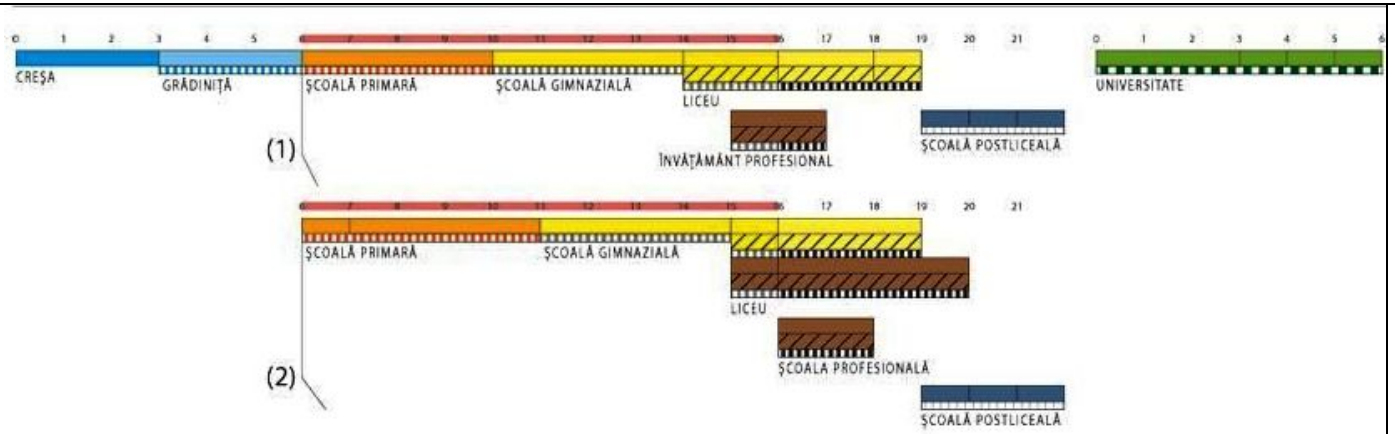
MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	**Country profile sheet ROMANIA**		Resources; other usable datas
Context – educational system	**Overview**	The education system is managed at national level by the Ministry of National Education (MEN). The National Education Law (no. 1/2011) provides the legal framework for the exercise of the basic right to lifetime an education under the authority of the Romanian state. The law regulates the structure, the functions, the organization and functioning of the national state, private and confessional educational system. The law aims at promoting an education based on values, creativity, cognitive and will capacities and action-based capacities, fundamental knowledge and skills, knowledge and abilities of direct usage, in the profession and the society. Compulsory education is a 10-year education and includes primary and secondary education. The obligation to attend the 10-year daytime education ceases at 18 years old. In order to fulfill the objectives of education and vocational training through the national education system, state high school education is generalized and free. The national pre-university educational system includes the following levels: • Early education (0 – 6 years), including *the ante-preschool level* (0-3 years) and *pre-school education* (3-6 years), which includes the little group, the medium group and the big group; • primary education which includes *the preparatory grade* and *1st – 4th grades and is organised for pupils aged 6-11* • the secondary education, which includes: (i) *the lower secondary or middle education*, which includes 5th –9th grades; (ii) *the higher or high school education*, which includes 10th – 12th/13th high school grades, with the following programmes: theoretical vocational and technological. • Training, between 6 months and 2 years; • Tertiary non-university education, which includes post-high school education General compulsory education is made up of primary and secondary inferior education. Technical education comprises grades 12 and 13 of highschool education, technological programme.	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
		During the 2012/13 school year a new Romanian national education system has been phased in whereby pupils aged 6 enter the preparatory year of primary education. As a result new stages of the Romanian educational system have been set up. ***Pre-primary education*** (*preșcolar*, children from 3 up to 6 years of age) for which attendance is optional. This type of education is provided in special institutions – Kindergartens *(grădinițe)*, most of them are public. ***Primary education*** (*școala primară*, 5 years, children between the ages of 6 and 11 years old) includes the preparatory year. ***Secondary general education*** (8 years, pupils between the ages 11 and 19 years old) refers to *gimnaziu* (secondary inferior education) and *liceu* (high school). ***Secondary vocational education*** (15 to 20 years old) provides general, specialised or vocational courses. What follows, is ***higher education*** or tertiary education.	
