rowspan="2">Natural Sciences</td> <td>III</td> <td>5198/01.11.2004</td> </tr> <tr> <td>IV</td> <td>3919/ 20.04.2005</td> </tr> <tr> <td>Chemistry</td> <td>VII-VIII</td> <td>5097/09.09.2009</td> </tr> <tr> <td rowspan="2">Biology</td> <td>V-VIII</td> <td>5097/09.09.2009</td> </tr> <tr> <td>XII/XIII</td> <td>5959/22.12.2006</td> </tr> </tbody> </table>	<i>Course name</i>	<i>Class/ grade</i>	<i>Number of minister order approving class curriculum</i>	Knowledge of the environment	I-II	4686/05.08.2003	Natural Sciences	III	5198/01.11.2004	IV	3919/ 20.04.2005	Chemistry	VII-VIII	5097/09.09.2009	Biology	V-VIII	5097/09.09.2009	XII/XIII	5959/22.12.2006
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⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

Geography	V-VIII	5097/09.09.2009
Geography	IX	3458/09.03.2004
	X	4598/31.08.2004
	XI/XII	3252/13.02.2006
Civic Culture	VII-VIII	5097/ 09.09.2009
Entrepreneurial education	X	4598/31.08.2004
Economy	XI/XII	3252/13.02.2006
<p><i>Optional subjects</i> included in the national school curriculum also give pupils the opportunity to study issues concerning sustainable development.</p> <p>The table below shows some of the optional subjects, for different years of study, send - the issues addressed - topics / key issues of sustainable development. The table specified number and date of the document regulating the study of these</p>		
Course name	Class/ grade	Number of minister order approving class curriculum
"Create your environment!"	III-IV; V-VII	2291/28.09.2007
Environmental education and environmental protection	I-IV; V-VII	1862/30.08.2007
Health education	I-XII	4496/11.08.2004
Civic culture	V-VI	5098/ 09.09.2009
Human rights	Upper secondary	3774/ 22.04.2008
Intercultural education	Lower secondary	5098/ 09.09.2009
	Upper secondary	5817/06.12.2010
Education for Democracy	Upper secondary	5817/06.12.2010
<p>For IVET qualifications the training is provided based on the Standards of Professional Training which cover various competences and issues related to SD and which are specific for each qualification. They are part of the formal training programme.</p>		

	<p>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>			A	B	C	D	E	F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>												
Sub-indicator 2.1.2	<p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?</p>																
<p>Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><u>Comment*</u></p> <p>Yes, partially addressed, but not specifically connected to ESD/SD.</p>	<p>Please specify what competences as learning outcomes are important in your country.</p> <p>The national curriculum for primary and lower – secondary education (now in course of revision on the basis of NEL 2011 provisions), is based on 8 domains of key-competences which determine the student’s education profile: Romanian language and mother tongue communication competences, for national minorities; foreign language communication competences; Elementary mathematics, science and technology competences; competences of using information technology as an instrument of learning and knowledge; social and civic competences; entrepreneurial competences; cultural expression competences; learning how to learn competences.</p> <p>The national curriculum for upper secondary education, including for VET, is going to be also revised in the further period, on the basis of NEL 2011 provision. The following illustrate the various disciplines, the provisions of curricula that send the issue mentioned explicitly or implicitly, as follows:</p> <p style="text-align: center;">❖ <u>For Primary education</u></p> <p>The curriculum for the course <i>Knowledge of the Environment</i> (grades I-st to II-nd):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%; text-align: center;">Objectives Framework</th> <th style="width: 10%; text-align: center;">Class/grade</th> <th style="width: 45%; text-align: center;">Contents</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="vertical-align: top;">Developing a positive attitude towards the environment, by stimulating interest in maintaining a balanced environment and exercise habits for its protection.</td> <td style="text-align: center;">I</td> <td>Environment and its protection - Actions of children, which harm plants and animals. - The contribution of children to protect the environment.</td> </tr> <tr> <td style="text-align: center;">a II-a</td> <td>Environment and its protection - Actions of children, which harm the natural environment. - Protecting the environment by children.</td> </tr> </tbody> </table> <p style="text-align: center;">➤ The curriculum for Natural Sciences discipline (grades III –rd to IV-th):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%; text-align: center;">Objectives Framework</th> <th style="width: 10%; text-align: center;">Class/grade</th> <th style="width: 45%; text-align: center;">Contents</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Objectives Framework	Class/grade	Contents	Developing a positive attitude towards the environment, by stimulating interest in maintaining a balanced environment and exercise habits for its protection.	I	Environment and its protection - Actions of children, which harm plants and animals. - The contribution of children to protect the environment.	a II-a	Environment and its protection - Actions of children, which harm the natural environment. - Protecting the environment by children.	Objectives Framework	Class/grade	Contents			
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Objectives Framework	Class/grade	Contents															

¹⁰ Idem.

Development of interest and responsibility for maintaining a balanced natural environment habitable	III-rd	Man and environment - Water, air, soil. - Consequences of variation in environmental factors (light, water, air, soil, heat) on living organisms; creatures extinct and endangered. - Protecting the environment.	
	IV-th	Man and environment - Life environments. - Natural resources: water, soils, rocks, minerals, timber, fuel, food. Their protection.	
<p>❖ <u>For Lower Secondary Education/Gymnasium</u></p> <p>➤ The curriculum for the course <i>Chemistry</i> (grades V-th to VIII-th):</p>			
Values and attitudes	General skills	Class/grade	Specific skills
Care for themselves, for others and for the environment	Evaluation of the consequences, processes and action of chemicals on themselves and the environment (grades V-th to VIII-th)	VII-th	5.1. Application of personal protection rules of the chemistry lab and environmental protection.
		VIII-th	5.2. Identification of pollutants of water, soil, air, and ways to prevent / reduce pollution.
<p>➤ The curriculum for the course <i>Biology</i> (grades V-th to VIII-th):</p>			
Values and attitudes	Class/grade	Specific skills	Contents
- Developing curiosity and respect for all life - Caring for oneself, for others and the environment - Awareness and involvement in issues of global interest	V-th	1.2. Establish the environmental factors - plant 5.1. Use in everyday life knowledge of plant biology	- Protected plants and ways to protect of nature.
	VI-th	2.1. Using appropriate methods and means of exploring the animal world 2.3. Translational experimental breeding activities and animal care 5.1. Dealing with problems in the relationship between man and the animal kingdom	- Human influence on wildlife. - The consequences of human activity on wildlife. - The need for animal protection.

	VIII-th	5.1. Demonstrating ecological thinking in making decisions 5.2. Demonstrating understanding of the consequences of their own behavior in relation to the environment 5.3. Development and implementation of environmental projects	- Damage to the environment (pollution, overexploitation, introduction of new species into ecosystems, anthropic). - Protection and conservation (sustainable development, rational use of natural resources, selective waste collection, parks and nature reserves).
➤ The curriculum for the course <i>Geography</i> (grades V –th to VIII-th):			
Values and attitudes	Grade	Specific skills	Contents
Environmental protection and preservation of life in Romania, Europe and worldwide	V-th	8.1. Identification of the geographical environment protection solutions from local or distant horizon	- The effects of human activities on the environment. Planet of the transformation.
	VIII-th	6.1. Explaining the importance of Romania's geographical environment for man and society 8.1. Identifying the environmental solutions in our country geographically 8.2. Identifying the organization of space solutions in sustainable development	- Characteristics of the environment. - Elements of sustainable development.
➤ The curriculum for the subject <i>Civic Culture</i> (classes VII –th to VIII-th):			
Values and attitudes	Grade	Specific skills	Contents
Respect for the dignity and human rights	VII-th	1.2. Identification, in different contexts, human rights and responsibilities associated with each law	Human rights
Ownership of personal facts and civic responsibilities	VIII-th	2.6. Explaining how acting to defend justice and do righteousness	The judiciary as an institution defense and achieving justice
❖ <u>For Upper Secondary Education:</u>			
➤ The curriculum for the course <i>Biology</i> (Grade/Class XII-th):			

Values and attitudes		Specific skills	Contents
<ul style="list-style-type: none"> - Caring for oneself, for others and the environment - Growing responsiveness and flexibility for applying knowledge of biology in everyday life - Awareness and involvement in issues of global interest 		5.1. Use in everyday life, knowledge of genetics and human ecology 5.2. Applying the rules for maintaining human health and environmental conservation measures	<ul style="list-style-type: none"> - Conservation of natural resources and biodiversity. - Effects on human health damage ecosystems. - Sustainable development.
➤ The curriculum for the subject <i>Geography</i> , studied in junior high (grades IX - XI):			
Values and attitudes	Grade	Specific skills	Contents
Conservation and protection of living environment	IX-th	5.9. Forming a constructive critical behavior relative to the quality of the environment	Environment, landscape and human society <ul style="list-style-type: none"> - The role of the geographical environment in the evolution and development of human society. - Environment local horizon.
	X-th	3.2. Analysis of the interactions between the natural environment and population 5.9. Forming a constructive behavior in relation to contemporary world problems	- Population, environment and sustainable development.
	XI-th	2.2. Application material items, conceptual and methodological specific natural sciences and social sciences to study environmental 2.3. Explaining the observed relationships between science, technology and the environment, through the analysis of systems and structures (territorial and functional) 2.4. Explaining the observed relationships between natural systems and human environment	<ul style="list-style-type: none"> - Protection, conservation and environmental protection. - Environmental management.
➤ The curriculum for <i>Entrepreneurship Education</i> discipline (grade X):			
Values and attitudes		Specific skills	Contents

