

ROMANIA

with the contribution of Laura-Elena Capita and Carola Capita

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and regulations for initial teacher training¹

Law 288/24.06.2004 concerning the organisation of post-secondary education

The Ministry of Education Order 4356/11.07.1996 concerning the creation of university ITT departments

The Ministry of Education Order 5416/21.12.2000 concerning the organisation of in-service training for all teachers

Gd no.604/June 2002 stipulated the setting up of the National Centre for the Training of the Teaching Staff in Pre-University Education as an agency for quality development and assurance in teacher training.

Structure of the education system²

The education system is:

- a) comprehensive until student age of 14 years
- b) selective from student age of 15 years
- c) compulsory full time education up to student age of 15/16 years
- d) school leaving age: student age 16 years (for compulsory education), and 18/19 years (for post-compulsory secondary training)

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage³:

	Male	Female	Total
below secondary II [ISCED 2]	23%	36%	30%
secondary II [ISCED 3]	66%	55%	61%
post-secondary, non-tertiary [ISCED 4]			
tertiary I [SCED 5A/6]	11%	9%	10%
tertiary II [ISCED 5B]			

¹ Source: Ministry of Education and Research.

² Source: The Ministry of Education and Research, The Law of Education (1995, modified in 2003).

³ Note: Data are not available as detailed as requested. The following three levels of educational attainment can be distinguished: at most lower secondary level (ISCED 0-2); upper secondary level (ISCED 3 & 4); tertiary level (ISCED 5 & 6).

Source: ETF Key Indicators Database.

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

*Pupils*⁴

Pupils in	Male	Female	Total
Lower secondary general education	618 841	588 664	1 207 505
Upper secondary general education	165 487	248 601	414 088
Upper secondary vocational education	338 266	258 265	596 531

- Ration of upper secondary graduates to total population at typical age of graduation⁵

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	73.1	77.3	75.3

*Students*⁶

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	294 871	363 281	658 152
of which post-secondary non tertiary education (=ISCED 4)	23 441	38 414	61 855

- Students per institution⁷

- New students in 2002/03⁸

Institution/ ISCED	Male	Female	Total
All Institutions	57 227	70 004	127 231

⁴ Source: ETF Key Indicators database.

⁵ Aged 20-24 having attained at least upper secondary education. Source: Europa website (Tstructural Indicators).

⁶ Data refers to public and private post-secondary education (academic year 2002/03). Source: National Institute for Statistics, *Învățământul Superior la începutul anului universitar 2002-2003*.

⁷ The Romanian tertiary education system comprises the following type of institutions: universities (4-6 years) train mainly specialists for basic research, but the majority of their graduates become teachers; polytechnics (3-4 years) focus on engineering and applied sciences; academies of economics (4 years); theological institutes (3-4 years); military academies (4 years); colleges (2-3 years)

However, there are some points to be made. The universities have as main aim the initial training of future specialists in various fields (humanities, social sciences, science and technology, and so forth); for the faculties and departments that have a closer link to general education, one of the stated aims is to ensure the training of future teachers for the secondary education – this is why the majority of universities have stated in their charters that they consider ITT as an important part of their activity. The universities of applied sciences (polytechnics and universities of economics), although they do not have such statements in their charters, offer ITT courses and have developed (even before 1989) specialised ITT departments. After 1989, teacher training colleges (pedagogical colleges) were established on the basis of former primary school teachers high schools (pedagogical high schools). They provided short-term tertiary training (three years), and each county has such an institution that aims at training teachers for years 1 to 4. The pedagogical institutes existed in the period (roughly) 1950–1970, when the sudden expansion of the educational system created a severe lack of qualified teaching staff. In subjective psychological terms, such institutions (which never excelled in either academic or didactical knowledge) are equated with the Communist education.

⁸ Source: National Institute for Statistics, *Învățământul Superior la începutul anului universitar 2002-2003*.

• Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
All Institutions	9 303	14 551	23 854

• Number of trainee teachers and trainee teachers per institution

This number should be regarded cautiously. The experience at Bucharest University – which is similar to that at the other major universities in the country – shows that the overwhelming majority of students take the courses demanded for their qualification as teachers for secondary education. A conservative estimate of the number of students that take these courses is 90% of the total. The number of female students taking these courses is greater (up to 95%). The number of students in pedagogical colleges is rather uncertain. At any rate, many of the graduates from these colleges also pursue academic training. The institutes of theology prepare priests but have education as a minor field of training to enable their graduates to teach religion in schools.