	Primary and lower secondary education	Primary education gives all children equal opportunities in accomplishing the first stage of basic education (*elementary education*) and in continuing their education in the subsequent education levels. The number of hours allocated to the subjects in the framework schooling plans is maximum 20 hours a week for the primary education. The curriculum for primary education, is established by the Ministry of National Education.In accordance with the general finalities of education, the in-force curriculum for primary education sets the following specific finalities for this education level: • To ensure the first stage of basic education for all children; • To build up each child personality, respecting his/her own development level and rhythm; • To ensure that each child acquires the basic knowledge, skills and attitudes that stimulate the effective and creative relation with the social and natural environment, and provides the necessary opportunities in continuing education. For primary and gimnaziu education the National Curriculum establishes the following types of educational objectives: • The *frame objectives*: educational objectives, referring to the development of capacities and attitudes generated by each specific topic and pursued over a number of years of study. For most subjects the frame objectives are established for one education level (i.e. primary, etc.); • The *reference objectives*: educational objectives specifying the expected learning outcomes per year of study and following the progress of the pupil regarding the development of capacities and knowledge's every year. The reference objectives are established within the syllabus for each subject and grade and are derived from the frame objectives of the subject for the given education level. According to the provisions of the Law of National Education (Law 1/2011), the National Curriculum represents a consistent set of framework schooling plans and pre-university curricula and syllabi. The framework schooling plans include the compulsory and optional subjects, as well as	

		the minimum and maximum number of lessons for the compulsory and optional subjects. The common part is made up of the compulsory subjects, and the curriculum upon school decision, is made up of the optional subjects. The syllabi establish for each subject the study manner of the curriculum, the pursued objectives and describe their basic theoretical, experimental and practical content, offering general methodological guidance for their achievement. The framework schooling plans and syllabi for the preuniversity compulsory subjects are elaborated by competent institutions and organisms of the Ministry of National Education, and are approved by order of the minister of education, research, youth and sports. Upon school decision, the curriculum is made up both of optional subject packages, offered at national, regional and local level and also of subject packages offered at the level of the educational institutions. The board of the educational institution, after consulting the pupils, the parents and on the basis of the available resources, sets the curriculum, on the school decision. The compulsory subjects represent 80% of the framework schooling plans for the compulsory education; the framework schooling plans for the optional subjects represent 20% for the compulsory education. The syllabus shall cover 75% of the teaching hours within each subject, which places 25% of the time allocated for the subject in question to the teacher's disposal. ccording to the provisions of the Law of National Education (Law 1/2011), Art. 68, the national primary education national curriculum focuses on 8 categories of key skills determining the pupil's training profile: • Communication competence in Romanian and maternal language, in the case of national minorities; • Communication competence in foreign languages; • Basic mathematics, sciences and technological sciences competences; • Computer skills (using the information technology in order to acquire knowledge and solve problems); • Social and civic skills; • Entrepreneurial skills; • Cultural expression and sensitization skills; • Learning abilities. Physical education and sports in pre-university education are included in the common part of the curricula. The subject Information and Communication Technologies (ICT) is an optional subject for pupils from 1st – 4th. The National Curriculum for grades I to IV is structured in seven curricular areas, defined on the basis of epistemological and psycho-pedagogical principles and criteria: (1) Language and communication: Romanian language (grade I-IV), 1st Foreign language (grade III-IV); (2) Mathematics and natural sciences: Mathematics (grade I-IV), Knowledge about environment (grade I-II), Natural sciences (grade III-IV); (3) Human being and society: Civic education (grade III-IV), History (grade IV), Geography (grade IV), Religion (grade I-IV); (4) Arts: Plastic education (grade I-IV), Musical education (grade I-IV); (5) Physical education and sports: Physical education (grade I-IV); (6) Technologies: Practical abilities (grade I-II), Technological education (grade III-IV); (7) Counselling and guidance: Counselling and guidance (grade I-IV). Optional subjects/activities can fall in either of the curricular areas. After the 8th grade, students are required to take the Testarea Naţională or the National Test. This is a nationwide examination that can only be taken once.	http://differentalike.eu/index.php?option=com_content&view=article&id=80:the
	Upper secondary education	High school comprises four years of studies, with two compulsory year levels (9th and 10th grade) and two non-compulsory levels (11th and 12th grade). There are different types of Romanian high school that allow access to higher education. However, because of the difference in the subjects taught in some high schools, admissions to certain universities might be difficult to attain. For example, a Humanities high school usually does not offer any mathematics or science subjects, so a graduate from that school may find it difficult to apply for an Engineering or Mathematics degree. Still, there is no limitation as to where the student has graduated as long as he or she passes the admissions exam. The Baccalaureate Examination Graduating high school students are required to take the National Baccalaureate Exam or Examenul National de Bacalaureat or the Bac. This examination involves two or three oral exams and four or five written exams, and spans a course of one week and a half.	