- Responsibility in entrepreneurship - Economic efficiency	2.4. Applying ethical principles in dealing with employees and partners 4.5. Identify consequences contractor activity on the consumer and the environment	- Ethical principles in dealing with company employees, business partners and public institutions - Consumer protection. - Environmental protection.	
➤ The curriculum for the course <i>Economics</i> (grade XI):			
Values and attitudes	Specific skills	Contents	
- Economic efficiency - Rationality resource - Active and responsible economic behavior	4.1. Designing a rational consumer behavior, needs, resources required voltage	- Needs and Resources.	
	4.2. Designing a rational and efficient behavior of the producer / entrepreneur suited the demand - supply, consumption - production	- Costs, productivity, profit, economic efficiency.	
<p>Optional subjects included in the national school curriculum The following disciplines exemplify <i>Health Education</i> and <i>Human Rights</i>, the provisions of curricula that refer to the issue mentioned.</p> <p>➤ The <i>Health Education</i> curriculum for grades I – IV:</p>			
Objectives Framework	Class/ grade	Contents	
Developing behaviors to protect personal health and the environment	I-st – a II-nd	Environmental health - The environment, healthy environment. - Cleanliness class and my school.	
	III-rd –IV-th	Environmental health - Air pollution - what is it and who produces it? How pollution affects health? - For a healthy planet. - Objects us become waste. But waste can become new objects?	
➤ The curriculum for <i>Health Education</i> grades IX – XII:			
Values and attitudes	Grades	Specific skills	Contents
- Developing motivation and	IX-th –X-th	2.1. Investigating the influence of environmental	Environmental health - Major environmental problems in our society and

responsibility for health and environmental protection - Acquisition of environmental behavior		factors on individual and collective health	worldwide. - The main sources of pollution at local, national and global. - Methods of reducing the effects of pollution sources, for the preservation of health.	
	XI-th –XII-th	1.4. Description of the influence of environmental factors on health at local, national and global	Environmental health - “Genofund” - the importance of conserving natural resources and species diversity. - Romania and European standards of environmental quality. Governmental and non-governmental structures involved in protecting the environment.	
➤ The <i>Human Rights</i> applied curriculum in high school:				
Values and attitudes		Specific skills		Contents
- Positive relationships with others - Tolerance		1.2. Explaining the significance of human rights for the functioning of a democratic society 3.1. Cooperation with others to explain the need for human rights in a democratic society 4.1. Exercise their rights and responsibilities, respecting the rights of others		What are human rights? Human rights, separation of powers and democracy. Rights of the person. Responsibilities associated rights.
<p>Concerning the national IVET system, the three types of competences enclosed in the Standards for Professional Training against which training is provided alongside the common curriculum cover broad areas of learning competences foreseen in appendix I (b):</p> <ul style="list-style-type: none"> - learning to learn, -learning to do, - learning to be, -learning to be and work together. <p>Regarding <i>extracurricular activities</i>, some of the most relevant are:</p> <ul style="list-style-type: none"> - partnerships between school and civil society aimed at environmental protection knowledge and proximity, - the realization of concrete projects of sustainable development, seeking to include demographic, human rights issues, moral responsibility to future generations. - A representative example is the international project Achieving the Millennium Development Goals. Involving students and 				

teachers in schools in the education programs and development projects, undertaken in 2010-2013; project is coordinated by the organization "Open Education Centre" in Bulgaria and developed with partners from Romania (association "Assistance and Programs for Sustainable Development - Agenda 21"), Italy, the UK and associates in the Republic of South Africa, the United Republic of Tanzania. The project involved students and teachers from the participating countries in developing and promoting development education programs. In Romania, the project involved 11 schools in Bucharest and Ilfov county. In Romania has been developed an optional course curriculum for education for sustainable development. The curriculum provides an interdisciplinary teaching approach (especially in terms of curricular areas Man and Society, Mathematics and Natural sciences). Among the values promoted, may be mentioned: social justice, social responsibility, rejecting waste of resources, environmental protection, promoting of behavior that emphasize sustainable development. Among the topics proposed for study, may be mentioned: Global citizenship and sustainable development, Human rights, Social justice and tolerance, the Environment and sustainable development, Global partnership for development. Interactive program proposes a methodology for working with students, based on the project.

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
<p>Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><u>Comment*</u></p> <p>Yes, partially addressed, but not specifically connected to ESD/SD.</p>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>Promoting the introduction of Education for Sustainable Development in teacher training.</p> <p>The teaching/learning methods that support ESD which are addressed explicitly, in the “Educational strategies”& “Assessment” chapters of the core&optional curriculum for all levels of formal pre-university education, including VET, as follows: discussions, simulations, role playing, ICT, excursions and outdoor learning, learner-driven projects, problem-solving, inquiry. Other significant teaching/learning methods that support ESD are also addressed explicitly in the curriculum for: secondary education and post-secondary non-tertiary education, including VET (“case studies” for subjects like Nature Sciences, Civic Education, History, Biology, Geography, Technologic Education, Sociology, Philosophy, Economy, Entrepreneurial Education, Civic and Entrepreneurial Culture), upper secondary education – technologic profile & vocational schools and post-secondary non-tertiary education – VET (“workplace experience”). With a view of developing the specific entrepreneurial culture at upper – secondary education level, an interactive learning method is applied through developing training firms within high-schools with economic profile.</p> <p>The teaching/learning methods that support ESD applied in non-formal education includes: study visits, excursions and outdoor learning, thematic projects/activities/workshops/camps, problem-solving, ICT, case studies, debates, volunteering, anti – alcohol/ anti- tobacco/ anti-pollution/preventing persons traffic campaigns, exchange of experience, activities dedicated to specific events (like: “The European Day for Citizenship through Education”, “Earth Day”, “International Day for Environment”, “The Water Day”, “The Tree Day”, “The World Day for Animals”).</p> <p>It may be also mentioned the training activities performed by ISE (Institute of Education Sciences) in the research themes and projects. A significant example is the EPA project, <i>Come to school</i>, developed in recent years, the ISE in partnership with UNICEF, for teachers working with students at risk of dropping out. Teaching/learning methods are part of the methodology used in the process of teaching any subject, not necessarily only ESD. These methods are chosen by teachers based on the appropriateness of the teaching context at all levels of formal education. The student-centred teaching/learning approach is presently practiced in schools at all levels. Based on the subject and topics to be shared to students, various methods are chosen: role play, simulation, project, debates, problem-solving, etc.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="996 1121 1597 1225"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject												

¹¹ Idem.

	programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p> <p>The implementation of ESD in pre-university education through existing subjects, as core or optional curriculum, through a cross-curriculum approach, through developing projects and through other approaches (contest, non-formal activities) is based on the provision of education legislative framework ensured by NEL, Orders of MoNE for curriculum approval and, if necessary, guidelines for application. The funding of implementation of ESD in pre-university education is ensured from state budget (based on per capita financing), local authorities' budget, programmes with national or European funding, sponsorships etc.</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		✓				1. Primary education	✓	✓		✓	✓	2. Lower secondary education	✓	✓		✓	✓	3. Upper secondary education	✓	✓	✓	✓	✓	4. Post-secondary non-tertiary education	✓	✓	✓	✓	✓	5. Short-cycle tertiary education	✓	✓	✓	✓	✓	6. Bachelor's or equivalent level	✓	✓	✓	✓	✓	7. Master's or equivalent level			✓	✓	✓
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Indicator 2.3	A whole-institution approach¹⁴ to SD/ESD is promoted																																																											
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																																																											

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

<p>Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Comment*</p> <p>Yes, partially addressed, <i>but not specifically connected to ESD/SD.</i></p>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</p> <p>According to the legislative framework every the school within pre-university education, including VET schools, has to annually elaborate and implement The School Institutional Developing Plan (SIDP)/The School Activities Plan (SAP) (a school planning and also a policy document) reflects the national strategy on education requirements and requirements included in the educational offer implemented in the national education system. Institutional Development Plan includes the perspective of the school for which it is drawn: the mission of the school, promoted values, goals / strategic objectives, target areas (eg, school management, curriculum, extracurricular, human resources, material resources and financial programs education and training), major directions of activity, drawn from the SWOT analysis, , educational school offer including local made (optional) curriculum, school's local, national and international partnerships (including educational network s& consortium participation). In particular, SAP for VET schools contains the analysis of school capacity to respond to the vocational training needs at the local community level, the priorities&targets&actions to be established/implemented in order to adapt school educational offer with a view to improve the quality of VET and also to increase the employment rate of the VET graduates.</p> <p>In addition, VET schools partnerships must include cooperation with economic agents, on the basis of contracts, in order to ensure the practical training for the students.</p> <p>Non-formal education related to ESD is also addressed in the SIDP/SAP and includes, among other: the elaboration and implementation of the "Other kind of school: To know more, to be better!"and of the "After School" programmes, school going in for contests/competitions organised at local, regional and national level (for example: National Contest for Environmental Projects, National Contest for "Make-up your environment" Projects, National Contest for Antidrug Projects ("Together" Projects) , "Made for Europe" National Contest, "Young are debating" National Contest).</p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1" data-bbox="994 1088 1576 1428"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓
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		7. Master's or equivalent level	✓
		8. Doctoral or equivalent level	✓

