

***Information on the first phase (2005-2009) focused on human rights education in the primary and secondary school systems and partial information as regards the second phase (2010-2014) focused on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel<sup>1</sup>***

As concerns education at both primary and secondary levels, the Ministry of Education undertook several measures aimed at building an authentic culture of human rights, starting from the earliest stages of education. These actions have been in line with the guidance provided in the action plans adopted by the General Assembly for the previous three phases of the World Programme for Human Rights Education.

Thus, from a curricular perspective, education for human rights is to be found either as a separate theme, either in an integrated form within the mandatory classes on civic education, social education, sociology, philosophy. Aspects related to human rights are also approached in the extracurricular activities, such as national contests or initiatives developed between schools and organisations of the civil society.

At primary school level, following the curricular reform from 2013-2014, the following objectives, among others, were provided as concern the “profile” of the primary school pupil: “active participation to the social life, observing diversity, preventing conflicts, integrating a system of values relating to family and society”. The school subject “civic education” and the related manuals are based on several international documents, such as the Report to UNESCO of the International Commission for Education in the twenty first century and the UN Convention on the Rights of the Child.

At gymnasium level, according to the educational plan adopted in 2016, in line with the recommendations of the European Parliament, among the competences to be developed by children there are aspects related to the integration of principles and values regarding civic participation. The most relevant school subject to this end is “social education”, which is studied during the four gymnasium years and comprises: rights of the child, inter-cultural education, education for democratic citizenship, economic and financial education. The content of this school subject was established by the Government Decision no. 1113/2014 regarding the National Strategy on the protection and promotion of the rights of the child for the period 2014-2020 and the Minister of Education Order no. 1529/2007 regarding the promotion of diversity in the national curriculum. Several international documents served as basis for these national measures, among which: Council of Europe’ Strategy on the Rights of the Child, 2012-2015; White Book on the intercultural dialogue, adopted by the Council of Europe in 2008; UN General Assembly Education for Democracy, A/67/L.25 (2012); Council of Europe’s Charter regarding the education for human rights (2010); 2015 Paris Declaration of the European Union

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<sup>1</sup> The relevant information as regards training of civil servants, law enforcement officials and military personnel are to be found in some of the Romania’s reports – national report for the UPR evaluation in 2018 would set the general framework though.

Ministers of Education on promoting citizenship and the common values of liberty, tolerance and non-discrimination through education.

Another relevant school subject at gymnasium level is the History and Traditions of the Minorities, studied during the last two years in gymnasium. The content was established in cooperation with the representatives of the national minorities and is in accordance with the Council of Europe Framework Convention on National Minorities, from 1995.

At high school level, besides History of the national minorities and the philosophic perspective on human rights (presented when studying Philosophy), a separate school subject was included, namely "Rights of the Child. Protection Services of the child".

Besides the above-mentioned items, the schools have the possibility to elaborate their own educational offer, in accordance with the needs and traditions of the local communities ("school-based curriculum"). In this sense, the schools may appeal also to national offer, which comprise activities approved by order of the minister of education. The following subject matters are relevant in this sense: Education for society (accessible since 2013, for pupils from primary school), "Ready for life" (since 2017); "Teens abilities" -aiming at preparing teens for an active involvement in the society. All these aim at developing specific competencies related to human rights: exploring rights of the child in different societal contexts; correlating one's own identity with the identity of other persons.

National contests represent another framework where human rights aspects are presented, especially the rights related to democracy and social involvement of the youth. There are several such contests, for each educational cycle: civic education (primary cycle), civic culture (gymnasium), national contest on "Democracy and tolerance", "Culture and civilisation in Romania", "Holocaust remembrance".

Apart from these initiatives, since 2013, on the basis of a Protocol of cooperation between the Ministry of Education, the Ministry of Justice, Public Ministry and the Superior Council of Magistracy and the High Court of Cassation and Justice, all pupils and teachers have access to legal education. These courses are focused on human rights aspects, but they comprise also concepts related to the functioning of the judicial system and information on the constitutional structure. The programme aims also the elaboration of dedicated manuals and other kind of informative materials.