	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	In Romania no common definition for media literacy in its wider pedagogical, cultural and technological understanding exists at national policy level. In Romania, media education in formal education, studied as part of other subjects (integrated in other subjects) such as Citizen Education/Social Studies/Culture and in foreign language classes, as well, can be encountered both in elementary and secondary classes. Major shift in educational policies in Romania regarding media education: the curricula switch from an independent optional subject according to Minister of Education Written Disposition no. 4730 in 2004 to an integrated compulsory subject, according to the Written Disposition of the Minister of Education and Research nr. 5959 dated 22.12.2006. While in keeping with the Written Disposition no. 4730/ dated September 22nd, 2004, issued by the Minister of Education, Research, Youth and Sport, "Media Competence" was to be studied as an independent subject but as part of the optional curriculum (a curriculum that each High School is free to decide upon) in keeping with the Written Disposition of the Minister of Education and Research nr. 5959 dated 22.12.2006 Media Education has become an integrated compulsory subject called Social Studies (in the field of social sciences, taught to XIIth form pupils in High School).	MEDEAnet_Romania_Chapter_2012 by Nicoleta Fotiade manuscript Active Watch, Media Monitoring Agency
	resources	The new curricula was approved by the Written Disposition of the Minister of Education and Research nr. 5959 dated 22.12.2006 http://administraresite.edu.ro/index.php/articles/7197 The new updated curricula in force is available at: http://administraresite.edu.ro/index.php/articles/8531	
	Media literacy in education from a historical wiew	Several steps have been made during the last seven years to support media-based learning. *Digital and information literacy* has been mentioned as key competence for compulsory education in Romania ever since the 2003 Report on the Reform of Compulsory Education in Romania Article 68, (1d) of the 2011 National Education Law integrates digital competence as key competence for primary and secondary education. During the last ten years the national curriculum integrated media education in one separate subject "*Competence in Mass Media*" (curriculum left to the discretion of the school) and partly within the "*Social Studies*" core curriculum. The recently changed Civic Education curriculum for lower secondary education embeds specific learning objectives related to education about media but their adoption is up to the individual teacher. At present Romania does not have a long-term policy strategy to promote media literacy within initial and lifelong learning.	
	Media literacy in	In order to establish a media and learning relevant curriculum (The Media and Learning relevant curriculum refers	

	the curriculum – recent wiew	to both media education (teaching about media) and media-based learning (teaching with media)., ActiveWatch studied 608 subject curricula (including all theoretic, vocational and technology branches) out of which 35% contained various references to media and learning. As will be revealed in the sub-chapters below, media-based learning is encouraged in the core curriculum but mainly at content level and not on the level of learning outcomes. Primary education At this stage the pupils learn how to recognise the main external components of a computer, how to use the keyboard and the mouse and to operate with simple educational software, to look for information on the Internet and how to use digital photo and video cameras. The study of the primary subject curricula identified several methodological recommendations related to media-based learning in eight subject matters. The Civic Education curriculum fosters the use of media products in the learning activities, the History and Religion ones encourage teachers to use documentary film in the teaching/learning process and the Counselling and Orientation one mentions the use of film as a working method in the classroom. Six of the mentioned subjects are part of the core curriculum with one-hour class every week*. No general or specific media literacy learning outcomes have been integrated in the primary school curriculum.* Secondary education Education about media is present in the curriculum as an optional subject for high school and embedded within the Social Studies subject matter (final year of high school). The *high school* curriculum is dominated by the methodological recommendation to use a computer and other audiovisual media to illustrate various topics, to search for information or to research given topics. The methodological suggestions within the Geography and Religion curricula focus on the use of film and documentary film in screenings to illustrate teaching topics as well as to the use of multimedia tools. The use of various media products like press articles and films is recommended mostly within the History, Human Rights and the Contemporary Migrations curricula. The *Language and Communication* curriculum area[1] integrates more diverse media-based learning suggestions and also several media literacy learning outcomes. Pupils should learn how to express themselves in various communication circumstances, they should develop communication techniques useful in conversational and debate situations, they should learn how to make a journalistic interview etc. They should also learn how to write journalistic texts (news stories and feature) and to be able to appreciate the artistic quality of a literary work also with the help of its film screening. The learning objectives of the English and French curricula integrate the production and reception of written and spoken messages in various communication circumstances. How to read and use visual images from the aesthetic and critical thinking points of view are specific competences in the Arts curriculum. The aim of the Visual arts study is to develop the ability to communicate through images and, in particular, to help "the young person under the assault of excess advertising images not to become a passive receiver, easy to be manipulated, but to keep his/her personal creative ability". Various media products (films, TV programs, art albums etc.) are recommended for classroom work.	

[1] Romanian language, English and French.