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?								
Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/> * Partially Yes.	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>In Romania education is free and is supported through public funding. The funding of schools within the pre-university education in order to ensure the implementation of all school' activities, including those referring to ESD/ESD school plan, is ensured from state budget (based on per capita financing), local authorities' budget, programmes with national or European funding, sponsorships etc. In order to support the elaboration and implementation of the SAP in VET schools, two Guides concerning elaboration & monitoring of SAP were designed by National Center for VET Development. Through various European funding schemes there are various projects, whose activities may cross ESD/SD: - through pre-accession Phare funds, there have been organised various human resource development training (mainly focused on teachers, school principles, inspectors):</p> <ul style="list-style-type: none"> • participative management, • social economic partnership (between school-economic agents), • quality assurance, • developing learning materials to ensure the school to work transition, etc. <p>-through the SOPHRD the National Centre for TVET Development implemented several projects containing and based on principles of SD:</p> <ul style="list-style-type: none"> • Revised Curriculum in Technical and Vocational Education and Training- focused on improving the training offer (curriculum) based on the training needs signalled by a comparative analysis between the present training offer and the European and national training needs; • Teacher training in the field of vocational skills assessment focused on teacher training on modern assessment of learning outcomes; • Linking VET provision with labour market demands <ul style="list-style-type: none"> ▪ Active school-enterprise partnerships to improve initial vocational education and training - STEPS in initial VET • Improve the quality of Technical and Vocational Education and Training through partnership networks • Training of teachers in vocational and technical education and training system, for the service profile to use and extend the modern interactive learning method « the training firm » developing the entrepreneurship competences of young people, etc. <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="994 1217 1576 1406"> <thead> <tr> <th data-bbox="994 1217 1480 1294">ISCED levels 2011</th> <th data-bbox="1480 1217 1576 1294">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 1294 1480 1334">0. Early childhood education</td> <td data-bbox="1480 1294 1576 1334"></td> </tr> <tr> <td data-bbox="994 1334 1480 1374">1. Primary education</td> <td data-bbox="1480 1334 1576 1374">✓</td> </tr> <tr> <td data-bbox="994 1374 1480 1406">2. Lower secondary education</td> <td data-bbox="1480 1374 1576 1406">✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	✓	2. Lower secondary education	✓
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators* for their institution/organization?
Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i>
<p><u>Comment:</u></p> <p>If “SD/ESD indicator” is understood as element/criterion, aspect, then, the answer is YES.</p> <p>If the meaning of “SD/ESD indicator” should be understood as a SMART indicator, then the answer is NO</p>	<p>The institutions within the pre-university education do not develop their own (specific) SD/ESD indicators. The SIDP/SAP contains objectives and targets in line with regional/national priorities, aims, benchmarks mentioned in national strategies on educational domain (The National Strategy on LLL, The National Strategy on Early School Leaving).</p> <p>But, if “SD/ESD indicator” is understood as element/criterion, aspect, then the answer is YES.</p> <p>-elaboration of School Action Plan (SAP) by each IVET school in the national education system, considering the recommendations referring to the social/economic/development regional /local necessities contained in the strategic documents concerning the forecasting and development of TVET supply - Regional and Local Education Action Plans (REAPs , LEAPs). SAP is an essential document regarding the management of the institution and is revised once every 3-5 years. The operational plan is part of the SAP and guides the management to achieve the indicators foreseen in the SAP. After the operational plan is implemented there is an evaluation processes that ends with an improvement plan to be adopted for the next school year. All these stages ensure quality assurance management of the school and its continuous improvement/development that contributes to the development of the internal human resources, direct beneficiaries (the students) and secondary beneficiaries (parents, local community) and institutional development.</p> <p>- conclusion of Partnership Agreements between each initial TVET school and one or even more economic agent, which are compulsory for all IVET schools. These partnership agreements ensure the practical training of initial TVET students in real specific contexts for each qualification with various aspects, elements that contribute to sustainable development of several actors: the school, the economic market and the community. The positive effects of partnership agreements that contribute to the broader meaning of SD/ESD are:</p> <ul style="list-style-type: none"> • they accommodate students with the labour market environment, • they accommodate students with the procedures/climate, specific interactions in real labour market context, • it is an opportunity for economic agents to train students for their labour needs and in direct cooperation with schools, • it is an opportunity for students to be selected for later employment, after the graduation exam,

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators* for their institution/organization?																																						
	<ul style="list-style-type: none"> • it supports labour market insertion of graduates and contributes to economic growth, etc. <p>– the Training Firm initiated and developed by the National Centre for TVET Development as a virtual exercise for developing the entrepreneurship competences of students enrolled in initial TVET services/economic profile. Students learn how to establish a firm/company, what documents they need, what human resource they need, the organisational structure functions/roles (formal, structural, informal and process organisation) and the management process with the inputs, stages and expected outputs.</p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="994 549 1576 967"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td>✓</td></tr> <tr><td>2. Lower secondary education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td>✓</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td>✓</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>✓</td></tr> <tr><td>6. Bachelor's or equivalent level</td><td>✓</td></tr> <tr><td>7. Master's or equivalent level</td><td>✓</td></tr> <tr><td>8. Doctoral or equivalent level</td><td>✓</td></tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="994 1059 1576 1437"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td>✓</td></tr> <tr><td>2. Lower secondary education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td>✓</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td>✓</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>✓</td></tr> <tr><td>6. Bachelor's or equivalent level</td><td>✓</td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators* for their institution/organization?
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Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/>* No <input type="checkbox"/></p> <p>(c) Yes <input checked="" type="checkbox"/>* No <input type="checkbox"/></p> <p><u>Comment*</u></p> <p>Yes, partially addressed, but quality assurance is not specifically connected to ESD/SD.</p>	<p><i>Please elaborate.</i></p> <p>a) The quality assurance process governs both pre-university and higher education. For the pre/university education is in place The Romanian Agency for Quality Assurance in Pre-university Education and for university education is in place The Romanian Agency for Quality Assurance in Pre-university Education Concerning the initial TVET system all schools comply with the quality assurance requirements. School Action Plans ensure the school management process and they are the instruments that initial TVET schools are compelled to elaborate and ensure the quality criteria. These criteria are commonly agreed also with the National Agency for Quality Assurance in Pre-university Education.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="891 544 1677 962"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	✓	✓	✓	1. Primary education	✓	✓	✓	2. Lower secondary education	✓	✓	✓	3. Upper secondary education	✓	✓	✓	4. Post-secondary non-tertiary education	✓	✓	✓	5. Short-cycle tertiary education	✓	✓	✓	6. Bachelor's or equivalent level	✓	✓	✓	7. Master's or equivalent level	✓	✓	✓	8. Doctoral or equivalent level	✓	✓	✓
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<p>Indicator 2.5</p>	<p>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</p>																																											
<p>Sub-indicator 2.5.1</p>	<p><i>Are SD issues addressed in informal and public awareness-raising activities?</i></p>																																											

Yes No

Please specify and provide information on new developments and good practice examples.

Public awareness – raising activities regarding SD/ESD in pre-university education are put in place mainly at local (school and community) level but also at national level when mass-media is used in promotion of specific thematic activities/events/projects outcomes/awarding, through involvement as partners of as many as possible categories of participants in ESD activities implemented at school level (parents, NGOs, local public authorities, representatives of environmental protection/public health agencies, volunteers, cultural and scientific institutions etc.) and also through the activities included in “Other kind of school: To know more, to be better!” and “After School” programmes. The schools and the county school inspectorates are encouraged to promote the best/most interesting activities/projects outcomes/the benefits of the programme for the community by using a wide range of methods: on schools/county school inspectorates/involved partners web sites, in press articles, in local/central mass-media, by organizing public electronic vote etc. The best 10 activities (established on the basis of assessment criteria and specific tools developed at county level) implemented in each county are included in a national competition which is ending with awarding.

In the last years in Romania, activities related to sustainable development have expanded constantly, being centred on specific campaigns, various projects, partnerships between local authorities, NGOs, private sector, etc.

To have a clear picture of the measures to promote environmental protection and sustainable development, Ministry of Environment and Climate Change has prepared a questionnaire on education, communication and awareness of environmental protection and sustainable development held in 2007-2010, which was sent all public institutions with responsibility in environmental problem.

Data analysis revealed a steady increase of the process of change behaviors in public institutions and civil society, and also an increase of public awareness regarding conservation actions and adaptation methods continuing challenges of the environment.

In this context the concept of sustainable development was continuously promoted through various activities such as horizontal legislation, climate change, risk substances, protection and prevention of pollution of air, water and waste management, biodiversity and nature conservation, etc., in the form of public debates roundtables, seminars, training sessions, awareness campaigns, conferences, workshops, fairs and exhibitions.

APDD-Agenda 21 is a Romanian non-governmental Association of national interest, established in February 2003.

The fundamental purpose of APDD-Agenda 21 is to support State policies to promote implementation in Romania and to the objectives of sustainable development.

To meet this goal, the Organization has assumed the task of:

Develop partnerships with local authorities for local initiatives and the streamlining of local government;

Promote educational activities in the field of human rights, with emphasis on civic education and democratic citizenship;

Strengthen the role of the social actors with high potential in achieving sustainable development: children and youth, local communities, the private sector and the business community, the scientific community, media;

Provide assistance and support for marginalised or at high risk of social exclusion.

The key concept of Sustainable Development is APDD. A secure and prosperous future can not be thought out sustainable development.

The privileged target groups are children and young people. Education and development opportunities offered children and young people are the guarantee of a sustainable society.

Community volunteering is one of the fundamental values of the Association.

Types of programs:

- Children and Youth Education in the field of sustainable development, with a focus on civic education, environmental protection and respect for human rights;
- Assistance and support for marginalised or at high risk of social exclusion;
- Improving and developing social services and facilitating the accesului population to these services;
- Lobbying and information campaigns to increase the level of involvement of the different social groups in the community life.