*History students*⁹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	3 545	4 985	8 530

• New history students in 2002/03

	Male	Female	Total
Universities	955	1 368	2 323

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities	681	865	1 546

*Trainee history teachers*¹⁰

• New trainee history teachers in 2002/03 per institution and trainee history teachers graduating in 2002/03 per institution¹¹

⁹ Data refers to the state/public higher education (i.e. universities); primary teachers also teach history (year 4).

¹⁰ The number of trainee history teachers is difficult to estimate due to the fact that all students take the courses in didactics of history teaching, even if they do not wish to pursue a career as teachers. Only 5% of the students do not take these courses, hence they are not to become history teachers. Source: Faculty of History, University of Bucharest.

¹¹ Approximately 90 to 95% of the students in the faculties of history attend the courses that qualify them for the teaching profession. To this number we should add the number of students attending courses in pedagogical colleges, since primary school teachers also teach history. The same applies to graduating students, with the note that some of those that didn't attend these courses can do so in the first year after graduation.

• *Teacher trainers in general and history teacher trainers*

• Number of teacher trainers¹²

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	17 750	12 948	30 698

• Teacher trainers in state, non-state (private) and church institutions¹³

Institution/ ISCED	State ¹⁴			Non-state ¹⁵			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All institutions	15 586	10 443	26 029	1 767	1 823	3 590	n/a	n/a	n/a

• Number of history teacher trainers¹⁶

Teachers in general and history teachers¹⁷

School level	Number of teachers	Number of history teachers
Primary	104 218	9 477
Lower secondary		
Upper secondary general	25 579	3 315
Upper secondary vocational	37 476	

• Number of teachers in school

School level	Male	Female
Primary	33 051	104 218
Lower secondary		
Upper secondary general	8 565	17 014
Upper secondary vocational	14 847	22 629

• Number of history teachers in school¹⁸

School level	Male	Female
Secondary education (all)	5 720	7 072

Financing

The annual expenditure per history student varies at each faculty. The costs of a history student are lower than the average annual cost of a student,.

¹² Until now, the status of teacher trainers has not been regulated. In 2004, the Ministry of Education and Research developed standards for teacher trainers in secondary education, which will act as a basis for teacher trainers' certification. The main competences are the ability to design and prepare training activities, evaluate the training process, evaluate the activity of trainees and promote training programmes.

In the Romanian system, a distinction is made between training and further professional development (i.e., in-service teacher training). There is no clear-cut institutional framework for qualifying IT trainers.

Source: ETF Key Indicators database; Statistical Notes by educational level, National Institute for Statistics, 2003.

¹³ Source: National Institute for Statistics.

¹⁴ All staff members in institutions of higher education are considered to be teacher trainers.

¹⁵ ie. private.

¹⁶ No data available. History teacher trainers are considered to be the teaching staff in the universities, the trainers of the National Council for Curriculum (mostly, but not exclusively, for in-service TT), and the mentors trained by the British Council (only for initial TT).

¹⁷ Source: ETF Key Indicators database; Statistical notes by educational level, National Institute for Statistics, 2003.

¹⁸ Source: Ministry of National Education and Research, Department of Logistics, Administration and Human Resources.

The costs of a trainee history teacher are average for trainee teachers.

Feminisation

- During the last five years, there has been an increase in female students¹⁹. There has also been an increase in female trainee teachers in the last five years. There has also been an increase in female trainee history teachers.

II. Initial training

A. Training institutions

*Institutions involved in ITT*²⁰

Institution	For which school level
Universities	ISCED 2, ISCED 3, ISCED 4
Universities of applied sciences	ISCED 2, ISCED 3, ISCED 4
Colleges of higher education	ISCED 2
Teacher training colleges	ISCED 1
Other, please specify: institutes of theology	ISCED 2, ISCED 3

*Main purposes of institutions*²¹

Institution	Purpose
Universities	education of researchers and teachers
Universities of applied sciences	education of researchers, engineers, and teachers
Colleges of higher education	education of teachers
Other, please specify: institutes of theology	education of teachers (as minor field)

Faculties in charge of ITT

Institution	Faculties
Universities	Department for ITT
Pedagogical universities	Department for ITT
Universities of applied sciences	Department for ITT

TT institutions are required to meet legal standards set by

The state (including government) and the training institutions themselves.²²

Number of training institutions

providing a training programme for initial teacher training (general)

All institutions of higher education have the right to organise ITT courses; some of the tertiary education institutions are in the process of accrediting such programmes (such courses are recognised by the Ministry only after the programmes have been certified by the National Council for Academic Accreditation). It is important to note that universities can have different statuses (accredited and with a temporary accreditation).