At university level, human rights are an object of study, depending on the specific faculty, during licence or master programmes. All seven major university centres in the country developed master programmes on human rights. In addition, several research centres on human rights were established.

Human rights education comprises also continuous training courses for the teachers, approximatively 37 courses being accredited by the Ministry of Education for pre-university level.

It is worth mentioning the cooperation initiatives with international organisations. Thus, in relation with the Council of Europe, the Reference Framework of Competences for Democratic

Culture applies since 2016, Romania being among the 11 participating countries to the pilot phase of the Council of Europe's Model of competences for democratic culture. Elements from this Reference Framework were included in the national curriculum on the occasion of the 2012 national curriculum reform, regarding primary and gymnasium levels of education. Romania is an active participant to the activities undertaken by the Council of Europe as regards the implementation of the Reference Framework. This involves also an active promotion, including at civil society level (see for example the Intercultural Institute of Timisoara, an NGO which has been constantly involved in developing tools for democratic education).

Since 2001, in collaboration with the North-South Centre (European Centre for Global interdependence and solidarity), the Ministry of Education developed a yearly project "Global education week" (yearly during the third week of November). It aims at deconstructing stereotypes and encouraging pupils to adopt a sustainable life style and provides for courses on human rights, sustainable development, peace and security.

The Ministry of Education participates also in the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (last report was transmitted in 2016 - <https://www.ohchr.org/EN/HRBodies/UPR/Pages/ROindex.aspx>).

In general, as regards the cooperation at UN level, the Ministry of Education actions are oriented by the UPR recommendations. OHCHR trainings and conferences are also valued.

There have also been several examples of good practice as regards initiatives related to education of the refugees. For example, between January and December 2017, the National Centre for Policies and Evaluation in Education undertook a research regarding the obstacles faced by children of refugees and proposed several solutions to improve their situation (see [http://www.ise.ro/wp-content/uploads/2018/06/Raport\\_cercetare\\_Educatia\\_Copiiilor\\_Refugiati\\_2017.pdf](http://www.ise.ro/wp-content/uploads/2018/06/Raport_cercetare_Educatia_Copiiilor_Refugiati_2017.pdf) ). The project was associated to other two EU funded projects (eTwinning and Democratic school governance for inclusion: a whole community approach).

***Partial information as regards the third phase (2015-2019) on promoting human rights training for media professionals and journalists***

According to responses provided by several journalism faculties in the country, the courses on human rights issues are part of the licence and master studies. In general, the faculties are involved in several projects targeting human rights issues (under an EU framework or in cooperation with the World Bank<sup>2</sup>), but there is a need for a general framework as regards the content and structure of the human rights studies.

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<sup>2</sup> The projects exemplified by the Sibiu Faculty on Social Sciences: Erasmus Project 'Sustainable Development Goals in Journalism Reporting', 2019-2021 (project reference 609897-EPP-1-ES-EPPKA2-CBHE-JP); collaboration with the World bank in projects related to rights of persons with disabilities

In view of the present report, the Bucharest Faculty of Journalism and Communication Sciences undertook a survey among its professors in order to identify the objectives and the content of the relevant courses held within the faculty.

According to the responses, there have been five separate courses on distinct human rights issues: “journalism and disadvantaged categories”, “gender and politics”, “communication in sign language”. Human rights education objectives are to be found also in the content of other, more general courses: “stereotypes in the advertising market”, “democracy and authoritarianism”, “media representation of the social actors”, “menaces of the illiberalism and populism”, “the internet and citizenship”.

The majority of the professors participating in the survey motivated the choice for this human rights based approach of their courses by the need of this kind of information on a daily basis. However, it is worth mentioning that the majority benefited from trainings on human rights issues. The advantages of a formative experience are also to be seen when analysing their involvement in other extracurricular activities with students. Several discussion sessions were held, on different human rights topics of relevance in Romania (for ex. the situation of the Roma minority in Romania); several professors participated in research projects on human rights aspects and the role of the mass media. The major challenge was considered to be related to the lack of a national coordination system regarding education on human rights aspects, and, in this sense, the ARACIS<sup>3</sup> standards should be modified accordingly.

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<sup>3</sup> The public agency involved in the accreditation of the university studies in Romania.