	<p><i>The first curriculum of global education in Romania</i> addresses members of non-governmental organizations APDD-Agenda 21 Announces publication in electronic form of the curriculum of global education developed during the project to facilitate global education-key competencies of members of non-governmental organizations. Adreaseaza the curriculum staff of non-governmental organizations, which is or wants to be involved in the design and organization of events in the area of global development and education was developed as support material for the course of global education test that will take place during the project.</p> <p>There are five types of general competencies addressed by the curriculum: to analyse the phenomenon of globalization: the history of the phenomenon and glocal type interrelationarea (Learning to know), to form and to practice their own paradigms of global learning (Learning to learn), to design and implement global learning activities to generate positive change (Learning to do), to build his own perspective and to accept multiple social perspective (Learning to be), to outsource a pro-socially constructive behaviour of open dialogue (Learning to live together).</p> <p>Curriculum of global education is part of the project is to facilitate Global Education-key competences of members of non-governmental Organizations, implemented by a consortium of five organizations, the leader of the Consortium being Germany and APDD DEAB-Agenda 21 is a national partner of Romania. The project is targeted to members of non-governmental organizations and aims to improve the overall quality of education and training of members of NGOS that are involved in projects of global education or who are interested in the development of projects in this area.</p> <p>The project is co-financed by the European Commission, the programme, non-State actors and local authorities in development. Increasing public awareness on development issues and promoting education for development in the European Union ".</p> <p>For further information, please contact us at the e-mail address monica.cugler@agenda21.org.ro</p> <p>Curriculum of global education can be downloaded here: <i>http://www.agenda21.org.ro/download/Romania%20curriculum%20global%20learning_romana.pdf</i></p>
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Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Green-Report – portal for business, law, and education for a clean environment - http://www.green-report.ro/ Green Business Index is the only free tool to assess responsibility towards the environment of companies in Romania. It also provides assistance and training services in order to improve their environmental performance - http://www.green-report.ro/category/green-business-index/</p> <p>Centre for Advanced Research in Management and Applied Ethics [CARMAE] was established in 2008, as a research unit within the Smart Solutions & Support company. Gradually, with the growing involvement of our colleagues and partners, CARMAE became a legally separate entity. From 2012, CARMAE became an independent organization and in 2013, it received its legal statute as an NGO.</p> <p>The Centre coordinates fundamental and applied research projects with immediate impact on the organizational, professional and social environment. The Centre also organizes conferences (Bucharest Conference in Applied Ethics; European Media Ethics Congress), edits the "European Journal of Applied Ethics" and "Responsibility. A Journal of Social Responsibility, Ethics, and Sustainability", and offers consulting and training services for public institutions, professional organizations and NGOs.</p> <p>Projects:</p> <p>- The "<i>Ethics and Compliance Management in Public and Private Organizations in Romania</i> (1st edition - MECOPP Ro 2009-2012; 2nd edition - MECOPP Ro 2013-2015)" was conducted during 2009-2011 in partnership with the Centre for Research in Applied Ethics of the Faculty of Philosophy, University of Bucharest, where Cristian Ducu, the project manager, was also a program coordinator and research fellow. Since 2009, the MECOPP team has presented publicly, on various occasions, the results of their research work. In 2013 and 2014, the first reports concerning the ethics and compliance management situation in the 7 types of organizations investigated will be released: Public Administration, Health Care Institutions, Universities, Companies, Media Organizations, NGOs, and Political Parties.</p> <p>Ecopolis Center for Sustainable Policies, a participatory think tank on environmental issues and sustainable development in Romania, where individuals who want to discuss about environment and green activism can access to find concrete solutions to particular problems, or give suggestions to potentially viable public policies.</p> <p>Objectives:</p> <ol style="list-style-type: none"> a. Increasing expertise in sustainable public policy in Romania; b. improving regulatory process sustainable public policies by facilitating public participation, access to relevant information about the environment; c. Increase public accountability of actors through monitoring of the implementation of public policies with impact on the environment; d. ensuring the transparency in the operation of public institutions and increasing their responsibilities in relation to citizens as direct beneficiaries of public services.

Sustainable community is a network of public communication is composed of experts in the field, representatives of Romania and the European Union (EU), the beneficiaries of projects financed from the European Social Fund and the reprezententi of neguvernamentele organizations in Romania and in the EU. It works to ensure the necessary resources for the implementation of the horizontal component of "sustainable development" in the projects financed by the sectoral Operational Programme-human resources development through the European Social Fund.

Sustainable community is also a multimedia platform that synthesizes all the news, studies, or research relating to the sustainable development in Romania - <http://www.comunitatedurabila.ro/>

Community of practice for sustainable development aims:

- to provide methods, tools and assistance DRU POS beneficiaries;
- to provide exchange of experience necessary for promoting your sustainable development objectives;
- to inform potential beneficiaries of the SOP HRD with respect to sustainable development tools;
- to discuss and to contribute to the development of new forms of sustainable management.

Save the Danube and Delta Association (SDD) is a non-governmental organization established in 2004, in order to protect the Danube Delta biosphere reserve.

Over time, the SDS has established itself among the environmental protection institutions in Romania through action supported by advocacy and watchdog demonstrating through concrete results that can provide solutions to the major problems facing the Danube Delta. The slogan under which the SDS operates is: "In fighting with people, for the good of nature and, finally, for the good of the people".

The main activities of save the Danube and the Delta are:

1. Initiates and implements actions for the protection and conservation of the entire basin of the lower Danube and the Danube Delta;
2. Initiates programs for information and awareness-raising of the population on issues of environmental protection and sustainability;
3. Attract financial resources for the development of programs that focus on the protection of the Danube, Danube Delta, and other protected natural areas in Romania;
4. Collaborate with non-governmental associations and clubs with the natural environmental profile;
5. Encourages and supports independent research focusing on the issue of protection of the ecosystem of the Danube Delta, the Danube and the environment in general;
6. Grant scholarships, finanțeaza research projects, internships, documentation organizes colloquia, seminars and public lectures on the theme of environmental protection;
7. establish relationships with similar organizations in the country and abroad in order to promote consistent and uniform objectives relating to the protection of the environment and, in particular, those concerning the saving type Delta area ecosystems.
8. collaborates with the autoritățile of the Romanian State but also with the international institutions concerned in order to achieve the objectives of saving and protecting the Danube Delta, the Danube and the environment.

URBACT project, placed in 2007, is one of the most important European projects that promote the principles of sustainable development in small and medium cities in Europe. At the present time, the URBACT network consists of more than 300 cities in 29 countries, and more than 5,000 active participants.

URBACT project supports, in particular, local authorities, universities and research centres which are concerned with identifying and implementing sustainable solutions for the cities that are facing economic problems, environmental or social. Emphasis is placed on stimulating exchanges of experiences and the creation of situations of learning and experimentation as diverse. Thus, each project was born under the umbrella of URBACT consists of a working group and another group of local initiative. This type of association must meet a prerequisite: multiple expertise. Therefore, none of the 44 projects funded up to the present time of URBACT does not address local situations. Each project must be conducted a minimum of three partners from different countries. The strategy is not coincidental, since the exchange of expertise is doubled and the multiculturalism component. All actors involved in URBACT projects are required to touch all dimensions of sustainable development: economic, social and environmental. And absolutely all projects need to address integrated URBACT situations originating in these dimensions.

Romania in the URBACT. At present, 18 cities in Romania are involved in URBACT projects. Zones of intervention of these projects range from boosting social inclusion through the development of human capital and entrepreneurship. Such a project is deployed to the Prison of RDA South East, in partnership with the Ministry of economy, trade and business and the Ministry of environment and sustainable development. International project partners from other ten European countries: Austria (Linz), France (Reims), Germany (Berlin), Italy (Rome), Poland (Gliwice), Slovenia (Maribor) and Spain (Gijon).

FINE project-URB-ACT aims at the establishment of local support structures for SMEs and innovative economy. According to the project, such structures at the local level are vital for the promotion of small and medium businesses, either through the provision of financial instruments either by assisting in business. The main objective of FIN-URB-ACT is to strengthen the performance of the urban economy and to promote employment through the provision of appropriate support structures for entrepreneurship, innovative, competitive and qualified. Thus, sustainable growth and jobs will contribute to a harmonious urban development. In addition, on the basis of an integrated local action plan prepared by the local partnership, FIN-URB-ACT will contribute to the creation of financial and non-financial adapted to local realities, such as micro-credit and other financing schemes, incubators of ideas, business networks, etc.

The project envisages a intensivă lobby campaign in addition to the central authorities of each State to produce tools and strategies aimed at local development with support from the central institutions.

Also, no project indicators are limited only to the partners involved, but also include the creation of a resource centre for all interested bodies. They can be, among other things, a compilation of best practices, a guide, thematic studies and policy recommendations for local, valid at both regional and european level.

This case study is part of the collection of the community's sustainable resources, the first community of practice for sustainable development of Romania. Comunitatedurabila.ro aims to provide those interested in collaborative learning as an instrument for sustainable development and meet the experts and project managers in various fields, all keen to develop sustainable profile of their projects.

CSR Network-Act Responsibly! aims to become the main platform for communication, information, training and resource development in the field of social responsibility and strengthen the community of specialists in RS in Romania. The mission assumed since the beginning is to facilitate interaction and transfer of knowledge and experience between actors in the field of social responsibility, encouraging, at the same time, partnerships between the private sector, the public authorities and civil society. In more than three years of work, The RSC-Act Responsibly! contributed significantly to increasing awareness about the concept of CSR, engaging in a continuous process of motivating communities in Romania to adopt socially responsible behaviour. What they propose is to further contribute to the professionalization of social responsibility in Romania, by understanding and taking in depth by as many organizations and principles of social responsibility.

Ecosophia is an association created with the aim of promoting the preservation of traditional values of Romania, both natural (biodiversity, landscapes, resources, etc.) and cultural ones.

The main project we carried out Ecosophia is ' Together for nature ". This is an international ecological competition which takes place annually, involving hundreds of teachers and thousands of students.

Among the objectives of the project include: • changing the public attitude toward the environment;
 • awareness of the population regarding the importance of compliance with environmental protection standards;
 • the promotion of the european programme "Natura 2000".

View website: www.ecosophia.ro

The partnership between Ecosophia and Association of Carpatcement began in 2004, with the first edition of the contest on themes of ecology Together for nature.

By engaging children and young people, "Together for nature" aims to raise the awareness of population problems sweep environmental protection. The project has two components: a series of presentations with ecological theme held in schools, and a national competition on the theme of environmental protection.

In 2004 and 2005 participated in the project 4,000 children from classes I-X and 200 teachers and parents.

The project" Together for Nature "is one of the most complex public awareness projects through children, intended to promote the environmental rules of natural parks in Romania. Since its inception, the company has supported the project and Carpatcement became involved in his development. It is remarkable as a big company, understand and support the efforts of public awareness regarding environmental protection in protected areas. This attitude is an example of observance of the principle of sustainable development. "

(HeidelbergCement is one of the biggest German investors in Romania, with activities in the production of cement, concrete and aggregates, Carpatcement Holding companies through Other concrete and Other aggregates. Sustainable development is the most important element of the philosophy of Carpatcement Holding).

Environmental Experts Association (EEA) is a nongovernmental, nonprofit organization. The Organization was founded in 2001 on the initiative of the medical sciences practitioners, geographers, biologists, engineers and chemists. Environmental Experts Association vision entails sustainable development of Romania, in the context of European integration.

Environmental Experts Association held in the present actions for environment protection and sustainable development. The organization performs its activities at local, regional and national level in Romania and in Europe.

Among the projects in which environmental Experts Association involved from 2004 to date include: • Elimination of persistent organic pollutants at the international level;
 • Building an effective public participation in environmental impact assessment in transboundary context;
 • Development and dissemination of an "in" genetic engineering versus organic agriculture ";
 • Preparatory Activities in the elaboration of the National Plan for the implementation of the Stockholm Convention Persistent Organic Pollutants;
 • Reduction of emissions of Persistent Organic Pollutants and streamline workflow management system of dangerous medical waste in Constanta County;
 • "The first step towards recycling is yours"-campaign for selective waste collection.