¹⁹ Teachers trained at ISCED 3 level are mainly female (in pedagogical high schools). At the tertiary education level (ISCED 5-6) the number of female students was almost 76% in the school year 2001/02 compared to school year 1997/98 with an almost 66% increase in the number of female students in ISCED 5A. By contrast, the number of female students in ISCED 3 level dropped in the same period by almost 5%.

²⁰ Source: Ministry of Education and Research

²¹ Source: www.edu.ro. Retrieved 28 March 2006.

²² In general, international and European documents and regulations are part of the legal framework that regulates ITT. Source: National Council for Academic Accreditation.

providing a training programme for initial training of history teachers

The institutions providing an ITT programme are the universities (Cluj, Iasi, Bucuresti, Timisoara, Constanta, Galati, Targoviste, Sibiu, Alba Iulia, Suceava, Targu Jiu, Craiova, Arad, Oradea). Another category are the colleges of higher education – in general associated to the major universities (Cluj, Iasi, Bucuresti, Timisoara, Constanta).

Finally, we can include the pedagogical high schools (they train teachers for primary education, which also includes history teaching).

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

universities, colleges of higher education, pedagogical high schools

The structure of ITT is:

Concurrent.

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers²³

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Pedagogical high schools/pedagogical colleges, ISCED 3 (for primary schools)	examination	written and oral	4	BA	yes	none, admission at the end of study
University, ISCED 5 (for lower and upper secondary schools, as well as lower and upper secondary vocational schools)	examination, fees	written and oral	4	Licence Diploma	yes	none, admission at the end of study

• Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

EDC can be taught by history, philosophy, political science and law graduates. There is no specific curriculum for EDC training.

Standards for ITT

• Professional profile

There is a professional profile for history teachers in Romania²⁴.

The professional profile is important for the implementation and planning of curricula, educational programs and practical work²⁵.

²³ Source: Ministry of Education and Research, universities of Bucharest, Cluj and Iasi.

²⁴ Source: Law 288/24.06.2004 concerning the organisation of post-secondary education

²⁵ Source: National Commission for Accreditation

Content of the professional profile

It became explicit with 2003/2004, as result of Law 288/24.06.2004 concerning the organisation of post-secondary education.

Specific competencies: knowledge and understanding of historical and didactical terminology, information sources that are specific to history and to the educational sciences and the methods and instruments of evaluation; ability to identify ways in which issues of the contemporary world can be addressed through the curriculum, ability to analyse didactic interactions in the classroom and the role of the teacher in facilitating communication; ability to use a diversity of historical sources and teaching strategies that contribute to the development of research and communication competencies; awareness of the need for diversified/individual approaches in the classroom;

- Certification system (qualified teacher status)

There is a process of certification after finishing studies of history teaching (e.g. qualified teacher status).

De jure, the QTS is obtained through graduation and the licence diploma; *de facto*, the status is obtained after an examination (two years after entering the job) called *definitivat* (i.e. QTS)²⁶. Approximately 90-100% of teachers have acquired QTS for secondary schools²⁷.

- Low-qualified history teachers

In Romania, there are low-qualified history teachers actively teaching history in school. The approximate percentage of such low-qualified teachers is 13%. Their situation is difficult. The teaching jobs are insecure (they have to apply each year to the local school authority for a teaching post), the payment is at the minimum (there are no financial supplements, like age bonuses, teaching degree bonuses, stress, supplements for rural schools, etc.), they cannot be elected to the school board.

This situation is the result of several factors, e.g. the less than acceptable payment in relation to the social value and responsibility of the profession, the general lack of interest in the rural and/or underprivileged regions of the country, the opportunities that are provided by the private sector (e.g., for English and computer sciences, there is a lack of 20 000 qualified teachers).

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Romania.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and the universities/teacher training institutions.

- Coordination of curricula

Curricula of different institutions are not coordinated. Curricula of the same institutions are not coordinated.