		The *Orientation and Counselling* curriculum proposes interactive working strategies like media monitoring, role-play and critical thinking exercises along with screening of films and features, online search and to consider mass media as sources of information. The *ICT curriculum* is integrated as a separate subject in the high school core curriculum with 1-2 hours per week. At gymnasium level, elements of ICT curriculum are studied within various optional subject matters – the individual school with the approval of the county inspectorates decides the curriculum. After taking ICT classes pupils should be able to understand the connections between information technology (the use of the computer) and society, to use general research techniques and various multimedia effects and to become aware of the social, economic and moral impact of using the computer. The *social studies* curricula includes within the content unit called "Communication in a democratic society" the following elements: · Social and political communication by means of media. · Media messages consumers. · The role played by the journalist in society. Breaches of the journalist's ethics and role in society. · Minorities mirrored by the media. Stereotypes and preconceived ideas. The specific competence to be gained within this curricula by pupils studying media education is: „Cooperation within a group with a view to drafting solutions for a critical reception of media messages." Starting with the 2009-2010 school year, media literacy related content is present in the Civic Culture curriculum for the last two years of gymnasium (7th and 8th grades, 13-14 years old). Pupils may gain knowledge about the role of mass media in shaping public opinion, freedom and responsibility of the press in producing and transmitting media messages, prejudice and stereotypes. Again, this content is not compulsory and is not the object of national evaluations. It can be tackled in the classroom activities at the teacher's decision. The Civic Education curriculum in both primary and general secondary education encourages teachers to use study cases covered in the news media in their teaching. Such recommendations may give an opportunity for education about media. Still, the use of film and documentary film to illustrate various topics is most encouraged in most of the studied curricula as well as the use of multimedia tools in various teaching and learning situations As with regard to media education at high school level a separate subject that teaches about media is in the national curriculum since 2004 (Competence into Mass Media). The subject is optional and it is taught one hour per week. "Social Studies" is the only core curriculum that integrates media literacy modules. It is taught in secondary general education, humanist profile, Social Sciences specialisation (12th grade). After taking these two classes pupils should be able to explain the role of the media in society, to identify various types of media messages and be able to select information on the basis of critical analysis criteria, to understand the role of media consumers, to understand news production and production of advertising messages, to identify stereotypes and prejudice that mass media may promote about various groups, also to identify messages that are charged with journalists' bias etc.	
	Comments, annexes	The brochure "Taming TV" was printed in 55.000 copies both in Romanian and in Hungarian and was distributed with the support from the Ministry of Education to schools all over the country. The electronic version of the brochure in Romanian is avalilable at: http://www.cna.ro/IMG/pdf/Brosura_CNA.pdf The electronic version of the brochure in Hungarian is avalilable at: http://www.cna.ro/IMG/pdf/broshura_HU_low_res.pdf The manual "Media Competence" may be found by High School pupils at: http://www.libhumanitas.ro/competenta-in-mass-media-	

		clasa-a-xii-a-manual-cd-humanitas-educational-2006.html "Let's Find Out Together What is Behind News?" part of the ONAIR Project The manual entitled: "Good practices in using media", available at: http://www.activewatch.ro/stiri/Cercetare-si-Educatie-Media/ONAIR-Bune-practici-in-utilizarea-noilor-media-la-clasa-269.html	
Ad Teacher profession development	The MediaSIS course was developed in Romania by a local media watchdog – ActiveWatch – to help teachers improve their media literacy level and, as a result, include media education strategies in the classroom. The course – a first in Romania – is intended for teachers in any field of the undergraduate system, but the competences attained through this course can be of better use in fields like social science, Romanian language and literature, foreign languages and natural science. The idea of the course is to help teachers develop knowledge and competences that will allow them approach media issues with their students, along the various subjects taught. With this course, ActiveWatch continues its campaign to adapt school activities to the students' everyday life dominated by the media in all their forms, and to give them the possibility to develop critical thinking towards media messages with the support of their teachers. The MediaSIS course is a 45 hours course with face-to-face and online sessions on the Moodle platform (20 hours, respectively 25 hours). It focuses on the critical approach of information media, image construction and video production as well as Internet use – credibility online, copyright issues and private life concepts, open educational resources. The 2012 updates to the National Education Law do not make any particular mention of teachers' *pre-service training* for ICT skills and/or media literacy. However the new updated law does mention the *Didactic Master* program for teachers' initial training. Particularly the Psychology and Education Sciences Faculty at the Babes-Bolyai University in Cluj provides two media education courses at BA and MA level for future teachers.		Media Literacy. Good Practices in Romania MediaSIS – Media Literacy for Teachers Active Watch, Media Monitoring Agency
Specialized network for media educators	mediaSIS@yahoogroups.com it started as a platform of communication for 120 teachers trained in 2004 to teach option subject "Competence into mass media". It was intended to offere techers the opportunity to exchange and share their experience in the classroom but it was not very active. MediaSIS Romania Open Facebook group https://www.facebook.com/groups/mediaSIS/ - is a platform for interaction and exchange of information among people in Romania and from abroad interested in or working for media education and promotion of media literacy. It was launched in January 2012, 151 members joined ever since and it is an ActiveWatch initiative.		