View site: www.eea.ngo.ro

	<p><i>The partnership between the Association and Experts of Carpatcement Environment</i> began in 2005, with the launch of the program "Bucharest breathe".</p> <p>The two editions (2006 and 2007) of the project, environmental Experts Association has coordinated studies of vegetation. It also oversaw the activities of land preparation and planting of the forest of curtains.</p> <p>Another project in which environmental Experts Association is a partner of Carpatcement is "through volunteering, to a San Francisco cleaner". Functions of the Association are to coordinate the activities of information, education and awareness within the local communities in the target project area, as well as the integration of project activities within the local Action Plan for the environment.</p> <p><i>Volunteer Organization for Ideas and Projects (VIP)</i> was founded in 1998 by a group of students at the Academy of economic studies in Bucharest. Currently, brings together the most important universities in the country.</p> <p>VIP aims to bring an important contribution to the formation and development of a community of exceptional young people through the achievements and potential. The Organization's values are: team spirit, professionalism, initiative, leadership, ethics. Through the projects it carries out, VIP environment contributes to the social, economic and political.</p> <p>VIP organizes more than 10 annual projects in fields ranging from entrepreneurship, brokerage, marketing up to personal development or civil society. VIP projects discover, form and develop a community of young people with high potential and leadership skills. They enjoy support from the companies, the media and the roman State.</p> <p>VIP projects are: Romania, summer school of the 21st century, the student of the year, Clever Projects (Business School, School, Personal Investment Development School Camp, Attitude), Impact, Advertising Break.</p> <p><i>Sustainable Development Agency of Brasov County-ADDJB (Romania)</i> - an association which has as members intercommunity 52 in Brasov County local authorities. It was founded in 2006 in the city of Brasov.ADDJB supports the development of rural communities and urban areas, promoting and contributing to the sustainable development of the County Brasov.</p> <p>The activities developed for its members are:</p> <ul style="list-style-type: none"> • information on funding opportunities in order to achieve local development projects; • advising the local public authorities in order to develop applications for access to financing; • analysis of strategies for local and county-wide, public debate and prioritizing measures in order to implement strategies; • supporting local initiatives for sustainable development; • supporting public-private partnership; • improving Brasov County.
Sub-indicator 2.5.3	<p>Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?</p> <p>The most effective instruments in assessing the outcomes of ESD as a result of non/formal learning are developed and used within the "Other kind of school: To know more, to be better!" programme. The activities implemented within this programme are assessed on the basis of indicators and evaluation criteria elaborated at school/county school inspectorate/MoNE level. MoNE is organising a competition at national level where the first 10 best activities from each county are participating. For each level (school, local, national) of assessment the best activities are awarded. The implementation of the activities/programme is monitored at school, county and national level, written reports are elaborated. The county school inspectorates must include a specific chapter regarding the implementation/outcomes of this programme in the annually Educational State of Play (public document).</p>

Yes No

Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.

Ecopolis Center for Sustainable Policies - Analysis on areas with major impact on sustainable development

(<http://www.ecopolis.org.ro/studii#p=1>)

Through a series of studies carried out within the Center for Sustainable Policies Ecopolis, the organization aims to analyse developments and problems in the areas with a major impact on sustainable development. The findings of these studies will be subject to publicity campaigns designed to stimulate awareness and openness to those authorities and the population and public policy with positive impact on the environment.

Studies/ reports:

- *Eco-friendly procurement in Romania* (<http://www.ecopolis.org.ro/studii/achizitii-publice-ecologice-in-romania>),
- *European Capitals-comparative analysis - Administrative and organizational quality of life indicators in 27 EU capitals* (<http://www.ecopolis.org.ro/media/CAPITALE%20final.pdf>),
- *Analysis of water resources management and the impact on quality of life* (<http://www.ecopolis.org.ro/studii/calitatea-apei-in-bucuresti>),
- *Romania: from landfill at europubela-monitoring the application of European legislation regarding waste in Romania* (http://www.ecopolis.org.ro/media/files/Studiu_monitorizare_legislatie_deseuri.pdf),
- *Environmental investments in Romania* (http://www.ecopolis.org.ro/media/files/studiu_fiscalitate.pdf), *Air quality in Bucharest. - Effects on health - Air quality monitoring in Bucharest* (<http://www.ecopolis.org.ro/media/files/Analiza%20taxelor%20de%20mediu%20in%20Romania.pdf>),
- *Analysis of environmental taxes in Romania* (<http://www.ecopolis.org.ro/media/files/Analiza%20taxelor%20de%20mediu%20in%20Romania.pdf>).

Centre for Advanced Research in Management and Applied Ethics [CARMAE]

- *Social Responsibility Reporting Library* (<http://www.etica-aplicata.ro/home/resources/social-responsibility-reporting-library>) - aims to bring together the companies' reports which covers particularly organizations operating in Romania or conducting investments in Romania. Initiative have felt acutely when they introduced the third version of the GRI (Global Reporting Initiative) standard.

- *Case Studies Database* (<http://www.etica-aplicata.ro/home/resources/case-studies-database>),

- *Romanian Ethics Experts Catalogue* (<http://www.etica-aplicata.ro/home/resources>).

Resource Center for Citizenship aims to provide the tools and resources necessary to ensure that everyone can participate in community life really, considering that active citizenship is essential in a democratic society, because democracy requires an inclusive and participatory society. Citizen participation in public life is the key to improving Romanian society and the way in which corruption, child abuse, human rights violations and breaches of the law will be able to be tackled:

- an active citizen is well informed, which one assumes in an equal way both rights and duties towards the community in which he lives;
- an active citizen assumes a role in society and not expect all problems to be solved by someone else (the State, corporations) but also participate in finding and implementing solutions;
- an active citizen does not accept in a fatalistic, all that "carmutorii" the day they decide, but denounce the abuses and seek resolution through open dialogue where possible protests or when there are no other ways.

CSR Network-Act Responsibly! - impact analysis 2010-2013:

- *Dissemination actions:*

6 National Conference-900 participants and over 40 experts from business and civil society

7 regional conferences-560 participants at regional conferences organized for the promotion of the objectives of the project

	<p>Sustainable development-<i>teaching blog</i> - http://studenteco.blogspot.ro/2012/10/dezvoltarea-durabila-teorie-si-practica.html <i>NGO Fund in Romania</i> - Studies and research reports (http://fondong.fdsc.ro/studii-si-rapoarte-de-cercetare): Atlas of Social Economy in Romania-summary • Social economy-2014 Edition Firebrand speech to hate in Romania-Study-2014 • Social economy-2012 Edition NGO leaders barometer 2011 NGO leaders barometer-2010 Edition Omnibus research-2010 Edition</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>As main stakeholders in ESD implementation, besides central institution (ministries, agencies), we have to mention:</p> <ul style="list-style-type: none"> - The labour unions and employers representatives, private sector (with role in approval of curriculum for initial VET) - NGOs and community (parents) (with role in elaboration of optional/school decision curriculum) - Local government, private sector, labour unions and employers representatives and NGOs (with role in external assessment in qualifications certification exams with a view to quality assurance in VET) - Private sector (role in work-place training for students in initial VET) - Local government, community, NGOs, private sector, media (practical involvement/partners and public awareness in non/formal ESD learning), - Small and medium enterprises, chambers of commerce.
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/initiatives have been particularly successful and why?</i> <p>Important in promoting the sustainable development through formal and non-formal learning we underline:</p> <ul style="list-style-type: none"> - The elaboration and implementation of curriculum for primary education (preparatory class, 1st and 2nd grade) based on the 8 domains of key-competence which determine the student's education profile; - The implementation of the "After School" and "Other kind of school: To know more, to be better!" programmes in pre-university education and valuing the good practices within "Other kind of school: To know more, to be better!" programme through awarded local/national competitions and public awareness; - Organisation of thematic contest/competitions at local/regional/national level financed from public budget (practical examples: "The Sciences of the Earth" (interdisciplinary), "Business Plan", National Contest for Environmental Projects, National Contest for "Make-up your environment" Projects, National Contest for Antidrug Projects ("Together" Projects), "Made for Europe" National Contest, "Young are debating" National Contest, "European School" National Contest); - The elaboration of the thematic national optional curriculum for secondary education (practical examples: Financial Education, Make – up your environment, Project management, Ecology and Environmental Protection, Intercultural education, European Education); - Developing and implementing programs with international financial assistance provided by UE or World Bank, like: Access to education for disadvantaged groups, The second chance for primary and secondary education, Education for Democratic Citizenship, Education for Health in Romanian Schools. <ul style="list-style-type: none"> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>With a view to improving the promotion of SD through formal education, nowadays, new optional national curriculum for upper secondary education is in course of developing and will be applied next school year. The new optional subjects related to SD are: "Education for sustainable development through Geography", "Meteorology and Climatology", "Education for diversity – ethnic, linguistic and religious diversity".</p>
<p>Issue 3. Equip educators with the competence to include SD in their teaching</p>	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p>	
<p>Indicator 3.1 ESD is included in the training¹⁸ of educators</p>	
<p>Sub-indicator 3.1.1</p>	<p>Is ESD a part of educators' initial training?¹⁹</p>