²⁶ Source: Ministry of Education and Research, Statute of the Teaching Profession

²⁷ Teachers who do not have the necessary academic qualifications (i.e., diploma or ITT module) do not have the right to sit examinations to obtain the QTS.

Training at universities

- Curriculum

The current curriculum dates from 2000 (year of implementation) and will be replaced by a new curriculum in 2006 (year of replacement).

- The aims and content of initial training for history teachers

The curriculum of initial training for history teachers (Bucharest University, Faculty of History):

Aims: to promote the training of young specialists in the field of historical sciences, to contribute to the development of the research in the field of historical sciences, to train history teachers for secondary education, to offer support for the training of specialists in social sciences.

Structure and length of studies: 4 years undergraduate (2 general + 2 specialised) + 2 years postgraduate studies.

- The relationship in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training
Universities	70%	20%	5%	5%

These courses are always separated.

- Training of history competencies

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

– The general history courses in the curriculum are based on a²⁸:

Chronological structure	40%
Thematic structure	50%
Methodological structure	10%

– Ratio of local, regional, national, European and world history in history courses

Local history	5%
Regional history	10%
National history	40%
European history	25%
World history	20%

Local history: mainly history of the city or of a typical community; in general, special courses for modern and contemporary history

Regional history: the history of the mediaeval principalities; in general, special courses (mediaeval and modern)

National history: the history of the Romanian state (i.e. within the modern boundary); general and special courses (all periods);

European history: in accordance with the fluctuating definitions of European (mainly Western) history; Ancient Greece and Rome, the Byzantine empire, etc.; in some cases, the European expansion is considered as part of European history; general and special courses;

²⁸ Source: The curricula for Bucharest, Iasi and Cluj universities

World history: the history of ideas and political families, the history of general developments (from, say, Plato to NATO); general and special courses (e.g., prehistory, NATO integration, art history).

– Ratio of political, social, economic and cultural history

Political history	50%
Social history	20%
Economic history	15%
Cultural history	15%

Political history: history of political formations, history of political ideas, European and international institutions, great political events

Social history: history of the development and activities of human groups organised on criteria other than (mainly) ethnicity, culture, etc.

Economic history: history of economic developments, from technology to economic theory, history of trade, developments in production and consumption

Cultural history: history of cultural movements and theories; history of art and literature; sometimes the general study of civilisation.

– In the history courses, the following approaches are
Extremely important: problem-oriented; important: teaching by example, multi-perspective;
not important: multicultural; hardly used: bilingual

– Training in historical methods during general courses

Focuses on: statistics, discourse analysis, action research, working in and with archives, working in and with museums, anthropology as a research method; barely focuses on: hermeneutics of history, qualitative analysis, quantitative analysis

• EDC as part of the curriculum

The following competencies are explicitly emphasised in training:²⁹

System of laws, jurisprudence, political systems, civics/civil and political rights, human rights education, civic education, citizenship education, intercultural education, international law, conflict resolution and conflict management, European citizenship

The curriculum for citizenship education responds to the demands of the Education Law 85/1995 regarding the educational ideal and the finality of the education process, but also agrees with the spirit and recommendations included in

- Resolution regarding education for democracy, human rights and tolerance, adopted at the XVIIIth Session of the Permanent Conference of Education Ministries (Madrid, 23-24 March 1994);
- Vienna Statement of the Countries and Governments Leaders from the countries members of the European Council, 9 October 1993;
- Convention on the Rights of the Child, 1989.

• Training of subject history didactics/methodology

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of

²⁹ The data is available for the National School of Political and Administrative Sciences; intercultural education is part of the curriculum of the pedagogy faculties.

learning and teaching), organising project work, training of teamwork, training of key qualifications, interdisciplinary cooperation

Trainee history teachers are trained to implement the results of new historical research in classroom teaching, but are not trained to use research methodology in the classroom.

–Subject (history) didactics courses³⁰

Example 1: Cuza University, Iasi

Faculty of History

Course: Didactics of history teaching

Content: history as a school subject, aims of history teaching, teaching supports and materials for history teaching, the evaluation of student performance and progress in history classes

Department for Initial Teacher Training

Course: Educational psychology

Content: reasoning and its development in the framework of the learning-teaching process, didactical communication, creativity and its development in school, affectivity and its forms, the student group as social group

Example 2: University of Bucharest

Department for Teacher Training

Course: General pedagogy (the course is organised in modules, and students choose between 1 or 2 and 3 or 4)

Content: module 1 – fundamentals of pedagogy, module 2 – curriculum theory and methodology, module 3 –theory and method of learning, theory and method of evaluation

– Theoretical concepts for the training of (history) subject didactics

The main concepts are related to pupil-centred learning; process-oriented forms of learning and teaching, project work, educational management, learning environment, teaching models/paradigms, learning metaphor, knowledge society, reflexive practices, curriculum theory and practices, key competencies, authentic evaluation.