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p><i>initial training of teachers</i> is accomplished by the program of psycho-pedagogical studies organized by the departments for the preparation of Teachers of institutions of higher education, established in accordance with the law. EDD is found in the optional curriculum in subjects recommended by order of Minister of education: Economic Approach to Education, Psycho-pedagogy of risk behaviors, Intercultural Education, Educational Communication, Guidance and Counseling, Psycho-pedagogy of learning motivation, computer assisted instruction, special Psycho-pedagogy. The list of optional subjects is open to the decision of each DTT (Department of Teacher Training).</p> <p>In order to ensure quality and foster excellence in State and private higher education, Ministry of National Education implemented- with the financial support provided through the European Social Fund, the Sectoral Operational Programme Human Resources Development and in partnership with six universities - the the project "Quality, Innovation, Communication in the System of Continuous Training Of Teachers", an innovative program of training of teachers in higher education, which offers a new approach in teaching didactics discipline and thereby increasing the attractiveness of learning in universities.</p> <p>For the stage of transition from school to the workplace of the future teachers in pre-university education, Ministry of National Education implemented the project "From the Debut to Success - National Mentoring Program for the employability of teachers ", with financial support provided by the Social Fund European Sectoral Operational Programme Human Resources Development. The overall objective of the project was to improve employability and increase the quality of teaching of newcomers in secondary education by developing a national system coherent, cohesive and sustainable assistance in internship. The project provided support for newcomers in completing the road from the theoretical approach to effective classroom teaching through the development and enhancement of skills of experienced teachers to mentor new occupation employability.<i>The</i></p>
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²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>In the period 2009-2013, on the basis of the provisions of Minister order no. 5564/2011 approving the methodology for periodic evaluation and accreditation of providers of continuing education, Specialized Accreditation Commission evaluated and accredited 8 programs in this theme and 964 certified graduates.</p> <p>Training offerings of Teachers Houses, approved annually by the Ministry, include the organization of courses, seminars, workshops on the theme "<i>Education for sustainable development</i>". In these activities, approximately 15 000 teachers participated in the last 4 years,</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>Continuing education programs and activities organized by Teachers Houses with management, guidance and control personnel included the following topics: project development to schools, school administration, leadership, communication and organizational culture, training and team management, resource development, conflict management et .a</p>
Indicator 3.2	Opportunities exist for educators to cooperate on ESD
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <ul style="list-style-type: none"> - Romanian Network for Education for Democratic Citizenship (initiated by the Intercultural Institute of Timisoara), which addresses the issue of cooperation for education for citizenship, rights human, cultural diversity and the development of specific educational materials (a network that has ESD included in its field of activity, but not specifically developed for ESD), - Teacher training program in order to provide education for sustainable development in "Carpathian Move 4 Nature" is a network that aims specifically to ESD.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>

²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

²² Including assistance through direct funding, in-kind help, political and institutional support.

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Human resources development of pre-university education aims at diversification and quality assurance of programs of continuing education and training and career opportunities for teachers and other categories of human resources in the national system of education and training. To attain this objective, the following actions in the field of education for sustainable development are in progress:</p> <ul style="list-style-type: none"> - the development of training programmes for teachers in order to obtain the necessary skills to include sustainable development in the teaching-learning process; - the development of materials and specific tools for education for sustainable development; - the development of education for democratic citizenship; - the development of education for environmental protection; - the introduction of new technologies and new teaching methods in education; - promoting partnership in education; - the development of entrepreneurial competencies. <p>The projects funded by POSDRU which Ministry of National Education and National School Network has implemented are successful initiatives. Principle of sustainable development was supported both at the management level as well as in projects, with regard to training activities. This aspect is considered very important at the level of each project, as it contributes to reducing the gap of knowledge, skills and opportunities that were perpetuated in the field of sustainable development. The courses were organized in sequences/sections dedicated to raise awareness of the importance of the principle of sustainable development in the context of the current socioeconomic changes. Modules of the training courses addressed that concern directly.</p>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>Textbooks and educational materials corresponding to core/optional curriculum, including those referring to SD, are developed at national level.</p>

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>The textbooks for compulsory education are funded from public budget.</p>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Evaluation criteria include textbooks and items that are related to education for sustainable development (for example: criteria for the nondiscriminativ of textbooks, criteria for timeliness and applicability of scientific contents, etc.). These criteria are drawn up at national level and are approved by the Ministry of National Education.</p> <p>Also, the quality evaluation of school AIDS for technical and vocational education is carried out on the basis of criteria at the national level. For other routes of schooling there are at present a number of proposals for a national methodology criteria for the evaluation of teaching aids.</p> <p>ARACIS uses specific standards to ensure the quality of the undergraduate environmental science (environmental chemistry, ecology and environment protection, environmental geography, environmental Physics, environmental science) and environmental engineering (engineering and environment protection in industry, biotechnical systems engineering and ecological engineering and environment protection in chemical and petrochemical industry, engineering and environment protection in agriculture, rural development, sustainable Engineering, environmental engineering, Recovery Engineering, waste).</p>
Sub-indicator 4.2.2	<p>Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?</p> <p>Curriculum and textbooks for subject” Language and literature for mother tongue” (for ISCED levels 0 – 3) are available in national minorities languages (Hungarian, German, Russian, Turkish, RRomani, Polish etc.).</p> <p>“Earth Charter” and “Quality Criteria for ESD Schools – Guidelines to enhance the quality of Education for Sustainable Development” (Romanian version) are international materials available for all schools.</p>

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="992 220 1574 639"> <thead> <tr> <th data-bbox="992 220 1480 288">ISCED levels 2011²³</th> <th data-bbox="1480 220 1574 288">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="992 288 1480 336">0. Early childhood education</td> <td data-bbox="1480 288 1574 336">✓</td> </tr> <tr> <td data-bbox="992 336 1480 384">1. Primary education</td> <td data-bbox="1480 336 1574 384">✓</td> </tr> <tr> <td data-bbox="992 384 1480 432">2. Lower secondary education</td> <td data-bbox="1480 384 1574 432">✓</td> </tr> <tr> <td data-bbox="992 432 1480 480">3. Upper secondary education</td> <td data-bbox="1480 432 1574 480">✓</td> </tr> <tr> <td data-bbox="992 480 1480 528">4. Post-secondary non-tertiary education</td> <td data-bbox="1480 480 1574 528">✓</td> </tr> <tr> <td data-bbox="992 528 1480 576">5. Short-cycle tertiary education</td> <td data-bbox="1480 528 1574 576">✓</td> </tr> <tr> <td data-bbox="992 576 1480 624">6. Bachelor's or equivalent level</td> <td data-bbox="1480 576 1574 624">✓</td> </tr> <tr> <td data-bbox="992 624 1480 671">7. Master's or equivalent level</td> <td data-bbox="1480 624 1574 671">✓</td> </tr> <tr> <td data-bbox="992 671 1480 719">8. Doctoral or equivalent level</td> <td data-bbox="1480 671 1574 719">✓</td> </tr> </tbody> </table>	ISCED levels 2011 ²³	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓
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Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																				

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i> All projects funded by UE structural funds developed in the Ministry of National Education have <i>the sustainable development</i> as an horizontal theme. Projects funded by UE structural funds are co-financed from the national buget.

Sustainable directions in SECTORIAL projects:

Sectoral operational programme human resources development (SOP HRD) is structured in 7 priority axes (one of which technical assistance). The 7 priority axes are in turn divided into 21 major areas of intervention (DMI). Via every DMI beneficiaries may develop operations designed to integrate the dimensions of sustainable development in the projects it manages, as follows:
Priority axis 1: education and training in support of economic growth and development of the knowledge-based society.

Major field of intervention 1-Access to initial education and training quality

DMI 1.1. horizontal theme answer to *sustainable development*, in particular by the eligible activities such as curriculum development, awareness campaigns, specific training which will include the principles of sustainable development. Projects aimed at promoting active citizenship will also contribute to the integration of the principles of sustainable development in education and initial training, by increasing awareness of environment protection.

Major field of intervention 2-Quality in higher education

This DMI promotes *sustainable development*, in particular by the eligible activities and the types of projects supported. Meetings/training modules aimed at the target groups regarding pollution prevention, environmental issues, integrating the principles of sustainable development at the level of tools and methodologies are developed this theme horizontal. Also eligible are projects that aim to support specific sustainable development approach to the policies and institutions of higher education.

Major field of intervention 3-Development of human resources in education and training

This DMI tackles the theme of sustainable development, in particular, through eligible activities and types of projects funded. Training programmes developed and supplied will include modules on the principle of sustainable development, pollution prevention, awareness of environmental matters, etc., including the modalities of integration of these issues in the teaching/training activities. Also, projects which aims directly, the formation and development of teachers, with the aim of developing attitudes and civic behaviour of the pupils and students in support of this dimension, as well as raising awareness on environmental issues, the development of specific skills and attitudes, etc., are eligible and supports this horizontal theme.

Major intervention areas 4-Quality continuous professional training

DMI 1.4. follow horizontal sustainable development theme, especially by the eligible activities and types of projects funded. All specific training sessions provided to target groups will include modules that pollution prevention focuses on issues related to the environment, social responsibility in order to meet this horizontal themes.

Major field of intervention 5-Doctoral and postdoctoral programs in support of research

This DMI promotes this horizontal theme in particular through activities such as: eligible sessions/training modules covering issues relating to pollution prevention, environmental issues; Introduction sustainable development issues in the development of tools and methodologies. Also, in the activities of doctoral research and doctoral education supported by the ESF will have complied with the principles relating to the protection of the environment, sustainable development, etc.

	<p>Priority axis 2: linking learning throughout life, with the labor market Major field of intervention 1-<i>Transition from school to working life</i></p> <p>The projects will contribute to the sustainable development through knowledge acquired during carrying out the activities organized during the transition from school to working life. Also competences acquired by CDL will be in accordance with the priorities of sustainable development. Defasurate specific activities within this DMI will integrate issues relating to pollution prevention, conservation of the environment, promoting social responsibility etc.</p> <p>Major field of intervention 2-<i>Preventing and correcting early school leaving</i></p> <p>DMI 2.2. promotes and supports horizontal sustainable development theme, especially by the eligible activities such as: the integration of modules/sessions on prevention of pollution and of environmental issues in the programmes of educational and professional training, the introduction of the instruments and methodologies used an approach that takes into account sustainable development. The target groups covered are the least conscious and hard to deal with in relation to the importance of sustainable development. It is therefore all the more important that the project activities on issues of sustainable development to be addressed.</p> <p>Major field of intervention 3-<i>Access and participation in continuous professional training</i></p> <p>The projects will contribute to sustainable development through the competent type acquired during development of FPC. This DMI promotes sustainable development in particular by integrating into all programs developed and implemented by the FPC of sessions/modules relating to pollution prevention, conservation of the environment, promoting social responsibility etc.</p> <p>Priority axis 3: increasing adaptability of workers and enterprises</p> <p>Major field of intervention 1-<i>Promoting the culture of entrepreneurial</i></p> <p>Horizontal sustainable development theme will be promoted within DMI by eligible activities and the types of projects being implemented. All training programs will include sessions/modules including issues relating to pollution prevention, environmental protection, etc. In the same context, the introduction of the sustainable development approach into the tools and methodologies developed and used will help promote this aim horizontally.</p> <p>DMI 3.2. concerns the theme of sustainable development, in particular through the activities and the types of eligible projects promoted. The training programs will be included sessions/modules including aspects relating to pollution prevention, environmental protection, etc. In the same context, the introduction of the sustainable development approach into the tools and methodologies developed and used will help promote this aim horizontally.</p> <p>Major field of intervention 3-<i>Developing partnerships and encouraging the initiatives for the social partners and civil society</i></p> <p>DMI 3.3. This horizontal theme is addressed, in particular through activities and types of eligible projects promoted. All training programs/sessions will include specific modules on preventing pollution, environmental issues, environmental protection, etc. Introduction the sustainable development approach into the tools and methodologies used will help promote this aim horizontally. All the initiatives and plans developed in partnership will include aspects relating to the promotion of sustainable development and ensuring environmental protection.</p>
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	<p>The Ministry of National Education, as the state authority for scientific research, technological development and innovation, also develops the programmes components of the National Plan of Research, Development and Innovation (on short NP II) financed from the state budget – for instance, NP II received, in 2013, a global funding of 647,915 million lei, distributed among the six programs (human resources, capacities, ideas, partnerships in priority areas, innovation, support institutional performance) according to OMD no.3449/26.03.2013 (http://www.research.ro/ro/categorie/1129/programe-nationale-planul-national-de-cercetare-dezvoltare-si-inovare-2007-2013-programe-componente).</p> <p>Programs in the framework of the National Plan for CDI 2007-2013 are implemented by The Executive Unit for Financing Higher Education, Research, Development and Innovation (http://uefiscdi.gov.ro/).</p> <p>Ministry of Environment and Climate Change finances from the State budget multiannual priority programmes for environmental and water management (http://www.mmediu.ro/beta/programe/programe-finantate-de-la-bugetul-de-stat/programe-multianuale-prioritare-de-mediu-si-gospodarire-a-apelor/#).</p> <p>Fund Administration for the Environment, functioning as a specialized body of the central public administration, with legal personality, in the coordination of the Ministry of environment and forests, is the main institution that provides <i>financial support for projects and programmes for environmental protection</i>, established in accordance with European principles of "polluter pays" and "liability" (http://www.mmediu.ro/beta/programe/finantate-din-fondul-de-mediu/).</p> <p><i>Programmes financed from the Fund for the environment:</i></p> <ul style="list-style-type: none"> - Incentive program of fleet renewal 2011 national (scrappage program) - The renewal incentive program of the National Park of tractors and self-propelled agricultural machines 2011 (scrappage program for tractors) - The program for the installation of heating systems using renewable energy, including replacing or supplementing classical heating systems (the "Green House")-individuals. - The program for the installation of heating systems using renewable energy, including replacing or supplementing classical heating systems (the "Green House")-legal persons. - Program to improve the quality of the environment through afforestation of degraded agricultural ecological reconstruction and sustainable forest management - The program on the growth of renewable energy - National programme for improving the quality of the environment through the development of green areas in cities and towns - The program Works intended to prevent, remove and/or decreasing the effects of hazardous weather events to the associated water management objectives of the public domain of the State - The program's work on education and public awareness of environmental protection <p>The programme for the protection of water resources, integrated systems of water supply, sewage treatment plants and wastewater treatment plants</p> <ul style="list-style-type: none"> - The programme for the reduction of impact on the atmosphere, including monitoring air quality - Programme on the management of waste, including hazardous waste - The program tracks for cyclists - The program on the reconstruction of historical contaminated sites. <p>Projects funded by UE structural funds are co-financed from the national buget. The managing authority for the Sectorial Operational Program for Environment is the Ministry of the Environment and Climate Change (http://www.posmediu.ro/home).</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please describe and name in particular official Internet sites.</p> <p>All the tools and deliverables resulting from the ESF projects-including those specifically dedicated to sustainable development-are published on the websites of the projects:</p> <p>http://comunitatedurabila.ro/articole/3/dezvoltare-durabila.html http://www.apubb.ro/wp-content/uploads/2011/03/Managementu_-_proiectelor_Dezvoltare_durabila.pdf http://www.etica-aplicata.ro/home/resources http://www.cse.uaic.ro/_fisiere/Documentare/Suporturi_curs/II_Strategii_si_politici_europene_de_dezvoltare_durabila.pdf http://www.apsap.ro/suportcurs/gestiunea%20resurselor%20si%20dezvoltare%20durabila.pdf http://cj.ucecom.org/CeCRO/docs/suport_curs-dezvoltare_durabila.pdf http://www.agir.ro/buletine/130.pdf http://www.aida-social.ro/uploads/doc45.pdf http://www.unibuc.ro/prof/vijulie_i/Strategii_europene_de_dezvoltare_durabila.php a.s.o.</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</p> <p>Centre for Advanced Research in Management and Applied Ethics [CARMAE]</p> <p>- <i>Social Responsibility Reporting Library</i> (http://www.etica-aplicata.ro/home/resources/social-responsibility-reporting-library) - aims to bring together the companies' reports which covers particularly organizations operating in Romania or conducting investments in Romania. Initiative have felt acutely when they introduced the third version of the GRI (Global Reporting Initiative) standard.</p> <p>- <i>Case Studies Database</i> (http://www.etica-aplicata.ro/home/resources/case-studies-database),</p> <p>- <i>Romanian Ethics Experts Catalogue</i> (http://www.etica-aplicata.ro/home/resources).</p> <p>Resource Center for Citizenship http://www.actionamresponsabil.ro/publicatii/</p>
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> - Which actions/initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - Which other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 5. Promote research on and development of ESD	

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 5.1 Research²⁴ on ESD is promoted

Sub-indicator 5.1.1 | Is research that addresses content and methods for ESD²⁵ supported?

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>The Ministry of national education: - as <i>The state authority for scientific research, technological development and innovation</i>, currently develops <i>The National strategy for research, development and innovation 2014-2020</i>. Among the priority areas with public funding is both education and the environment, both separately and together (http://www.research.ro/ro/articol/3343/strategia-nationala-de-cercetare-si-inovare-2014-2020).</p> - through <i>The Executive Unit for Financing Higher Education, Research, Development and Innovation</i> , a public institution with legal personality that is subordinated to the Ministry, with responsibilities in the field of higher education, scientific research, development and innovation: • Coordinates, under the guidance of scientific councils and CCCDI programs of WCWB framework of the National Plan for research, development and innovation (PNCD II II); • Creates and implements institutional and development projects relating to the system of higher education, research, development and innovation, with national and international financing, with the opinion of MEN; • Provides advice and technical assistance for the development and management of projects at the national and international programmes of research, technological development and the stimulation of innovation. (http://uefiscdi.gov.ro/) - through <i>The Institute of Education Sciences</i> (ISE), in MENs coordination, promotes several projects with the aim of analysing the compatibility of the ESD methods with education policies, the needs and problems of the education system in Romania. <p>The Ministry of Environment and Climate Change: - manages the <i>Programme for competitiveness and innovation</i> (http://www.mmediu.ro/beta/programe/finantate-din-fonduri-externe-nerambursabile/programul-pentru-competitivitate-si-inovare/), - National Institute of Research and Development for Environmental Protection - ICIM Bucharest (http://www.icim.ro/), - National Institute for Marine Research and Development "Grigore Antipa" – INCDM Constanța (http://www.rmri.ro/menu.ro.html), - National Institute of Research and Development "Danube Delta" - INCDDD Tulcea (www.indd.tim.ro).</p> <p>The Academy of scientists from Romania – The Advanced Research Center of the ASR (AC-ASR) develops research programs / scientific projects on the topic of sustainable development, as follows: - Project title: <i>Advanced thermal processes piro-urban waste gasification with the production of energy (PIROGAD)</i> Period: 2007-2010 Partners/ Institutions: CO: University Politehnica of Bucharest; P1: University of Agronomic Studies and Veterinary Medicine; P2: University of Craiova; P3: National Institute of Environmental Research and Development for for Environmental Protection, Bucharest; P4: S.C. for Research Design and Production of Automation Equipment and Facilities; P5: Biotehnol Bucharest; P6: Academy of scientists.</p>
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	<p>- Project title: <i>Applied psychology management and power system in coal integrated holistic, to reduce pollution and increase the quality of life (HOLGRUP)</i> Period: 2012-2015 Partner institutions: CO: SC Training Center and Professional Perfect Service SA P1: S.C. Branch ICEMENERG S. A. Bucharest P2: Polytechnic University of Bucharest P3: Academy of Scientists from Romania P4: Oltenia Energy Complex - Branch Electrocentrale Craiova plant Isalnita</p> <p>- Project title: <i>Optimization of techno-economic and environmental impact of integration of CCS technologies in fossil-fuel power stations and sources renewable energy (biomass)-carbotech</i> Duration: 2012-2015 Partner institutions: CO: University Politehnica Of Bucharest P1: Babeş-Bolyai University P2: Institute of Electrical Engineering and P3: Academy of Science of Romania</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?

²⁶ ESD is addressed by substance and/or by approach.

(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>		
	University	License field	Master study programme accredited, CF. OMECTS 4630/2010
	U02	Engineering of installations	Energy, comfort and sustainable development
	U04	Agronomy	Sustainable agriculture
	U13	Business Administration	Management of sustainable regional development
	U17	Industrial engineering	Product Design for sustainable development and environment protection
	U20	Geography	Ecotourism and sustainable development
	U20	Economics	The European sustainable development strategy
	U20	Economics	Regional sustainable development
	U24	Environmental science	Sustainable development in coastal zone and exploitation of ecotourism to the space coast
	U31	Environmental science	Environmental education for sustainable development
	U31	Environmental science	Today's environment and sustainable development
	U34	Forestry	Sustainable use of forest resources
	U34	Environmental science	Sustainable development, regional and holiday farm
	U39	Agronomy	Management of sustainable development of rural area
	U41	Agronomy	Sustainable development of mountain area
	U46	Civil engineering	Sustainable rural and rehabilitation engineering
	U47	Agronomy	Sustainable use of agricultural technologies
	U47	Engineering and management	Management of sustainable rural development
	U48	Economics	Economics and sustainable development
U48	Agronomy	Management of sustainable regional development	
U48	Business Administration	The planning and sustainable development of the territory	
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?		