• Educational sciences, general didactics, pedagogy

Following courses are part of the curriculum:

Theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of information technology, evaluation

• Practical training during universities studies

Students have to attend 2 periods of three weeks practical activity in schools (assisting an experienced teacher, teaching three classes, debating the results) in years 3 and 4.

– Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies. There is a yearly contract between the university and the individual schools, approved by the local school inspectorate.

– Forms of practical training during studies at universities

³⁰ Source: Faculties of Bucharest and Iasi.

- Training in schools.

– Relation between theory and practice

There are established forms aiming at relating the theoretical production in (history) didactics to the practical work of history teaching in the classroom.

Minority and gender issues, multicultural aspects

• Minority issues

During the whole period of studies, approx. 5% of time is devoted to minority issues in history.

Form and content of courses: Such courses are special courses. The strongest centre is in Cluj (Babes-Bolyai University). Courses focus on the history of the Hungarian and German minorities, and less frequently, the history of the Roma minority. In Bucharest and Iasi, such courses are rather infrequent (depending on the interest of the staff and or the visiting professors).

• Gender issues

During the whole period of studies, approx. 5% of time is devoted to gender issues in history.

Form and content of courses: The courses are special courses that are taught in years 3 and 4 and as postgraduate courses. A typical course is one dedicated to women and private life in modern Romania, aiming at presenting the life of women in nineteenth century Romania, but also at introducing students to a special category of sources (memoirs, letters, private documents in general). Other courses focus on the structure of the family (but with the status of women in the centre), or take a more formal approach (e.g. women in Roman society).

Multicultural aspects

The ITT curriculum is not³¹ designed to prepare trainee teachers for teaching history in the context of a multicultural society.

During the whole period of studies, approx. 5% of time is devoted to multicultural aspects in history.

Form and content of courses: There is no course that is specifically dedicated to this issue; rather, the topic is covered by the courses dedicated to the minority issues.

Professional competencies

The following professional competencies are explicitly emphasised in training

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³¹ There is something of an approach in Cluj, due to the multicultural character of the region; several faculties have sections in Hungarian and German language.

	history courses	general didactics	subject didactics	practical training
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

• Scale of professional training³²

Training of teamwork (e.g. group work of students; team teaching)	5%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	20%
Training for planning and organising lessons	30%
Training for teaching through directive structure	25%
Training for interactive teaching (e.g. group work)	5%
Training for organising project work	5%
Training for the use of feed back in classroom	5%
Training for reflection and self evaluation of courses	5%

• Information technology and e-learning

All students have at least limited access to computers. The polytechnics and universities for applied sciences (and the academies for economics) are far better equipped than the universities, and have laboratories and intranet. Students have access to the Internet, download facilities (for courses and e-books) and specialised support staff. In some cases (Faculty of History in Bucharest), funds have been provided for developing a virtual library.

Course example:

Course: Computer-assisted instruction course for pre-service teacher training

Content: e.g. applications, examples and evaluation of educational software, multimedia in education, distance teaching, instructional design.

Evaluation of ITT courses

• Official evaluation of training courses by the training institutions³³

There is an official evaluation of training courses by the training institution for: general didactics courses, subject didactics courses

It takes the form of verbal feedback.

³² Starting in 2003/04, the course on computer-assisted learning became compulsory. Source: Curricula from Bucharest, Iasi and Cluj universities.

³³ Source: University of Bucharest, Department of Teacher Training

- National evaluation of training courses
There is no national evaluation of the courses by trainers.

There is an informal evaluation of the courses by trainers for:
general didactics courses, subject didactics courses
It takes the form of verbal feedback.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification
ISCED 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ISCED 2 & 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ISCED 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place

	academic qualification	didactic qualification	psychological qualification	juridical qualification
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of practical training. Students have the opportunity to choose between the teaching practice schools, the classes they will assist in, the subject and resources for the lesson. They also have to prepare the self- and peer-evaluation.

International mobility

In Romania, there are no ITT programmes explicitly designed to foster the international dimension of teacher education.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:
Historians, advisory teachers in schools and/or universities, psychologists, pedagogues, didacticians

– Coordination of these groups
These groups are not coordinated.

– Interdisciplinary cooperation between these groups
There is interdisciplinary cooperation between these groups.
Kind of cooperation:
The coordination is on several levels:

- general coordination by means of recommendations made by the ITT department of each university;
- coordination at the level of the faculty (the academic staff that is involved in working with the students in schools), by means of blueprints for practical activity (timeframe, materials to be developed, evaluation and assessment schemes);
- coordination at the level of the cooperation of the academic staff with the teachers from the individual schools

- Average percentage of working time devoted by teacher trainers to the training of trainee teachers

Data not available. In general, all members of the staff can be involved in ITT, on the basis of an academic qualification in the field of history as a field of knowledge.

E. Training of teacher trainers

In-service training

There is a possibility of in-service training for teacher trainers at universities. A centre for higher education didactics exists at Cluj. As far as costs are concerned, it is a matter of personal development. In some occasions, NGOs offer free courses, otherwise teachers often pay for themselves.

The training includes improvement of competencies in planning and design of courses, training in directing and steering the learning process, forms of evaluation.

The existence of in-service teacher training is established by the Education Law and the Statute of the Teaching Corps. Practical activities are established by various orders of the Ministry of Education.

In-service training is considered to be³⁴:

- activities (mainly courses given by university staff within the university or in the framework of activities organised by the local school authority) related to the examinations for obtaining didactical degrees (final admission in the teaching profession – *definitivat*, 2nd teaching degree, 1st teaching degree [Note: teachers who enrol for the examinations for the 1st degree have to present a paper to a commission made up of academics. In general, such papers (that are usually over 100 to 150 pages) are specialised]);
- activities taking place at regular intervals (usually once every 5 years);

In general, it is considered that for the latter type of activities, 90 credits are needed to obtain the certificate for final admission to the teaching profession: 25% for speciality (i.e. history); 30% for specialty didactics; 25% for pedagogy and psychology; 10% for ICT; 10% optional courses.

The training of trainers

- The trainers are trained by³⁵

	Historians	Advisory teachers	Psychologists	Educationalists	Didacticians	External trainers
Historians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educationalists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didacticians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³⁴ Source: Ministry of Education

³⁵ Source: Ministry of Education and Research

External trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes. The most important activities are related to academic courses. All the university staff are encouraged to attend conferences and workshops.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages from 10-18/19):

- History as a school subject³⁶

School level	Full name of the subject
ISCED 1 – primary school	History
ISCED 2 – lower secondary general school	History ³⁷
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	History ³⁸

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	yes	n/a	n/a
ISCED 2 – lower Secondary general school	yes	n/a	n/a
ISCED 3 – upper Secondary general	yes	n/a	n/a
ISCED 3 – upper Secondary vocational school	yes	n/a	n/a

- Number of history lessons³⁹

Number of lessons per grade each week and school type:

Primary	Lower secondary	Upper secondary general	Upper secondary vocational
1 per week, 50 minutes	minimum of 1 per week, maximum of 2 per week, 50 minutes	minimum of 1 per week (compulsory), a maximum of 4 per week (for theoretical strand, for students studying Humanities), 50 minutes	1 per week (compulsory), 50 minutes

³⁶ Source: National Council for Curriculum

³⁷ In year 8, the subject is called History of Romanians (it is to be changed in the future).

³⁸ Following the change in the length of compulsory education (from 8 to 10 years), in ISCED 3 vocational schools, history will become a part of the subject called Contemporary issues, and will lose its status as a compulsory subject.

³⁹ Source: National Curriculum

• History curriculum in school⁴⁰

(For a more detailed version of the school curricula of Romania see the ITT website <http://www.itt-history.eu>)

– Aims and content of the subject in primary school

All the pupils at the age of 10 years study have 36 hours of history per school year.

For year 9, the following definitions are provided by official documents:

Aims: understanding and representation of time and space; the knowledge and use of historical sources; investigation and interpretation of historical facts and processes; understanding and use of specialised vocabulary.

Content: How do we know about the past? Man and the environment, main events in Romanian history

There are some initiatives to introduce active learning methods (project work, drama) but these are not the current practices; there are many initiatives using a variety of historical sources during history lessons.

– Aims and content of the subject in lower secondary general school

Aims: knowledge and understanding time and space in history, knowledge and interpreting history sources, researching and interpreting history facts and processes, understanding and using the specific vocabulary of history

Standards (At the end of year 8, there is a national examination. Romanian history can be chosen as the third subject alongside the two compulsory subjects (Romanian and mathematics); using information from maps and chronological axes to comment on historical facts, using multiple historical sources to comment on historical events and/or processes, identify analogies between past events and present situations, comparing and contrasting historical facts, presenting historical facts and processes using various means of communication, critical approach to the view of others and reappraisal of one's own opinion according to a context

Content: year 5 – history from the beginnings to 1000 AD, year 6 – history from 1000 AD to the Vienna Congress (1815), year 7 – The nineteenth and twentieth centuries, year 8 – Romanian history

– Aims and content of the subject in upper secondary general school

Subject curricula for high school have the following structure:

History (for the school year 2004-2005)

General competencies for years 10-12

Use of information provided by primary and secondary historical sources, development of the specific vocabulary in written and oral communication, problem-solving using methods, techniques and procedures specific to history and social sciences

Content: year 10 – Europe and the New Worlds to the Vienna Congress, year 11 – the world from 1815 to the present, year 12 – Romania in Europe

New structure in the history curriculum (starting with year 9 for school year 2004-2005)

General competencies (taking into consideration European key competencies): using terminology and information in oral and written communication, developing civic behaviour, developing a positive image of oneself and of others, developing sensitivity towards the aesthetic values of culture, using historical sources, methods and techniques for problem-solving

⁴⁰ Source: National Council for Curricula

Content: The new approaches state only five domains of content (people and spaces; people, the society and the world of ideas; international relations; religious life). The five domains will shape the content during the entire pre-university education, with different focuses in each year.

– Aims and content of the subject in upper secondary vocational school

Presently, the aims and content are similar with those for upper general school. This situation will change in two years when history, as a separate subject, will lose the status of compulsory subject for post-compulsory education.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses⁴¹

Local history	5%
Regional history	10%
National history	40%
European history	25%
World history	20%

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses⁴²

Political history	45%
Social history	20%
Economic history	15%
Cultural history	20%

Political history: state and politics, forms of political organisation in different time, great political events in Romania, Europe and the world

Social history: structure of prehistoric, ancient, medieval and modern societies, conflict and discrimination, living conditions in towns and villages, what was life like in different historical periods, the family through time

Economic history: environment and resources, the growth of towns, the purposes of economic systems, people at work, types of market

Cultural history: culture and diversity, the clash of cultures through time, education, religious ideology

– The teaching of history as a subject

History is taught as a single subject in⁴³:

	Primary school	Lower secondary	Upper secondary general	Upper secondary vocational
History is taught as a single subject	☒	☒	☒	☒

⁴¹ The recent changes in the history curricula for years 9 and 10 (in 2003) have resulted in an increase in the percentage of European history.

⁴² These percentages are obvious in the case of the new curricula for Grades IX and X, where the contents is organised around 5 main fields of content (people and spaces; the society and the world of ideas; the state and politics; international relations; religious life), but some elements, such as economic history, are melted in the five fields.

⁴³ For Grades XI and XII vocational schools, History will be taught (beginning with the year 2006/07) within a new subject, called “Contemporary issues”. This project is still in progress.

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others ⁴⁴ :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subjects taught at school

Subject	Type	Hours per week				
		Primary	Lower Secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	Single	1	2		1-2***	1
Social studies	Single					
Cultural studies	Mixed*				1-2	
Civic education	Single		1			
Human rights education	Mixed**		1			
Ethics					1	
Psychology	Single				1	
Sociology	Single				1	
Economics	Single				1	
Philosophy	Single				1	
Religion	Single	1	1		1	1

* For bilingual schools, within the subject Civilisation of [e.g., English, French, German etc.] people.

** As children's rights, within the subject civic education.

*** The number varies between 1 and 2 in accordance to the profile of the high school.

• Comparison: school curriculum vs. ITT

There are important differences between topics being studied in the ITT and the topics which must be taught in school according to the curricula.

There have been important changes during the last ten years within the field of history teaching in Romania: These changes in history teaching have directly affected the ITT.

B. History teachers in schools

Socioeconomic situation of history teachers

• Job opportunities

In 2002, there was a shortage of available positions for history teachers.

Salaries

In 2002, the income of a full-time secondary school teacher was above average of all wage-earners, but teachers had to look for additional income to cover daily expenses. Although the salary of teachers in secondary education was slightly over the average income, many

⁴⁴ A new subject introduced is entrepreneurship (compulsory for ISCED 3 vocational schools, compulsory for all schools in year 10). Other subjects: sociology, economics, philosophy (all for upper secondary general). Religion is a subject that is taught from primary to upper secondary.

teachers (especially the younger ones) had to find additional sources of income (mostly private lessons).

- Number of unemployed history teachers⁴⁵

The only available data consists of the total number of teachers (both at secondary and tertiary level) and auxiliary personnel employed in educational institutions. The number is 2 722 individuals (3 August 2004). Unemployed persons are registered in accordance with the Catalogue of Occupations in Romania (in the broader category of teaching staff, no distinctions are made between the various categories of teachers and/or professors).

- Future developments

The number of available jobs will not change or will change only insignificantly. The situation will, however, change significantly in two to three years' time.

- Age distribution

– The average age of history teachers in primary and secondary schools⁴⁶

School/ ISCED	<30	31-40	41-50	50>
Lower secondary & upper secondary/ISCED 2 & 3	17.2%	20.5%	12.7%	49.6%

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools:

School/ ISCED	Female	Male
Primary	18-19	n/a
Secondary (ISECD 2&3)	22-23	23-24

– Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	Male
ISCED 1,2 & 3	60 years	65 years

- Salaries/age

Average salaries of history teachers in euros per level of qualification⁴⁷:

School/ ISCED	< 30 years	50 > years
ISCED 2 & 3	124	162

- Relation between school and university

Institutional links and forms of cooperation⁴⁸:

There is a contract between institutions. At the beginning of each academic year, the university signs a protocol with the local school inspectorate (the responsibilities of each party, mode of payment, the list of schools where practical training can be pursued, the subjects for which such training is considered); within this protocol, the university signs a contract for each subject with the individual schools.

⁴⁵ Source: National Agency for Workforce Employment, <http://www.anofm.ro>. Retrieved 28 March 2006.

⁴⁶ Due to the fact that the history teachers can teach either in lower secondary or in upper secondary, the data contains the total number under the age categories mentioned. Source: Ministry of Education and Research, Department of Administration, Logistics and Human Resources

⁴⁷ Supplementary payment is available. Source: Government Regulation 05/2004.

⁴⁸ Source: ITT departments in Bucharest, Cluj and Iasi universities.

- Status of history and history teaching in society
 - Rank of studies⁴⁹

Arts, humanities and theology	4
Social sciences	3
Educational sciences	4
Juridical sciences	1
Natural sciences	4
Mathematics and computer related sciences	1
Medical sciences	1
Engineering and architecture	3

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 8.

History teaching is considered by history teachers to be important for their professional development; there is an increased interest, especially among younger trainee teachers and teachers, in new teaching approaches; as a field of academic training. Altogether the situation is not so bright, although it is changing for the better – many academics feel that you are either a good teacher or not, meaning they know their subject or not, probably as a result of their own limited knowledge of modern teaching approaches.

The level of income is the most significant factor, followed by the social status and the presence of history as an examination subject (optional) in the national examinations. There has been no change in the last couple of years.

Reputation of history on a scale from 0 (worst) to 10 (best): 8.

There is a general interest in the history of the Communist regime, and historians are perceived as persons able to contribute significantly to the development of a democratic society; history graduates have ample opportunities to work not only in research, but also in politics, civil society and the civil service; they are better equipped to enter postgraduate training in various fields (politics, media, foreign affairs, etc.).

Favourable factors are the level of public involvement and the level of qualification; negative factors include the level of income, the social status and the general disinterest concerning fundamental research (nobody knows exactly how a historian gets to know what he knows). There has been no change in the last couple of years.

⁴⁹ It is difficult to find an objective criterion to measure the opinion of the general population on a field of knowledge. To give just an example, while law is a field that recruits the most brilliant young high school graduates, the job has a low status because of the fact that corruption and the inconsistencies in the legislation are considered to be the major problem of the country (and of the judicial system). Theology, on the other hand, tends to have a better status (the Romanians strongly value the Church as an institution, so that it outranks all other central institutions). Computer-related sciences are highly valued because of the fact that the young generation considers ICT as the best potential career for working outside Romania.