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	(a) the number of places financed by the State budget for the masters ' programmes that address ESD is decided at the level of every academic Senate, on the basis of academic autonomy, after allocation of tuition of higher education institutions.
	(b) the doctoral / postdoctoral programmes that address ESD are financed by the Sectoral Operational Programme Human Resources Development - Major intervention areas 4-Quality continuous professional training, Major field of intervention 5-Doctoral and Postdoctoral Programs in support of research.
	This DMI promotes this horizontal theme in particular through activities such as: eligible sessions/training modules covering issues relating to pollution prevention, environmental issues; Introduction sustainable development issues in the development of tools and methodologies. Also, in the activities of doctoral research and doctoral education supported by the ESF will have complied with the principles relating to the protection of the environment, sustainable development, etc.
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
	Innovation: Any innovative initiative could not neglect the EDD. Thus, new academic specializations have emerged, both in the public and private sectors (i.e. Entrepreneurship in engineering-Univ. Politehnica Bucharest), as well as new courses (for example: Green technologies supported by Siveco Romania). Those mentioned as specific events, such as the "Ștefan Procopiu" contest for creative and innovative human resources come to meet the need for information and training of Romanian society in the field of sustainable development (http://www.concursul-procopiu.ro/files/home.php?yourtabsmenu=0&desid=1). Capacity building: http://www.forhe.ro/
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>
	Conferences, round tables, symposia and other ways of promoting the results of research and examples of good practices in ESD are mostly funded through the projects they have been developed and are published/ promoted on the web pages of the projects.

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? ;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	(a) Review for scientific education "Milestones"-University of Bucharest. <i>Shop Teaching</i> , published by Institute of Education Sciences. (b) most of the annals published by universities include chapters or issues related to education for sustainable development. A few examples: -Scientific Bulletin, Sangli -"V" University "Of A. I. Cuza" Iasi -Stephen Cygnum! -Education Magazine for performance-IRSCA.
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	– <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6.	Strengthen cooperation on ESD at all levels within the ECE region
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>Both The Ministry of National Education and The Ministry of Environment and Climate Change, through their agencies, directorate and subordinate/ coordinate structures are involved in numerous projects (structural, cohesion, ISPA, PHARE CBC, etc.) based on international cooperation and partnership, which have educational components on issues of environmental protection and sustainable development.</p> <p><i>Ministry of National Education</i> : OSP (Operational Sectorial Programme) HRD, OSP Increasing Economic Competitiveness.</p> <p>- The "Research in Priority Sectors" - contribute to reducing economic and social disparities in the European Economic Area and to the strengthening of bilateral relations by intensifying research cooperation between the scientific communities of Romania, Norway, Iceland and Liechtenstein, as well as fostering long-term cooperation with creating partnerships between research entities.</p> <p><i>Ministry of Environment and Climate Change</i> : POS Environment, Life, Life +, GEF, Financial Mechanisms-SEE.</p>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>- Frameworks for conducting research and development in international partnership are:</p> <ol style="list-style-type: none"> 1. FP7 and EURATOM Framework Programme 7 2. Capacities Programme, Module III of PNII National Plan (2007-2013) is the instrument for financial support for international R & D projects with Romanian participation. 3. COST - European Cooperation in Science and Technology 4. ESF - European Science Foundation 5. The program "Science for Peace and Security" NATO 6. EUREKA international 7. Participation of Romanian researchers from organisms and is supported by international organizations Capacities Programme, Module IV. This module is put into practice by supporting projects to promote international collaborations. 8. ICGEB - International Centre for Genetic Engineering and Biotechnology 9. Competitiveness and Innovation Programme - CIP, 10. LIFE +, v. The pages of EC DGs, <p>Programul de Burse co sponsorizate UNESCO / ISDC – ediția 2013, European Research Infrastructure Consortium – ERICS Colaboration in the European Organization for Nuclear Research (CERN)/ http://www.ifa-mg.ro/cern/. Co-Sponsored Fellowships Programme UNESCO / ISEDC - 2013 edition, etc.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>The Carpathian Convention</p> <p>Pestalozzi Programme of the Council of Europe is a program dedicated to teachers, training of actors at pre-university education: teachers, textbook authors, trainers.</p> <p>Topics: intercultural dialogue and conflict prevention, responses to everyday violence in a democratic society; My culture, your culture, the school as a mosaic Interethnos; Tools for improving practice mediators in Roma communities and school assistants.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p>	
<p>With a view to fostering conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD we underline:</p> <ul style="list-style-type: none"> - The general provisions of the National Education Law referring to the principles which are governing Romanian education: of equity in access to education, respect for national cultural identity and for intercultural dialogue, conservation and promoting the of national identity and of cultural values of the Romanian people, recognising, conservation and ensuring rights for ethnic minorities with a view to development of their ethnic, cultural, linguistic and religious identity, social inclusion etc.; - Curriculum development by each school, as optional curriculum, at all levels in pre-university education; - Curriculum for the subject” Language and literature for mother tongue” are available in national minorities’ languages (Hungarian, German, Russian, Turkish, RRomani, Polish etc.) with beginning of early childhood education till upper secondary education. - The compulsory subject “History and traditions” for each national minority (in lower secondary education) - The compulsory discipline “History” with contents referring to“ The Local Patrimony” (in primary education) 	
<p><i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>Fostering conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge have an important role with a view to ESD implementation taking into account the key competences which determine the student’s education profile included in the NEL: Romanian language and mother tongue communicate on competences, for national minorities, social and civic competences, cultural expression competences.</p>	

Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p> <p><i>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p>
Issue 9. Future implementation of Education for Sustainable Development
<p><i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</i></p> <p>Taking into consideration the provisions of the national policies, strategies and actual legal framework in education domain, ESD will continue to be implemented through measures which includes:</p> <ul style="list-style-type: none"> - Elaboration of a new curriculum for secondary education on the basis of the 8 key-competences which determine the student's education profile included in the NEL; - Further implementation of “The Other kind of school: To know more, to be better!” and “The After School” programmes. - Approving by Minister' Order of the new optional subjects for upper secondary education related to SD : “Education for sustainable development through Geography”, “Meteorology and Climatology”, “Education for diversity – ethnic, linguistic and religious diversity” <p>Finalisation of The National Strategy on LLL and of The National Strategy on Early School Leaving and their implementation.</p>

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)		✓	✓	✓		✓	✓	✓	✓
Ethics and philosophy		✓	✓	✓		✓		✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓		✓		✓	✓
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓	✓		✓		✓	✓
Poverty alleviation			✓	✓		✓		✓	✓
Cultural diversity	✓	✓	✓	✓		✓		✓	✓
Biological and landscape diversity	✓	✓	✓	✓		✓		✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓		✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓	✓	✓		✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓		✓		✓	✓
Climate change		✓	✓	✓		✓		✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓		✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓		✓		✓	✓
Corporate social responsibility			✓	✓		✓		✓	✓
Production and/or consumption patterns			✓	✓	✓	✓		✓	✓
Economics			✓	✓	✓	✓		✓	✓
Rural/urban development						✓		✓	✓
Total									110
Other <i>(countries to add as many as needed)</i>									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
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Scale	A	B	C	D	E	F
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Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- understanding complexity/systemic thinking?		✓	✓	✓		✓	✓	✓	✓
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- managing change/problem-setting?		✓	✓	✓		✓	✓	✓	✓
	- creative thinking/future-oriented thinking?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓	✓		✓	✓	✓	✓
	Total									
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- decision-making, including in situations of uncertainty?		✓	✓	✓	✓	✓	✓	✓	✓
	- dealing with crises and risks?		✓	✓	✓		✓	✓	✓	✓
	- acting responsibly?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with self-respect?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with determination?		✓	✓	✓	✓	✓	✓	✓	✓
	Total									100

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
	- other (countries to add as many as needed)?									

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- self-expression and communication?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- coping under stress?			✓	✓		✓	✓	✓	✓
	- ability to identify and clarify values (for phase III)?		✓	✓	✓		✓	✓	✓	✓
	Total									
	- other (countries to add as many as needed)?									
	-									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with respect for others?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- identifying stakeholders and their interests?		✓	✓	✓	✓	✓	✓	✓	✓
	- collaboration/team working?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- participation in democratic decision-making?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- negotiation and consensus-building?		✓	✓	✓	✓	✓	✓	✓	✓
	- distributing responsibilities (subsidiarity)?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total									92
	- other (countries to add as many as needed)?									
	-									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conceptual and perceptual mapping				✓	✓	✓	✓	✓	✓
Philosophical inquiry							✓	✓	✓
Value clarification				✓	✓	✓	✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scenarios; modelling	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information and communication technology (ICT)		✓	✓	✓	✓	✓	✓	✓	✓
Surveys				✓	✓	✓	✓	✓	✓
Case studies				✓	✓	✓	✓	✓	✓
Excursions and outdoor learning	✓	✓	✓						
Learner-driven projects			✓	✓	✓	✓	✓	✓	✓
Good practice analyses				✓	✓	✓	✓	✓	✓
Workplace experience				✓	✓	✓	✓	✓	✓
Problem-solving			✓	✓	✓	✓	✓	✓	✓
Total									91
Other (countries to add as many as needed)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	
Local government	✓	✓	
Organized labour	✓		
Private sector	✓	✓	✓
Community-based	✓	✓	✓
Faith-based	✓	✓	✓
Media	✓	✓	
Total			16
Other <i>(countries to add as many as needed)</i>			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓		✓	✓
Local government	✓	✓		✓	
Organized labour		✓		✓	
Private sector		✓		✓	
Community-based	✓				✓
Faith-based					✓
Media	✓				
Total					15
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.							✓											
4.							✓											
5.							✓						✓					
6.								✓						✓				
7.							✓						✓					
8.							✓						✓					
Non-formal							✓	✓					✓	✓				
Informal							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed