Xeno-Tolerance

**Supporting VET teachers and trainers
to prevent radicalisations**

Analysis of needs

**NATIONAL REPORT
Romania**

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Table of content

1 Summary

The present research evaluated the resources used for the teaching of tolerance in the Romanian educational system in relation to the prevention and fight against radicalization. The research was focused on two directions: the analysis of official publications and materials (literature) in the field of educating for tolerance and for accepting diversity on one hand, and on the other hand the interviews and focus group to investigate teachers and stakeholders' representations regarding tolerance and the role education in combating manifestations such as discrimination, marginalization, racism, xenophobia etc. The methodology used for this report was to systematically search internet resources, abstracts and database. Searches were also made of relevant websites, online reports and dissertations from Romania and Europe. These general searches were followed up with more specific citation searches. The descriptors used include: initial / pre-service teacher education / training / for inclusion / diversity / special educational needs. The focus was on initial teacher education for inclusion, continuing professional development and on educational resources in the field.

For qualitative research we organized a focus group with 10 participants with a diverse professional and cultural background (psychologists, teachers, a priest, a social worker), 13 interviews with teachers and trainers and 3 interviews with stakeholders. The main questions asked were:

- Knowledge, perceptions about tolerance and education in diversity;
- Initial and in service training of teachers related to the pedagogy of tolerance;
- Main difficulties of a diverse educational environment and perception of students with different backgrounds in school;
- Perception of the role of the teacher and the methods and activities used to prevent conflict and marginalization;
- Problems in school and possible ways of solving them;
- Education needs to manage DTPR situations.

The main findings suggest that policy documents formally pay attention to values such as tolerance, interculturalism, pluralism and solidarity, but do not provision the means necessary in transmitting these values to pupils. Some operational perspectives are required, through optional programmes/courses/modules of intercultural education, the creation of social, educational, professional conditions to promote interculturality, the elaboration of evaluation indicators for training programmes and teachers, through the inclusion of intercultural education into the initial and continuous teacher training programmes.

2 Situation of radicalisations dynamics

2.1 National background

Although there are different cultures and ethnic groups in Romania, interest in intercultural education has not developed until recently.

The policy of the communist regime was one of social, ethnic and cultural standardization, in spite of the discursive acknowledgement of the equality between Romanians and minorities. Under this ideology the authorities did nothing than hide or conceal ethnic or religious issues in order to minimize or alleviate the identities of all sorts.

After the fall of communism, in Romania there was an explosion, almost uncontrollable, of differences and different even contradictory discourses. Minorities of all kinds ask for their rights. Meanwhile, theoretical discourse and research on intercultural are becoming more common.

Romanian policies and strategies reflect religious and cultural diversities as valuable resources in the development of our society. Ignoring their contribution would represent missing the opportunity of taking advantage of diverse and substantial resources for a democratic state.

At present, there are 18 recognized religious denominations, and several religious associations functioning in Romania. The 2006 Law on the freedom of religion stipulates the neutrality of the Romanian State with regard to all recognized religious denominations and guarantees their autonomy. This relationship is based on the principles of non-discrimination and mutual cooperation in fields of common interests. The Romanian authorities thus recognize the cultural, social, educational and spiritual role of religious denominations as true partners, as well as their status as factors of social peace. Be they representatives of Christianity, Judaism or Islam - to name just a few - the representatives of the religious denominations benefit from direct financial support for the payment of personnel or for building, repairing or consolidating their places of worship, as well as from indirect support, through fiscal facilities. The law also contains an important provision limiting the power of the State in regulating religious activities. Therefore, any modification of the 2006 Law is only possible after previously consulting the religious denominations.

The Romanian authorities also strongly value the contribution of the persons belonging to national minorities to the development of the society. With 20 national minorities living in Romania, the inter-cultural dialogue and education are, in our tradition, key features to achieving a peaceful and inclusive society.

Multiculturalism has become a topic of interest in education as a result of increasing cultural interconnections and globalization.

Intercultural education focuses on a pedagogical approach of cultural differences which addresses the spiritual and cultural specifications (gender equality, economical or social differences etc.) trying to minimize the dangers brought about by unequal cultural exchanges, or worse, by the tendencies of atomization or fragmentation of different cultures and societies. According to an article published by the Council of Europe (Antonio Perotti, 1992), the intercultural approach is not a new science, a new subject of study, but a new method which seeks to integrate within the analysis of the educational environment knowledge from different fields of study such as psychology, anthropology, social studies, politics, cultural studies, history[1].

In Romania the present education reform proposes, among other important objectives, to develop tolerant behaviors and attitudes which can help students to be understanding, tolerant and responsible in different life situations. The new education programmes introduced in schools, which have been assertively promoted lately by UNESCO, include education for tolerance, alongside with education for peace and citizenship and education for human rights. Their main objectives are to raise students' awareness of the fundamental principles of the democratic society, develop active citizens, promote peace and tolerance etc.

The European Commission against Racism and Intolerance (ECRI) of the European Council, an independent organism of human rights monitoring with expertise in issues of racism, xenophobia, anti-Semitism and intolerance, issued on 19 March 2014, The *Report on the Situation of Minority Rights in Romania, between 2008 - 2013*. Since the publication of ECRI's previous report (21 February 2006), the Commission states that our country has made significant progress in terms of preventing and fighting against discrimination, but, however, some problems persist and continue to worry the European community.

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[1] Constantin Cucos, Educatie interculturala (Intercultural education),

The setting up of an advisory Council of the Churches and Religious Denominations to prevent conflicts between different religious communities is a positive development. So is the amendment of the Criminal Code which has made racist motivation an aggravating circumstance for all offences. The People's Advocate can now examine petitions by legal persons that could not have complained to him before. Several measures have been taken to combat prejudice against the Roma; and the number of police officers belonging to national/ethnic minorities has increased.

However, various religious associations continue having difficulties in obtaining official recognition and registration, despite a new law. There is still no act regulating the status of national minorities. Nor is there a single institution that systematically collects data on the breach of criminal law provisions against racism. In addition, information indicates that the judiciary could enforce these provisions more forcefully. More funding is needed for the National Council for Combating Discrimination to be able to function adequately. Finally, it is noted that stigmatizing statements against Roma are common in political discourse.

2.2 Studies in the field of discrimination in Romania

- A study coordinated by Vasile Miftode in 2005, which included respondents that graduated from high school from both, rural and urban areas, revealed the following forms of discrimination including a wide range of discrimination criteria: ethnicity, race (23.2%); social status (17.2%); religious orientation (17%); sexual orientation (11.6%); age (4.5%); political beliefs (5.8%); level of education (2.9%); poor (2.6%); HIV-positive individuals (1.6%) etc. (Miftode, Morariu, 2010);

- "Barometer survey on discrimination in Romania" conducted by Metro Media Transilvania in 2005 on a sample of 1,223 people aged 18 and over, revealed the main groups most exposed to discrimination: Roma (22%), poor people (22%), disabled people (21%) and old people (18%). In a smaller but also relevant extent, there are: gays, women in general and pregnant women in particular, and members of religious cults;

- The research "Dynamics Identity in Romania: Value Profiles", coordinated by Rusu&Comşa in 2008, presents the profiles of Romanians in the context of social changes in the last 20 years. The dimensions discussed and analysed were: religiosity, perception of authority, intolerance of deviance, ethnic discrimination at work, openness etc. In 2008, the authors found a decrease in self-identification of people with conservative values, traditional values (religiosity, the idea of authority, intolerance and discrimination) and an increase in identification with openness (social-liberal attitudes, affordability, personal development, etc.). Starting with 2008, the differences between the value systems of the Romanians in urban and in rural areas began to fade and the authors noted that the economic development during the period, the integration in the EU and its consequences (e.g. free circulation in the European area, various types of migration, adopting rules and regulations common to EU etc.) might be the explanatory factors of this change;

- Multiple discrimination is a concept introduced in the Romanian literature in 2008 by a team of researchers, coordinated by Laura Grünberg in a report of the National Agency for Equal Opportunities. Multiple discrimination means the cumulating of identities or sub-identities that characterize an individual, and are representative for his personality, in different moments of his existence. Based on social "multiple" identities and their coexistence at a given time, the authors discussed the possibility of multiple discrimination, double or additional, each representing an aggravating factor for the other forms. For example, a poor woman, aged 40 years Rodica-Laura Giurgiu and Roma, with low education will find a place on the labor market with extreme difficulty and is vulnerable in at least four ways: age, ethnicity, economic status and education. The "National Strategy for the Implementation of Equal

Opportunities for All" (2007), of the Romanian Government, the multiple identities of potential victims of discrimination are strictly and artificial defined and require separate approaches in terms of legislation and policy design. At the European level there are animated discussions with respect to manifestation of discrimination including "inequities hierarchy" and "discrimination criteria conflict", concepts important to identify different degrees of protection, priority for action and coverage of various grounds of discrimination (Grünberg, Borza, 2008).

- The research conducted by TNS CSOP Romania between 2011-2012, commissioned by the National Council for Combating Discrimination, highlighted the perceptions and attitudes with regards to discrimination by studying a sample of 1400 people over 18 years. Key findings of the research are as follows: 51% of Romanians believe that the phenomenon of discrimination is one of the current problems, while 44% disagree with this opinion; the most discriminated social groups according to the respondents are Roma people and physical or mental disable persons, people with HIV and people struggling with homelessness related issues as well as orphans and drug addicts; 31% of the respondents considered that the integration in EU, increased discrimination against Roma people and the elderly; 53% believe that discrimination increases because of the economic crisis and the poverty of the population; 31% of Romanians state that they would not feel comfortable around homosexual persons, and 22% of people reported that they would not feel comfortable around people infected with HIV while 15% reported discomfort around Roma people. Researchers have indicated that women aged over 50 years, medium level of education (high school or secondary school graduated) and rural residents are more likely to discriminate.

2.3 Legislation

One of the most important educational policies aiming at enhancing the quality of education promoted by the Romanian Ministry of Education is the development of diversity issues in the national curriculum (see the Order the Ministry of Education, Research and Youth no. 1529 / 2007; Law of Education, 2011).

Romania has ratified all international documents regarding fight against discrimination and has taken appropriate measures (The Romanian Constitution, 2003, art. 29(6), (Article 30(7), (Article 32, al.1, al.4), (Article 32, al.3), (Article 32 (7)., The Law of national education 1/2011, Law 272/ 2004 on *protecting and promoting the child's rights,* Law no. 116/2002 on *preventing and fighting social marginalisation,* Law no. 489/2006 on *religious freedom and the general regime of cults,* Law no. 122/2006 on *asylum in Romania,* Law 202/2002 on *equal chances between women and me),* in order to implement the Convention and the Recommendations regarding fight against discrimination in the field of education, adopted by UNESCO.

Some of the main proposed strands of the educational policies refer to the inclusion of specific themes regarding the cultural diversity (ethnic, linguistic, religious, etc.) in the curricular documents (education plans, programmes and school textbooks) of school study subjects and the training of teaching staff for the promotion, knowing and acceptance of diversity.

Other interventions indirectly contributing to the promotion of cultural diversity refer to the following aspects:

- developing support centres for information, counselling and consultancy (The National Council for Fighting Discrimination, The National Agency for Equal Chances between Women and Men, The National Authority for Persons with Handicap (APNH), The General Directions of Social Assistance and Child Protection and the Public Service of Social Assistance, The Department for Interethnic Relations, The National Agency for Roma – ANR and the Romanian Government Strategy to improve the Roma situation, The Institute of Educational Sciences) focusing on the implementation of the principles of cultural diversity throughout the educational system;

- initiating/supporting/organising national/local campaigns and programmes in partnership with nongovernmental stakeholders (Save the Children Organisation, Amare Rromenza, Romani CRIS; The Intercultural Institute Timisoara, The Centre of Resources and Ethnic-cultural Diversity (Cluj), *Divers* Association (Tg. Mures), PER Regional Centre (Bucharest and Tg. Mures), *Educatia 2000+* Centre (Bucharest), *Pro Europa* League (Tg. Mures), *Prosper* ASE Association (Bucharest), Euro Ed (Iasi), the branch of AIESEC Romania student association, for the promotion of values supporting cultural diversity meant to support professional training for teachers;

- developing training programmes at the level of county school inspectorates for the personnel with responsibilities in communication and information;

- promoting successful programmes and projects that support non-discrimination principles with the help of complex channels of communication: radio-TV campaigns, written press, on-line campaigns, caravans etc. at local level;

- promoting new ways of communication and information – web portals for the promotion of cultural diversity, information and training networks in the field, practice communities, forums.

2.4 Educational policies

The educational policies over the last few years have proven a constant and sustained interest compared to the problems of the vulnerable groups. This interest has been shown both through the initiation and the promotion of the appropriate legislative frame and through the preparation and implementation of specific strategies and programs. The most important vulnerable categories taken into account as part of the educational policies have been:

- Romani children and youth –who have benefited from Government and non-Government strategies and programs based on the preparation of a legislative frame meant to facilitate and sanction discrimination, as well as on more complex systems of educational, social and economic support

- Children and youth in the rural environment

- Disabled children and youth children and youth whose parents are abroad working and children and youth infected with HIV / AIDS.

 Up to this moment, these categories have benefited from the preparation of a legislative and strategic frame allowing the formal integration into the mass education and of punctual needs for the assessment of the needs and intervention. Nevertheless, the strategies addressed to these categories have not yet been implemented by complex programmes nationally, which could include systemic educational aspects such as: appropriate training of teaching staff, adjusted and specific teaching methodologies, education against discrimination, specific school and professional support and counseling. On the other hand, other actions of educational reform were based on certain target groups and approached their overall problems emphasizing firstly the improvement of the difficulties and constraints in the field of education, and also the implementation of other categories of support actions (social, financial, material, etc.).

 This is why the most important aspects related to inclusion and approached as part of the educational reforms include the development of an intervention system that assures the access to education for the underprivileged groups – focused on a set of complex actions such as: the preparation of the curriculum and curricular materials (guidelines, methodologies, manuals, teaching media, etc.), the training of the teaching staff, "the second chance" type alternative systems, the establishment of resources centres for the inclusive education, the improvement of the environment educational.

2.5 The Education of Roma Children

Romania is the European country with the largest Roma population, which is increasingly growing due to extremely high birth rates within their community. Thus, the education of Roma children is a problem which has to be solved, a challenge for the Romanian society and educational system. The situation is even more difficult to tackle with because of Roma people's beliefs and conceptions about the role and functions of school in one's life. Most of Roma people, especially adults, do not think there is a direct correlation between completing school and economic and social welfare. For them, going to school requires considerable effort and it is felt as a process full of hardships which does not facilitate success in life. Moreover, school is also viewed as completely useless and inefficient since, in their opinion, it keeps away children from family apprenticeship.[2]

As far as Roma people's schooling is concerned, various solutions and policies have been tried in terms of curriculum, school structure or teaching methods.

One of the first measures which were taken was the introduction of a special educational scheme, special schools for Roma children. This did not always prove to be a successful idea as it gave rise to discrimination and did not provide a suitable environment for the proper integration and adaptation of these children in school.   Another measure was the change of the school structure by setting up special classes for Roma children. However, Roma community has disapproved of this idea because they consider it a sheer form of discrimination.   At present, special and mixed classes function together in Romanian schools. Access to and successful integration in mainstream schools is a goal which is shared by Roma children and decision-makers in education. However, unfortunately there is a tendency among schools to integrate Roma children in classes for children with special learning needs.

3 Training of teachers, trainers and educators

3.1 Initial training

3.1.1 State of art

Specialists in education consider that teachers' training and education should not only provide them with knowledge and skills related to their field of specialization and teaching practice, but also develop skills that will enable them to get involved actively in society, to take on responsibility in their capacity of cultural facilitators, social actors, and active citizens. [3] To make an excellent teacher one needs to be able to sort out their class or school's problems and manage situations which go beyond the school environment. The ability to understand and handle certain socio-cultural phenomena represents an essential prerequisite for a good intercultural trainer. However, this does not mean we should turn all teachers into psychologists, sociologists or cultural anthropologists. What we should do is to encourage them to acquire some knowledge and experience in terms of social studies as well. One cannot be able to approach an intercultural methodology in their teaching unless they are familiar with the particularities and needs of the cultural communities living in the area they carry out their activity.

In most of the Romanian universities, teachers' training is mainly theoretical and focuses on the teachers' field of specialization. Apart from the scientific education which ensures the acquisition of specialized knowledge, teaching training, especially in Romanian universities, needs substantial improvement. Even the few pedagogical topics undervalue interpersonal, socio-cultural aspects. Furthermore, by concentrating too much on preparing students for the world to come, teachers fail to understand the present problems which they and their students

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[2] Constantin Cucos, Intercultural education,Iasi, 2008, page 44
[3] Idem, pag 48

have to find solutions to sort out. Crucial problems such as urbanization, excessive urban growth, globalization of information, cultural diversity, youth subcultures and generation gap are often belittled in favor of a narrow so-called teaching professionalism, which is otherwise devoid of substance and questionable. We ought to give serious thought to establishing new connections between the dimensions of the teachers' training and education, between theory and practice, academic training and practical interaction, general and specialized knowledge, between initial and lifelong education.

According to Martine Abdallah-Pretceille (1999, page 30), teachers' training often oscillates between abstract theories, subsequent divergence from reality and practices based on mythical definitions of the class, group of students, a main emphasis being placed on homogenizing individuals and profiles, on steadiness and stability. The identification of new realities in practice does not change teachers' perceptions too much. What is more, they label the new phenomena as being weird, uncommon, strange, difficult, and of course, treated from the perspective of their already known "rules", but which prove to be ineffective in the context of new challenges.

As Anca Nedelcu[4], points out, teachers who are well-prepared from an intercultural point of view which teaches students to be prepared for the days to come cannot work with the out-dated methods of the past. Therefore, the type of methodology which suits best the objectives and principles of intercultural education is the constructivist one. It combines the cognitive dimension of the learning process with active participation. Additionally, the premise of the constructivist methodology, according to which there are no absolute truths, is also one of the main principles underlying intercultural education.

According to the constructivist methodology, the teacher is a learning "facilitator", a "cultural mediator "[5], a "dialogue moderator"[6]. This role brings to our mind the teaching method by which the students are guided through the process of learning by being encouraged to reflect and think by themselves, by means of dialogue and communication. The teacher's role goes now beyond the main source of information which turns into one of the resources that students can resort to within the learning process. The teacher has the responsibility to stimulate the dialogue among students, encourage students' autonomy by delegating tasks and develop students' critical thinking.[7]

All teacher education programmes acknowledge the importance of preparation for diversity of teachers. Most courses and experiences in professional studies incorporate multicultural perspectives focusing on one strand related to the main field of interest.

Thus, students studying languages have special courses on the culture and civilisation of the people whose language they study or European studies. Students studying history may focus on causes of conflicts and their solutions throughout our history, while those studying psychology have courses on conflict management and communication.

All these elements are part of education for diversity but there are few courses which integrate or entirely focused on them. There are attempts at either incorporating/integrating elements of education for diversity throughout various courses and field experiences, the so-called infusion approach or through the segregated approach, which treats diversity as the focus of a single course. Such studies would enable teachers to develop meaningful learning experience within the context of students' cultures, language backgrounds, socioeconomic studies, communities, and families. They would enable them to reflect on the knowledge about multicultural

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[4] Nedelcu, A., *Fundamenteleeducaţieiinterculturale*, EdituraPolirom, Iaşi, 2008, p. 152.
[5] Bârlogeanu, L., „Paradigmaeducaţional-umanistăîncontextulpostmodernităţii", înPăun, E., Potolea, D., *Pedagogie.Fundamentăriteoreticeşidemersuriaplicative*, EdituraPolirom, Iaşi, 2002.
[6] Nedelcu, A., *Fundamenteleeducaţieiinterculturale*, EdituraPolirom, Iaşi, 2008, p. 152
[7] Institutul Intercultural Timişoara, *Obiectiveleşicadrulmetodologic al educaţieiinterculturale*, p. 3, disponibil la www.intercultural.ro ,

education, cultural context, exceptionalities, curriculum design, instruction, and evaluation. They would give students a broader view on the issue and equip them with more tools.[8]

University centres throughout the country introduced courses of initial training for students or master and doctoral courses for professionals in the field of intercultural education. Such courses are held mainly at faculties of pedagogy, psychology, educational sciences, sociology and others. The most well-known are those from Iasi, Timisoara, Cluj, Bucharest (UNESCO Department for Intercultural and Inter-religious Exchanges), Sibiu Universities.

Students' initial teaching preparation consists of two main semester courses on the educational psychology of children and teenagers and the methodology of the school subject they would like to teach. These courses deal with aspects regarding cultural diversity and pluricultural education. Students used to study the pedagogy and psychology of the child in the past. The change to educational psychology was marked by the Ordinace no. 345/25.02.1999, which stipulated some amendments by which psychology is applied to pedagogy.

The course[9] familiarises students with our system of education, its main actors, factors contributing to its performance, its history, main types and fields, objectives, theories, personality (structure and its dynamics), temperaments, aptitudes, character, educational outcomes (ideal, goal, objectives), as well as generalities on school curriculum, syllabi, text books, teaching/learning processes, learning/ teaching styles, teaching strategies, methods, aids, communication, lesson planning, students' success and failure, strategies/ personalised intervention in dealing with students' failure, counselling, class management, students with special needs, inclusion. The course lasts one semester and it is accompanied by a seminar where students can supplement and extend their knowledge acquired during the course. The course integrates elements of education for diversity (strategies/ personalised intervention in dealing with students' failure, counselling, class management, students with special needs, inclusion).

The course on methodology is specific to each school subject and concentrates on methods, techniques, activities, assessment, materials, text books, lesson plans, and classroom management as applied to each school subject. The theoretical content of the course is applied in practice by students through a six-month teaching practice. Students do their practice in a school under the supervision of a teacher mentor. They first get acquainted with the school and its schedule, do some weeks of observation when they have to observe some classes run by their mentor and make comments and discuss some elements of the teaching/ learning process; when they get enough experience they are supposed to start teaching their own classes, first in team teaching with their mentor and peers and finally on their own.

While doing their teaching practice students have to complete a portfolio which is based on their theoretical knowledge and practical experience and demonstrates their competence in the domains of assessment, instruction, classroom management, collaboration, systematic inquiry and professional / ethical behaviour. Portfolio entries include self-reflections, cases, experiences, lesson plans, strategies used, resources. Portfolios can draw on collaboration and work with parents as well as academic content and critical thinking, in particular around areas such as multicultural perspectives. Portfolios encourage students to reflect on what went well and what could have been improved after any work and dialogue and feedback are essential to maximise student learning.

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[8] PSIHOLOGIA EDUCAŢIEI, Prof. univ. dr. NICOLAE RADU, https://www.scribd.com/doc/3673275/Psihologia-educatiei
[9] http://psiedu.ubbcluj.ro/index.php?id=01-pedagogie-romana/
http://www.psih.uaic.ro/activitate.htm

Student mentors[10] have great impact on student teachers and they are encouraged to develop a selfawareness of culture, bias, and discriminatory practices as well as examine the effects of their beliefs, attitudes, and expectations on student teachers. Teacher educators should consider how they position themselves regarding diversity before engaging with others.

The data gathered from the interviews with teachers, trainers and stakeholders revealed the following perceptions in terms of knowledge of tolerance in general, initial training on this topic and specific competences in teaching tolerance and dealing with diversity and conflictual situations:

- All of the respondents prove to master the meaning and the main subjects on the topic of tolerance. Apart from the general opinion according to which tolerance is a way of thinking and an attitude characterized by the ability to understand, accept and respect the other, or in a very synthetic way "Let us agree we disagree" or "To live and let live", some of the respondents deepened the meaning of this concept; for example, one of the stakeholders is of the opinion that a *clear distinction has to be made between the tolerated person and the one who claims the right to tolerate. The relationship involves partners; as it is defined it is imbalanced because to tolerate someone automatically means to place yourself in a superior position.* The Focus Group discussed the limits of tolerance: one can't accept everything for the sake of being tolerant and understanding; one needs the willingness to accept others as they are, to respect their choices, ideas, beliefs and cultural, spiritual and social identity up to the point they interfere aggressively with your own autonomy and rights. Tolerance is supported by education, consistency, awareness and knowledge. It grows with involvement and commitment, social contacts, partnerships, time, patience, open-mindedness and willingness to learn about yourself and the others.

- The initial training of teachers seems to differ according to the period of university studies; the respondents who did their university studies before 1989 (the date when communist regime fell) did not receive any training in this field, as *at the time tolerance was not a public issue of such prominence, so teachers had to simply apply common sense to their teaching/ learning context.* The foreign language teachers came across tolerance and diversity implicitly through their study of other cultures.

The teachers who did their university studies in early 1990s told us that they were not prepared directly to teach students in the spirit of tolerance and there was lack of practical experience. The universities didn't offer explicit formal teaching in this matter, this topic was treated like an interdisciplinary value. However, these studies familiarized teachers with the general principles of raising children's awareness about tolerance.

Lately, the Romanian universities have introduced courses which promote tolerance and encourage the integration of minorities. The stakeholders and teachers are of the opinion that this training is mainly theoretical and the teachers have difficulties in putting the theory they learn at university into practice. One of the respondents says *reading studies and books in anthropology and philosophy have helped me more than the university courses did.*

Regarding the initial training on tolerance, the answers of the interviews of teachers and stakeholders demonstrate a diverse spectrum of perceptions. Few respondents think there is a real need for any special training in this respect; they consider, according to some philosophical theories, that Romanians in general are tolerant or learning tolerance is not a component of one's professional development and training, but one of inner personal growth. On the other hand, there is the opinion according to which, Romanians are not educated in the spirit of tolerance, integration and diversity awareness.

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[10]http://www.e-mentorat.ro/
https://drept.valahia.ro/images/doc/Regulament_mentorat.pdf/http://www.alsdgc.ro/userfiles/Guidelines_final-RO(1).pdf
http://www.isjiasi.ro/documente/curriculum_documente/Manualul%20mentorului_FINAL.pdf

Tolerance and diversity are not seen by one of the respondents as school subjects, b*ut more like objectives to be reached gradually and painstakingly within a continuous process which marks the experience of development through education.*

It is evident from the interviews and focus group, that the majority of the teachers feel confident in teaching tolerance and diversity, even when they are confronted with instances of very deep prejudices and stereotypes; they claimed that what they had to do was to work gently and patiently with their children. *Discussing such challenging issues can be powerful and motivating provided the teacher/trainer does not work top-bottom and knows how to handle sensitive issues and difficult moments.*

The teachers told that such issues have always been addressed with utmost care and the students were allowed to express themselves freely, sometimes trying to bring them to a different point by using their own arguments and ideas. They are aware this is a sensitive topic, because one has to pay particular attention or else one risks offending people; teachers have to seek the best ways, means, and methods to make students aware of the benefits of tolerance.

Most of the teachers consider that their personal example is the most appropriate teaching method in a comfortable and pleasant atmosphere. "If you are a tolerant person, teaching concepts about tolerance and diversity does not represent a problem because your speech will be based on what you feel and have experienced." Students are very observant of and very sensitive to adults' behaviour and attitude which go beyond word level. If the adults accompanying them value diversity, students will tend to get more engaged in intercultural relationships and expand their learning experiences.

The most common methods used by the teachers to prevent conflict and educate in the spirit of tolerance and accepting diversity are based on helping students to discover it by themselves by observing, comparing, listening, debating;

One of the stakeholders has a different opinion regarding the extent to which the teachers are prepared to deal with the diversity of their learner. "*There are few teachers who know how to teach children in this context. Teachers find difficult to overcome their own preconceptions. Teachers are not prepared to cope with this kind of situations and they are not motivated enough to learn how to manage them efficiently.*" In order to analyze the extent to which the teachers are prepared to deal with the diversity in their learning environments we invited them to give us examples of activities they carried out and examples of conflictual situations when they addressed this type of education. Teachers created or dealt with contexts in which the pupils who were discriminated against were given the opportunity to be better understood and to present her or his ethnic, religious or just different background. The teachers seem to have the ability to understand certain situations and adjust to them so that they do not lead to rejection and marginalization caused by misunderstandings. Their answers revealed multiple cases where tolerance and accepting diversity principles were endorsed by the teachers, whether they teach those matters, or other teachers responsible for other subjects:

- activities which encourage interaction and develop skills that will help children to appreciate the culture, customs and traditions of another ethnic group;

- activities meant to promote and develop certain skills at gifted students;

- role plays and follow-up discussions ;

- making sure students coming from abroad settle down in their new academic and social context by assigning to each of them a 'buddy", a local student, who spends some time showing them around in the first few weeks;

- using both traditional and modern teaching methods: interactive and communicative methods, defining concepts, observation, case studies, role plays, simulated real life situations;

- European projects: Glottodrama, Bilfam etc. which promote citizen active participation, tolerance, diversity etc.;

- conferences, workshops, collaboration with representatives of different institutions and local authorities – police, prison etc. to make presentations on different topics;

- practical examples, more exactly, the study of the consequences of extreme discrimination (racism, Nazism, Communist regime etc.) as opposed to the benefits of tolerance and people's ability to accept differences are the most suitable resources for promoting tolerance;

- simulated situations, books and films, newspaper articles, literature, Internet webpages, films which can be used for this purpose

- Shared experiences and testimonials; practical examples from real life or historical, cultural and political facts; case studies; disagreements or even conflicts occurring in the classroom.

At the University of Medicine and Pharmacy Gr.T.Popa Iasi, the largest institution with a multicultural and plurilingual student community of about 3000 students from 50+ countries from all over the globe, a strategy has gradually been elaborated to include diversity and celebrate richness of cultures and their synergies. A series of initiatives were launched by the Department of modern languages to contribute to raising students' awareness about the diversity of cultures present around them, encourage them to feel proud of their identity, curious and interested in the specificities of languages and cultures of their colleagues and aware that everybody was entitled to the same educational opportunities, treatment and obligations. Among these initiatives there are: Winter celebration of cultures and customs, with more than 300 1st year students participating and presenting what is specific to their countries (including treats with music, foods, cakes and teas) and the Tandem project launched by the organisation of medical students for the support of students who are interested to practice a language (including Romanian as a foreign language) with other students whose mother tongue is that language; another initiative is based on the typology of research chosen for professional development by some teachers who have as a basic interest the teaching of foreign languages and cultures: a number of research articles or books celebrating inclusion of diversity in the host country and the analysis of the way in which public services respond to the increasing diversity of Europe are illustrations of good practice in Romania. Relevant projects worth mentioning in this respect are Language Rich Europe led by the British Council or a project regarding the Roma community. The main outcome of the project is an optional course referring to the tolerance that we should encourage among students of medicine. It has been a real success, it has been organized for four years in a row. Even though it is optional, more than 70 students take part in this course. They rank it highly and consider it an opportunity to gain interdisciplinary skills, which they can access at university.

3.1.2 Integration of prevention of radicalisation in initial training

Preparing students for coping with cultural diversity in school environments is embedded in initial training courses in Romania. However, these attempts should be a constant preoccupation valorising previous successes and creating links with future needs. They should be more explicit, detailed and rooted in real life. They should be a constant feature of teachers' training. Any interruption means everything must be redone. The courses should help students develop cultural skills through practical activities and state-of the art resources. What we need: accessibility and availability of resources, applicability and attractiveness of the suggested materials and activities, solid links between university and schools.

Teacher development can't be the individual responsibility of each teacher. His/ her instruction and education for diversity is an obligation and its accomplishment is possible through structured and well-organised preparation and training and can't be left to chance [11].

The psychological, pedagogical and methodological seminars should include topics such as:

- Relationships among groups and consequences of stereotypes in society;
- How stereotypes appear and how they function in society;
- Adolescence and society- intercultural perspectives;
- Dialectics of socio-cultural identity and otherness;
- Sources of conflict and methods to solve them.

The following optional courses would also be welcome and beneficial at this level:

- Psycho-pegagogical counselling;
- Intercultural pedagogy;
- Social psychology;
- Sociology of education;
- Psychology of cooperation and conflict resolution;
- World culture and civilization;
- Anthropology and philosophy of culture;
- Studies in the history and philosophy of religions;
- Ecumenism and confessional relationships.

Several obstacles have been highlighted:

- Lack of or insufficient diagnosis as well as overlooking the social realities of the environment;
- Difference in defining competences, institutional principles and structures at the partnership level;
- Teachers' lack of time or motivation in achieving tasks;
- High mobility of target groups in problematic regions does not allow the implementation of long term and coherent strategies;
- There is no partnership of the school with the community or authorities;
- Refusal or denial of shared values among people of different cultures, gender or generations;
- Disconsideration or lack of recognition of the historical and social realities of the structuring of identities.

According to the interviewed teachers and stakeholders the present training system for the teaching career should be revised especially at the level of objectives and contents. The universities should focus more on practical activities so that the future teachers should be trained to use tools, techniques and methods to identify and prevent conflictual situation and radicalization. The training programme for students should rank Intercultural education high among the other optional disciplines. In this way it would efficiently answer the necessity of the

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[11] Constantin Cucos, Intercultural Education, Iasi, 2008

socio-economic and cultural&spiritual insertion of young people, ensuring their optimum functioning in their cultural community and outside their cultural frontiers.

In order for the students to become agents for developing individual and social European values, they should be highly trained (professionally) at the level of educational competences. Initial professional training should be oriented to form all necessary competences, so that the trained teacher feels comfortable in front of the class and in all the situations that may appear during his teaching career. Teachers should have confidence in themselves and in their professional competences and master solution strategies enabling them to solve critical, tense situations so that they can be able to manage both typical and unusual situations, to master personal methods of personal recognition; all these and many more identified are indispensable to a teacher's work, where the human subjective side should be known and mastered. The capacity of the teacher to master critical situations is essential as it determines his stress condition, which is transferrable to children, with whom they interact permanently.

The interviewed teachers considered the following key competences that are to be trained to students/future teachers:

- ability to work with information, technology, knowledge;

- ability to work with a person in their educational environment: students, colleagues, educational partners, and persons outside school;

- ability to work in society, at different levels of complexity and expression: local, regional, national, European, global.

3.2 Continuous training

3.2.1 State of art

Throughout their careers, teachers attend, depending on their personal interests or the educational environment they work in, courses of continuous development training which also approach topics related to cultural diversity.

Such training courses are developed both by public institutions with duties in the field (University centres, Ministry of Education – the Department for Teacher Training, Teaching Staff Associations, Departments for Preparation of the Teaching Staff attached to the universities), Local/ national/ European/ international projects/programmes and by the NGOs with activity in the field.

In the following table there are the courses for teacher authorized by Ministry of Education - Teacher Training Department with regard to DPTR:

Name of the training programmme	Dura-tion	Modules	Provider	Target group
Communication and Management Education in Teaching Social and Human Sciences	72 H	1	Academia de StudiiEconomice din Bucureşti/ Economic Studies Academy Bucharest	teachers who teach social sciences at high school level or less
Effective communication for educational environment conducive learning	40 H	1	Asociaţia „InstitutulpentruDezvoltareaEv aluăriiînEducaţie"/ Association "Institute for Evaluation Development in Education"	Teachers from primary and secondary schools

Learning to live together	42 H	1	Asociaţia „SOL MENTIS" Bucureşti/ Association "SOL MENTIS" Bucharest	Teachers from primary and secondary schools
Equal opportunities in education	89 H	1	Asociaţia ARTED din Iaşi /Arted Association of Iasi	Teachers from primary and secondary schools
Strategies for developing emotional intelligence through education	60 H	1	AsociaţiaCentrulNaţionalpentru DezvoltareaResurselorUmane EUROSTUDY/ Association National Centre for Human Resources Development EUROSTUDY	Teachers from primary and secondary schools
Mediation in the educational context	60 H	1	AsociaţiaEducaţionalăZece Plus/ Ten Plus Educational Association	Teachers from primary and secondary schools
Teaching national and European values in preschool and primary education	60 H	1	Asociaţia EGOMUNDI Călăraşi / EGOMUNDI Association Calarasi	Preschool and primary school teachers
Effective communication and conflict mediation in schools	60 H	1	Asociaţiapentrudezvoltaredurab ilăîneducaţie /Association for Sustainable Development in Education	Teachers from primary and secondary schools
Combating violence and hate speech through non-formal education activities	42 H	1	Asociaţia Sigma Development Center, Constanţa/ Sigma Development Center Association, Constanta	Teachers from primary and secondary schools
New lines of approach to didactics applied curricular area Man and Society	66 H	1	Casa Corpului Didactic Argeş/ Teachers House Arges	Teachers from primary and secondary schools teach subjects in the curriculum area Man and Society
CIVIC EDUCATION - TEACHER TRAINING	90 H	1	Casa Corpului Didactic „GrigoreTăbăcaru" Bacău / Teachers Training Center "Gregory Tăbăcaru" Bacau	Teachers from primary and secondary schools
Democracy: Citizen Project	89 H	1	Casa Corpului Didactic Bihor / Teacher Training Center Bihor	Civic culture teachers working in primary and secondary education
A school for all	89 H	1	Casa Corpului Didactic Bihor / Teacher Training Center Bihor	Teachers from primary and secondary schools
Community school educational partnership	59 H	1	Casa Corpului Didactic Bihor / Teacher Training Center Bihor	Teachers from primary and secondary schools
Education for human and child rights	46 H	1	Casa Corpului Didactic Bucuresti/ Teacher Training Center Bucharest	Teachers from primary and secondary schools
Intercultural Education	60 H	1	Casa Corpului Didactic	Teachers from primary

for a new school			Bucuresti/ Teacher Training Center Bucharest	and secondary schools
Education for sustainable development	40 H	1	Casa Corpului Didactic Bucuresti/ Teacher Training Center Bucharest	Teachers from primary and secondary schools
Promoting equal opportunities in education	40 H	1	Casa Corpului Didactic Bucuresti/ Teacher Training Center Bucharest	Teachers from primary and secondary schools
Management and conflict mediation in the education system	40 H	1	Casa Corpului Didactic Bucuresti/ Teacher Training Center Bucharest	Teachers from primary and secondary schools
Democracy - Citizen Project	89	1	Casa Corpului Didactic Constanţa/ Teacher Training Center Constanta	Teachers teaching Education / Culture Civic
Conflict management in schools	M 1- 84 H M 2- 40 H	2	Casa Corpului Didactic Dolj/ Teacher Training Center Dolj	M 1: School counselors in secondary education M 2: For Teachers from primary and secondary schools
Developing emotional intelligence and social skills	44 H	1	Casa Corpului Didactic Harghita/ Teacher Training Center Harghita	Teachers from primary and secondary schools
Communication skills, prevention and response to school violence	89 H	1	Casa Corpului Didactic Ialomiţa/ Teacher Training Center Ialomita	Teachers from primary and secondary schools
Intercultural Education, a chance to integration	89 H	1	Casa Corpului Didactic Ialomiţa/ Teacher Training Center Ialomita	Teachers from primary and secondary schools
Together against violence	48 H	1	Casa Corpului Didactic Prahova/ Teacher Training Center Prahova	Teachers from primary and secondary schools
CIVITAS - A democratic mission	60 H	1	Casa Corpului Didactic Teleorman/ Teacher Training Center Teleorman	Primary school teachers
Children's rights in the world today	60 H	1	Casa Corpului Didactic Teleorman/ Teacher Training Center Teleorman	Teachers from primary and secondary schools
Civic education in primary school	40 H	1	Casa Corpului Didactic Timiş/ Teacher Training Center Timis	Primary school teachers
Human rights education	40 H	1	Casa Corpului Didactic Timiş/ Teacher Training Center Timis	Teachers from primary and secondary schools
Intercultural Education in school without discrimination	60 H	1	Casa Corpului Didactic Timiş/ Teacher Training Center Timis	Teachers from primary and secondary schools
Learn to be a good school mediator	60 H	1	Fundaţia*Children in Distress - Copiiîndificultate/ Children in Distress Foundation*	Teachers from primary and secondary schools

Diversity management in schools	76	1	Fundația de Abilitare "Speranța", Timişoara/ Empowerment Foundation "Hope", Timişoara	Teachers from primary and secondary schools
Managementulconflictuluiideaticreligios - ciclulliceal/ Religious Conflict Management- High School	100 H	1	Universitatea „Babeş-Bolyai" din Cluj-Napoca, Facultatea de TeologieOrtodoxășiCentrul de FormareContinuă, Învăţământ la Distanţăşi cu FrecvenţăRedusă/ Babes-Bolyai "University of Cluj-Napoca, Faculty of Orthodox Theology and the Centre for Continuing Education, Long Distance Learning "	Teachers from primary and secondary schools who teach religion
Religious Conflict Management- High School- secondary school	100 H	1	Universitatea „Babeş-Bolyai" din Cluj-Napoca, Facultatea de TeologieOrtodoxășiCentrul de FormareContinuă, Învăţământ la Distanţăşi cu FrecvenţăRedusă/ Babes-Bolyai "University of Cluj-Napoca, Faculty of Orthodox Theology and the Centre for Continuing Education, Long Distance Learning "	Teachers from primary and secondary schools who teach religion

Masters and PhD degrees on the topic (2016):

- University Al I Cuza Iasi, Faculty of Psychology and Education: Masters in relations and intercultural strategies / Diagnosis and intervention in people with special needs / Conflict Mediation in education, http://www.uaic.ro/studii/facultati -2 / faculty-the-psychology-and-science-of-education /

- University of Bucharest, Faculty of Psychology and Education: Masters in: Psychopedagogy inclusive school, mentoring in education, http://fpse.unibuc.ro/admitere/studii-de-master/prezentare

- Babes-Bolyai University, Cluj-Napoca Faculty of Psychology and Educational Sciences: Management, counselling and psycho-pedagogical assistance in inclusive institutions, and civic education Curricular management;

Masters courses in: Multiculturalism, Interculturalism and Intercultural Education. / curriculum development programs for children with special educational needs /Education for democratic citizenship and fundamental rights. Management, values and quality culture in schools / school and the community. http://psiedu.ubbcluj.ro/index.php?id=02-management-consiliere, http://psiedu.ubbcluj.ro/index.php?id=02-educatie-civica, http: // psiedu. ubbcluj.ro/index.php?id=02-management-curricular

The NGOs that promoted the rights of persons pertaining to national minorities have chosen

intercultural education as favourite topic. Among these the following have developed successful and innovative projects: The Intercultural Institute Timisoara, The Centre of Resources and Ethnic-cultural Diversity (Cluj), *Divers* Association (Tg. Mures), PER Regional Centre (Bucharest and Tg. Mures), *EducaŃia 2000+* Centre (Bucharest), *Pro Europa* League (Tg.Mures), *Prosper* ASE Association (Bucharest), Euro Ed (Iasi), the branch of AIESEC Romania student association etc.

Some programmes have diversity in education embedded in their general issues; they rely on culture-general approaches which seek to prepare teachers to be successful in any context that involves cross-cultural interactions. Other programmes and projects prepare teachers to teach specific cultural groups in particular contexts.

Another type of training courses are mentoring courses; they are popular in Romania because they engage teachers in learning by experimenting and applying state-of-the art material to their own school; such courses are very interactive and anchor knowledge to individual cultural contexts. Mentoring principles hold that teacher mentor must be in a position to confront the knowledge and experiences which prospective teachers bring to their learning and be able to engage in dialogue about complex issues of culture, language, disability and inclusion. Teacher mentors not only have the role of supporting students as well as student teachers' learning about teaching, but they also model the role of the teacher/ students and adjust it according to the needs of the society**.**

Another way to train the teachers is provided by programmes and projects carried out in the field of education, promoting models and examples of good practice in the field:

- The programmes carried out nationally (The Access to Education for Underprivileged Groups Phare Program, The TVET Phare Program, The project for Rural Education, The Social Inclusion Program in Romania).

- **The Access to Education for Underprivileged Groups Phare RO Program** – The general objective is to support the implementation of the Strategy the Ministry of Education, prepared for the prevention and control of marginalization and of the social exclusion through the assurance of access to o qualitative education for underprivileged groups. The main activities carried out as part of the program, in various of its development phases, were focused on: the preparation of curricular materials; preparation of the staff in the educational system (teachers, teaching staff, school mediators, managers at various levels on the decision-making chain) in the field of education.

- **The Project for Rural Education**– This is a program carried out between 2003 and 2009, and co-financed by the Romanian Government and the World Bank. The goal of the program focused on the improvement of the access to a qualitative education for the students in the rural environment having as one of its activities the improvement of quality of the teaching staff preparation.

- The program regarding the promotion of the child's rights **We Too Have Rights** (2006) – implemented by "Save the Children" Organization nationally, having as purpose the preparation of the students and the teaching staff in the pre-university educational system for knowing, supporting and promoting the child's rights. The project had a direct impact on the curriculum, through the introduction of various optional classes regarding the child's rights.

- The project **My Rights are Your Rights** (2006-2007)– This project was carried out by the Education 2000+ Center and its main objective was to initiate a campaign for the application in education of non-discrimination based on ethnicity or gender, highlighting the compliance with the human and child's

rights. The beneficiaries of the project were the students, the teaching staff, the parents, the local authorities, the representatives of the local civil society, the media, etc.

Another set of programs refers to **well-defined target groups** (the Romani children, the students in rural schools, the disabled children) and had as main objectives: the maximization of the participation of the underprivileged categories in various levels of education; the training of the human resources (students, teachers, parents, members of the community) involved in their education; the development of structures meant to promote pluricultural education; the information and sensitization of different categories of population regarding various aspects of the inclusive education.

- **The Qualitative Need and Equality in Education Project** (2006-2008) was implemented in 2006 by the Ministry of Education in cooperation with active NGOs in the field of education and protection for the Romani population (Romani CRISS, The Roma Center Amare , Rromentza); one of the project's objectives aimed to promote specific intercultural aspects as part of teachers'training.

- **The Pilot Intervention Program through the Priority Education Areas System** (2002-2007)– was implemented by the Institute for Education Sciences, with the financial support provided by UNICEF Romania. The pilot project was focused on the implementation of the PEA system in Romania throughout the communities that are socially and economically underprivileged (more for the Romani population) and involved the following categories of activities: the development of curriculum (for children at school risk and for those who left school early); the training of human resources for the implementation of the PEA system; the assurance of the appropriate material resources; the community development.

- **The ROMAin Project** (2006) – As part of this project, Romania, through The National Agency for Romani People, established a partnership with three other European countries for the disclosure of the positive practices in the field of social policies regarding the inclusion of the Romani in Europe. The activities of the project were focused on the identification of successful intervention models in the field.

- **The Training of Teachers for Romani Activists Project** (2007-2008) –was initiated by the Resource Center for the Romani Communities and was designed for the preparation of Romani teachers specializing in organizational management and project management as resource people for the implementation of the Government Strategy for the Improvement of the Romani Status.

- **Racism, Xenophobia, Anti-Semitism – educational issues- a development course for teachers.** Holocaust education is a relatively new phenomenon in Romania. Its silenced history, either of denial or ignorance, was prolonged for decades. The process of training teachers on Holocaust education began roughly eleven years ago. The Holocaust education course is well-qualified to meet the demands of citizenship education as it helps to promote tolerant societies free from prejudice, racism, and bigotry, while simultaneously promoting the inclusivity of others, justice-oriented dispositions, development of tolerance, cherishing of diversity, and commitments to peace. Learning about the Holocaust is a vital part of any education and it contains useful lessons for both individual students and education as an institution. The course provides teachers with useful tools which, when properly applied, encourage students to engage in critical reflection of beliefs, attitudes, and assumptions underlying society, which is also necessary for a democratic education. Each year, the teacher training program has grown. The programme aims at combating racism, xenophobia and other forms of intolerance. It includes specifically the issues of education about the Holocaust and the fight against present-day anti-Semitism. It is also meant to provide information on is already being done and the identification of good practices.

Regarding the continuous training on the development of tolerance and prevention of radicalisation, the teachers and stakeholders participating in the **interviews and focus group**, consider that we have very different situations in terms of the form of learning/training that have been chosen: autodidactic/self-taught learning, learning by doing, project-based learning, formal learning programs, online research, literature.

All of the respondents included tolerance and diversity as important part of their professional or personal development; only few of them consider it more as part of human development than part of professional growth. Those respondents who consider the topic part of personal development, do not see any need for a special training; it was Romanian and foreign philosophers' books that have helped them in understanding how important tolerance is.

One of the teachers confesses that the first learning experience on how to deal with tolerance was by experiencing it directly as a teacher in a school attended by a considerable number of Romani students. Another one also says that "*experience and self-study helped me to reinforce my knowledge about tolerance and learn how to convey it to my students. O*ur *teaching experience and daily problems and conflicts which we have to cope with determine us to emphasize the importance of tolerance and freedom of speech. We managed to settle down conflicts, eliminate discrimination and integrate students who were in one way or another "different"*.

Most of the teachers mentioned the notable contribution of the European projects to their professional development. These projects dealing with tolerance, respect for diversity, intergenerational learning, Roma people education or disadvantaged categories of people came with very useful and practical resources to be used and thus they got the chance to acquire new information and competences in dealing with specific real situations. The projects focused on diversity and its applicability in teaching practice and had specific targets in training teachers to approach multiculturalism and diversity.

There are some the teachers who wanted to specialize in this area, having studied Master or doctoral programs on Multiculturalism, Conflict mediation, Psychology and didactics or Pedagogy, *psychology and didactics* for special needs.

One of the stakeholders stressed the fact that teacher's willingness and motivation are very important when it comes to their professional development on this topic.

A very interesting idea that came out from the interviews, advocating for continuous learning, is that one's education level is an essential factor in shaping tolerant attitudes: *The more educated you are, the more tolerant you become!*

3.2.2 Inclusion of radicalisation topics in continuous training

The component of teacher training in the spirit of education for diversity is pursued programmatically by several international bodies. As for teacher training at the level of the Council of Europe, the following actions are deemed as necessary for the sake of coherence and methodological unity:

- raising teachers' awareness towards different instantiations of cultural expression;
- recognizing and combating ethnocentric attitudes and stereotypes;
- developing teachers' accountability for making children understand the exponents of other cultures;
- understanding the economic, social and political causes and consequences of migration;
- deliberately integrating children belonging to other cultures into the new culture, concurrently with preserving the link with the old culture.

Teacher trainers' development programmes aiming at training teachers to become cultural mediators and agents of change should help them acquire [12]:

a) Knowledge related to socio-human sciences: theories and conceptions about stereotypes, prejudices, ethnocentrism, minorities etc., characteristics of students belonging to diverse ethnic groups, races, cultural spaces, social groups and classes;

b) Differentiated instruction/ teaching strategies considering students' cultural background;

c) Awareness of their own cultural identity: teachers should have a clear understanding of their cultural legacy and understand how can their teaching/ experiments interact with those of groups of a different culture;

d) Positive attitudes among different groups;

e) Skills: ability to make positive decisions; ability to solve conflicts among groups; ability to develop teaching strategies and activities which will ensure the academic success of children belonging to different ethnic groups, cultures, social classes and groups.

The titles of these modules are varied and negotiated with teachers, according to practical needs ("Managing minority cultures", "Intercultural perspective over the curriculum", "Strategies for developing communication and social participation skills").

At present, teachers can benefit from all tools and resources which they need in order to develop their teaching skills as far as tolerance is concerned: strategies, experience from previous projects and resources created by governmental or private institutions.

Taking all these into consideration, there is a need for establishing a bridge between governmental and nongovernmental sectors in order to create efficient teachers' training programmes with visible findings.

Workshops which will bring together experts and students specializing in education, philosophers, specialists in politics, sociologists will approach various topics such as:

- Democracy and diversity;

- The rights and duties of minorities;

- The state and multicultural communities;

- Citizenship;

- European Integrity: cultural opportunities and barriers;

- The avatars of identity preservation;

- New aspects of cultural-centrism;

- Raising people's cultural awareness;

- Strategies of intercultural mediation;

- Postmodernism and interethnic relationships;

- Interdisciplinary strategies for overcoming ethnocentrism;

- Educational globalization and transnational education.

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[12] Constantin Cucos, Intercultural education, Iasi, 2008

Teachers can develop various practical activities which simulate intercultural situations and experiences. For example, teachers could organize their activities in an intercultural style, interacting in an aforethought way with different cultural stimuli (by reading books, speaking foreign languages, meeting people belonging to different ethnic groups, preparing traditional food, going to a church which belongs to a different religion etc.). For the same reasons, we might need to analyse a generation/ family tree, by identifying the multitude of cultural intersections on its basis (we might find out that our predecessors belonged to certain minority cultures, ethnical groups etc.).

We need to integrate in teacher's training all the studies carried out in the area of intercultural education, cultural anthropology, social psychology, conflict management, etc.

A possible curriculum for intercultural teacher training needs to comprise topics such as:

- Contemporary society trends: the multicultural-intercultural dynamics;
- The phenomenology of cultural transmission and diffusion;
- Cultural identity and differences. School consequences;
- Cultural relativism and pervert effects in education;
- Filtering social reality through images (categorisation, stereotypes, preconceived ideas);
- Discrimination; Intolerance; Xenophobia;
- Ethnocentrism; Racism; Sexism; Chauvinistic nationalism; Anti-Semitism;
- Gerontophobia and juventophobia; The cultural mosaic;
- Intercultural education objectives and values;
- Intercultural requirements and education in the family;
- Intercultural education-specific methods and activities;
- Formal and informal, curricular and extracurricular in intercultural education.

Training and developing the spirit of tolerance represents a major desideratum of intercultural education. The role of the teacher is that of appreciating students' cultures of origin, making them aware of cultural diversity, surpassing preconceived ideas and stereotypes and practicing a nondiscrimination behaviour.

Being involved in intercultural education, teachers should pay attention to the following educational-institutional duties:

- experiment different social roles, from facilitators and cheerleaders, to leaders and managers;
- militate for the deep understanding of cultures, languages, traditions, religions, convictions;
- observe the quality of relationships between students in the service of promoting everybody's prestige;
- contain violence phenomena;
- ensure the observance of all categories of minorities' rights;
- ensure the group's openness towards the outer world, favouring empathy towards other individuals or other groups;

- identify ethnocentric attitudes and stereotypes, as well as elaborate appropriate strategies to fight against them.

4 Existing actions, methods and learning resources

4.1 Training of Trainers in Nonviolent Conflict Transformation Final Curriculum

Language: EN

Short description:

This final curriculum is the result of a pilot course of a Training of Trainers in Nonviolent Conflict Transformation that was conducted between September 2005 and November 2006. A draft version had formed the basis as a working hypothesis of a curriculum that has been adapted and extended during the implementation of the pilot course. The overall objectives of this training of trainers in nonviolent conflict transformation are to assist the participants acquiring appropriate knowledge, skills, behaviors and attitudes useful in nonviolent conflict transformation to provide the participants opportunities to develop their capacities and own personal styles as trainers in order to enable them to work with different target group and transmit their experience in nonviolent conflict transformation.

Keywords: Conflict and conflict analysis/ Communication and facilitation/Transforming conflict and nonviolence/Practical mediation skills/Principles, methods and techniques of training work/Development of own trainer profile, closure.

Type (event/image/video/sound/text/object/software...): Text

Creator: Civilian Defence Research Centre (CSDC), Italy, Partners for Democratic Change (PDCS), Slovakia, International Fellowship of Reconciliation (IFOR), The Netherlands, Peace Action, Training and Research Institute of Romania (PATRIR), Romania

Date of creation: March 2007

Where to find it (contact person): http://www.trainingoftrainers.org/img/finalcurriculum.pdf

Pedagogical descriptor:

The training course is organised in seven training seminars (units), each of them consisting of seven programme days. In total therefore the training reaches 49 programme days. The training of trainers course is divided into two phases: an introductory course consisting of the first two training weeks, and a qualifying course consisting of training week 3 – 7. The training team prepares tasks for self organised learning and reading between the course units. Practical experience as a conflict worker is an important pre-condition for informed training work. Therefore the training course participants are encouraged to get involved in practical conflict transformation activities right from the beginning of the training. Their experience in this field will be included into the learning process. The above mentioned field visits and excursions organised by the hosting partner organisation provide opportunities to gain insights into a wider range of practical peace building work.

Target group: The participants of this course are at least 30 years old and possess a minimum working experience of five years. They should be able to demonstrate a certain level of experience with civil society activities. They contribute a participation fee to the total costs of the course. They are able to follow and participate a course in English language. Further, the participants are committed to take part in the whole course. This includes a readiness to involve in personal and participatory learning processes. They commit themselves to

respond positively to training requests and to realize training in nonviolent conflict transformation after completion of the course.

Level: All levels of formal education

Proposal for use: Alternative methods of conflict transformation became a topic of general interest, but at the same time these approaches were also disconnected from their justice-oriented aims and content. Therefore, the training of trainers courses developed by the peace movement training centers in this period had as their aim the professionalisation of training and conflict transformation approaches without denying the political roots of these approaches.

Pedagogical modalities: Collaborative activity

The training methods include:

- personal and group reflection, sharing of experiences
- lectures and presentations
- plenary and small group discussions
- group work
- exercises to demonstrate patterns of human behavior and reactions
- skill training
- case studies
- role plays and simulation exercises
- field visits and excursions
- feedback (by fellow participants, by trainers, video, etc.)
- games, energisers, songs, ice-breakers, etc.

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: it could be easily transferable to all formal and non-formal educational contexts adapting it according to the level and skills of the learners.

4.2 Tineri iîmpotrivaviolenței / Youth against violence

Language: Ro/ EN

Short description: This course is intended for teachers and other educational professionals interested in competence-based education. The course aims to provide you with a thorough introduction to the topic, as well as make you aware of the issues and challenges related to making competence-based education a reality in the classroom. Furthermore, teachers will be given concrete tips on how to implement project-based learning, a particularly suitable method for delivering competence-based education, as well as on how to assess this type of collaborative learning.

Keywords: competence-based education/ collaborative learning

Type (event/image/video/sound/text/object/software...): online course

Creator: The material within this course has mainly been developed on the basis of the work produced by KeyCoNet - the European Policy Network on Key Competences in School Education, managed by European Schoolnet, and funded by the European Commission.

Date of creation: 17th November 2014

Where to find it (contact person): http://training.ise.ro/

Pedagogical descriptor:

Module 1 will provide you with an introduction to the topic, looking at the importance and definition of competences as well as international frameworks; how competences are understood, expressed and implemented in various countries across Europe; and the main teaching and assessment methods associated to this approach.

Module 2 will look at practical ways in which teachers can use project-based learning techniques in the classroom and beyond to develop their pupils' competences across a variety of subjects and skills. Inspiring examples from across Europe will be provided, and possible solutions to challenges explored. There will be a special focus on how to best develop students' collaborative problem-solving skills within project-based learning.

Finally, Module 3 will help you understand the assessment methods which are most suitable to competence-based approaches to learning, and will provide you with concrete advice on how to implement these various methods and in which contexts. An Irish case study will provide participants with an inspiring example of how Ireland introduced competence-based assessment in Mathematics. This module will also give participants the opportunity to learn more about assessing an important transversal skill explored in module 2 - collaborative problem solving.

Target group: Anybody is welcome to join the course but it is targeted at teachers and other educational professionals interested in competence-based education.

Level: Introductive/ Advanced course

Proposal for use: This course has been designed to improve competences, so that in turn to develop those of the young people you teach, work with or on behalf of.

Activities inducted: 3000 participants

Pedagogical modalities:

Rights (cost/copyright-OER/description): 2009-2011: free from European Founds PPOSDRU/1/1.1/S/6, 2011-2012: individual contribution of trainees

Evaluation of transfer possibilities: it could be transferable to all formal and non-formal educational contexts adapting it according to the level and skills of the learners

4.3 Dimensiunea de gen îneducație / The gender dimension in education

Language: Ro

Short description: This is an online training for teachers.

Keywords: Gender/ education

Type (event/image/video/sound/text/object/software...): Online- http://training.ise.ro

Creator: Institute for Education Sciences-Institutul de Ştiinţe ale Educaţiei/ Magdalena Balica, Rodica Constantin, Ciprian Fartuşnic, Anca Ilea, Irina Horga, LigiaSarivan, FlorentiaSânmihăian, Mihaela Singer, Mihai Stamatescu, Daniela Stoicescu, Cristian Voinea

Date of creation: oct. 2007

Where to find it (contact person): Magdalena Balica, magda.balica@ise.ro

Pedagogical descriptor:

Target group: Primary School Teachers, Romanian Language Teachers, Science Teachers, School Counselors etc.

Level: Introductive

Proposal for use:

Activities inducted:

Pedagogical modalities: distant use, theoretical and practical course.

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: it could be transferable to all formal and non-formal educational contexts adapting it according to the level and skills of the learners

4.4 Democracy and Human Rights. Charter For All

Language: English, French, Albanian, Arabic, Bulgarian, Azerbaijani, Georgian, German, Italian, Norwegian, Portuguese, Romanian, Russian, Serbian Ukrainian.

Short description: The brochure for children explores the principles of human rights and democracy, what we can all do to make them possible, and how education can be of help.

Keywords: human rights/ democracy

Type (event/image/video/sound/text/object/software...): Brochure

Creator: Elena DiezVillagrasa (ed)

Date of creation: august 2012

Where to find it:

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680482514

Pedagogical descriptor: Informative

Target group: All European Citizens

Level: Introductive

Proposal for use: The Charter on Education for Democratic Citizenship and Human Rights Education was developed to make sure these values are promoted in and through education. A charter is usually a legal document, which explains what governments from different countries agree to do in a specific area.

Pedagogical modalities: Use in autonomy

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: is easily transferable to all formal and non-formal educational contexts insofar as the content is adapted according to the level and skills of the learners.

4.5 Guvernanţademocratică a şcolilor/ Democratic Governance of Schools

Language: Ro/ EN/

Short description: This manual is part of a series, collectively a "toolkit" designed and produced by the Council of Europe to help schools and other educational institutions to promote and develop Education for Democratic Citizenship

Keywords: democratic school

Type (event/image/video/sound/text/object/software...): Manual

Creator: Elisabeth Bäckman and Bernard Trafford, Council of Europe Publishing

Date of creation: January 2007

Where to find it (contact person): Elisabeth Bäckman- elisabeth.backman@edu.botkyrka.se.

Guvernanţademocratică a şcolilor

Pedagogical descriptor: Demonstration/ Simulation

Target group: Much of this manual is aimed at school leaders, the term generally given nowadays to those professionals at the senior end of management who have the power and responsibility to determine to a large degree the way in which the school operates.

Level: all levels of schools

Proposal for use: The tool is designed to help readers to gauge how their school contributes to their students' EDC (Education for Democratic Citizenship) and thus to their preparation for adult citizenship in a democracy, by looking at the ways in which the school operates from day to day – and the ways in which people behave.

Activities inducted:

Pedagogical modalities: Use in autonomy

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: parts of the content could adapted according to the level and skills of the learners.

4.6 Multiperspectivitatea în predarea istoriei un ghid pentru profesori/ Multiperspectivity in history teaching: a guide for teachers

Language: Ro

Short description: The aim of this booklet it is to offer a few examples of learning activities and teaching approaches that could help to develop the students' understanding of multiple historical perspectives.

Keywords: history teaching/ multiperspectivity/ guide for teachers

Type (event/image/video/sound/text/object/software...): Text- Book

Creator: Dr Robert Stradling

Date of creation: 2014

Where to find it (contact person):

http://www.ise.ro/wp-content/uploads/2013/10/Multiperspectivitatea-in-predarea-istoriei.pdf

Pedagogical descriptor:

Target group: Students/ Teachers

Level: Beginners

Proposal for use:

Activities inducted:

Pedagogical modalities: Theoretical approach

Rights (cost/copyright-OER/description): Council of Europe, Institute of Educational Sciences

Evaluation of transfer possibilities: the examples and methods could be used in teaching history.

4.7 Supporting Teachers in preparing students for active citizenship

Language: RO

Short description: Institutul de Ştiinţe ale Educaţiei (IES) is implementing a pilot project on "Supporting Teachers in Preparing students for active citizenship", funded by the Council of Europe and the European Union, in partnership with similar institutions in Croatia, Montenegro, Hungary and Romania:

Keywords: teachers/ students/ active citizenship

Type (event/image/video/sound/text/object/software...): Training Course for 20 teachers and an informative film

Creator: Institutul de Ştiinţe ale Educaţiei (IES)

Date of creation: July 2013

Where to find it (contact person):

http://www.ise.ro/supporting-teachers-in-preparing-students-for-active-citizenship

Pedagogical descriptor: Guide/ Cyber-quest

Target group: Students and Teachers

Level: Training

Proposal for use: pilot programme

Activities inducted: Training Course for 20 teachers and an informative film

Pedagogical modalities: Project activity for the video and theoretical a practical approach for the training.

Rights (cost/copyright-OER/description): Institute of Educational Sciences

Evaluation of transfer possibilities: This training and could be easily transferable to train teachers.

4.8 Handbook on Tolerance and Cultural Diversity in Europe

Language: EN

Short description: This Handbook seeks to inform and educate youth, to help them understand diversity and talk about it using a common set of terms. It aims to give young people the tools to resolve dilemmas that they may face in their everyday lives and in the future.

Keywords: olerance/ Cultural Diversity/ Europe

Type (event/image/video/sound/text/object/software...): Manual

Creator: Anna Triandafyllidou- ACCEPT PLURALISM Project

Date of creation: February 2012

Where to find it (contact person): http://www.migrant.ro/file/pagesleft/433Proiecte_2012_IF.pdf

Pedagogical descriptor: Demonstration

Target group: Students and Teachers

Level: beginners

Proposal for use: inform and educate youth, to help them understand diversity

Activities inducted: case studies, examples

Pedagogical modalities: Distant use

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: transferable to all formal and non-formal educational contexts according to the level and skills of the learners.

4.9 Curs de mediatoriinterculturali/ Intercultural mediators' course

Language: RO

Short description: Intercultural Institute, in partnership with the Association for the Protection of Human Rights and Social Integration - Bucharest, Center for Civic Resource Constanta and the League of Human Rights Cluj runs from July 2014 - June 2015 Project Migrant in Romania, financed by the General Program "Solidarity and management of migration flows ".

Keywords: migrant/Romania/ mediators/ intercultural

Type (event/image/video/sound/text/object/software...): Event/ Training

Creator: Intercultural Institute

Date of creation: 2011

Where to find it (contact person): mediatori_interculturali@yahoogroups.com

Pedagogical descriptor:

Target group: Techers/ members of community with positive influence among citizens

Level: Advanced

Proposal for use: This training it is a best practice model on its area.

Activities inducted: 23 persons were involved and developed various skills.

Pedagogical modalities: Both theoretical and practical course.

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: the training activities can be implemented in all types of educational cases.

4.10 Remapping Europe

Language: EN

Short description: Remapping Europe it is an artistic and educational project in which were made a series of videos that deal migrants theme and that can be used in trainings, seminars, conferences etc. You can watch 44 films of young media-makers with a migrant background. In the frame of 'Remapping Europe - a Remix Project', they have used their family albums, movies, commercials and news reports to tell their own story.

Keywords: migrants/ videos/ tolerance

Type (event/image/video/sound/text/object/software...): videos

Creator: Remapping Europe - a Remix Project

Date of creation:

Where to find it (contact person):https://vimeopro.com/docnextnetwork/remapping-europe

Pedagogical descriptors: Videos

Target group:

Level: all

Proposal for use: It can be used in classes, trainings, seminars, conferences etc.

Activities inducted:

Pedagogical modalities: Distant use

Rights (cost/copyright-OER/description): Free

Evaluation of transfer possibilities: this kind of activity can be implemented in all types of educational contexts: in classes, trainings, seminars, conferences, etc.

4.11 Rights in deed! Human rights education, manual pentru studiul drepturilor omului

Language: EN

Short description: Rights in need helps students to explore from a human rights perspective concepts that are crucial to the development of our contemporary world and their personal growth. They include identity, equality, dignity, choice, power, participation and responsibility. The course consists of a student's book and a teacher's book. The teacher's book includes an introduction of the course addressing inspectorates and school principals, its objectives, guidance for each activity and useful information for teachers.

Keywords: identity, equality, dignity, choice, power, participation and responsibility

Type: text, activities, methods

Creator: Miruna Carianopol, Stefan Colibaba, Cristiana Faur, Maria Lacatus, Ruxandra Popovici< Vanda Stan

Date of creation: 2007

Where to find it (contact person): Ruxandra Popovici, email: <ruxi.popovici2012@gmail.com>

Pedagogical descriptor: case study /evaluation/self-evaluation/guide/ /questionnaire/method/manual/

Target group: high school students

Level: Advanced

Proposal for use: It can be used in classes, trainings, seminars, conferences etc.

Activities inducted:

Pedagogical modalities: discussion within classroom/project activity/workshop/use in autonomy/use in group/collaborative activity

Rights (cost/copyright-OER/description): British Council Romania, Humanitas Educational

Evaluation of transfer possibilities: thanks to the systematic focus on communication, the materials can be transferred by localising materials within other educational and cultural contexts.

4.12 TOGETHER, Education for Democratic Citizenship

Language: English, Romanian

Short description: The materials are meant to help students learn about citizenship: concepts, individuals and institutions which support democratic citizenship. Students will become aware of their rights and also their responsibilities as human beings and members of their communities. They will develop life skills and competences such as independence of learning, participation, negotiation and consensus building and they will be part of the democratic processes within their school and the wider environment. They will not only learn about the contemporary world but be part of it.

Keywords: education, citizenship, communication, active participation, collaboration, responsibility, solidarity, access

Type (event/image/video/sound/text/object/software...): printed coursebook, CD-rom

Creator: Miruna Carianopol, Stefan Colibaba, Cristiana Faur, Maria Lãcãtus, Roxana Marinescu, Ruxandra Popovici, Vanda Stan, Marilena Suciu

Date of creation: 2007

Where to find it (contact person): Ruxandra Popovici, email: <ruxi.popovici2012@gmail.com>

Pedagogical descriptor: case studies from Romania and from other countries of the world and to different perspectives on the same issue; manual/learners' work/pedagogical testimony

Target group: Romanian students (upper secondary levels)

Level: The material in the lessons can be used at upper secondary levels, grades 9 to 12. There is indication of the age of the students the lessons are appropriate for.

Proposal for use: The syllabus is organised along the general competences and themes in the national curriculum for the educational classes strand in Romanian schools. The inclusion of specific competences for democratic citizenship is a feature of the National Curriculum for Citizenship Education in the UK.

Pedagogical modalities: discussions/debates within classroom, project activity, use in autonomy, use in group, collaborative activity

Rights (cost/copyright-OER/description): British Council Romania, Humanitas Educational

Evaluation of transfer possibilities: thanks to the systematic focus on communication, the materials can be transferred by localising materials within other educational and cultural contexts.

5 Needs

There is a need to empower the teachers to **exchange ideas and experience**, to learn from others and through a **constructive dialogue** to improve and advance their practice. This would help develop a culture of research, which would instil a personal drive to explore what the others have done before, take advantage of their findings and get their lessons to a superior level by learning from their failures. This would ensure continuity and support, structure and coherence of the process.

The teacher education curriculum should reflect the idea of the **teacher as an autonomous professional who initiates and creates his or her own (intercultural) practice and develops within a professional culture**, which encourages research, innovation and distributed leadership. It is necessary to create a **culture of continuous professional development**.

There is a need to **recognise the school as a site for the development of teaching expertise and the creation of knowledge**.

It is necessary to consolidate the **links between colleges/university and schools.**

In its report, ECRI [13]has made a number of recommendations to the authorities, among which the following are related with the educational actions:

- **Designing curricula which reflect the cultural diversity of Romania and inform students about the contribution of minority groups to the country's history; all derogatory references about groups / minorities must be removed from textbooks;**

- **Including in the teacher`s training program topics related to respect for cultural diversity to ensure proper education is available for students with different cultural backgrounds.**

Perception of teachers of the current difficulties of the diverse educational environment which need to be addressed:

- educating the people who feel discriminated against and those who are usually intolerant persons;

- discrimination within the same ethnic group or race (e.g. poor vs. rich Roma people);

- applying the same standards in teaching and assessment. Classrooms are increasingly diverse from every point of view, so it takes longer to create a common ground and language, lots of investment from the trainer before you have a shared ethos.

- misunderstanding and misjudging each other before even knowing each other. People are going to form opinions of each other anyway, whether or not they are well informed, so governments and institutions dealing with diversity should do as much as possible to occasion and facilitate mutual understanding;

- accessibility in order to give everyone the possibility of acting in accordance with their education and customs;

- religious, political and interpersonal disagreements and conflicts;

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[13] The European Commission against Racism and Intolerance (ECRI) of the European Council, an independent organism of human rights monitoring with expertise in issues of racism, xenophobia, anti-Semitism and intolerance, issued on 19 March 2014, The Report on the Situation of Minority Rights in Romania, between 2008 -2013.

- the strong opinions and misconceptions that originate in certain families and are inherited from certain parents;

- religious and sexual differences are the most sensitive and delicate issues to deal with taking into account the unwillingness and narrow-mindedness of the Romanian society;

- the risk of conflicts between the minority and the majority might occur;

- teachers don't have enough time and patience to pay special attention to every child and adapt teaching methods and materials to students' different needs.

Recommendations to include in the Guidelines:

- Accessible, easy to use, practical online resources

- Examples of Good practice

- Samples of activities used, questionnaires

- Case studies

- Examples of teaching methods/techniques to be used

- Specialized training programmes on this topic for teachers

Ressources that can be used after adaptation

- The participation to education of the Roma children : problems, solutions, actors,Mihaela Jigau – coordinator, The Ministry of Education and Research, The Institute for Educational Sciences, The Institute for Research on the Quality of Life, UNICEF, 2002

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- National Programe Another type of School: to know more to be better, Evaluation of national program of extracurricular activities, Institute of Education Sciences, http://www.ise.ro/wp-content/uploads/2014/06/Evaluare_Scoala_Altfel.pdf

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- TOGETHER, Education for Democratic Citizenship , Coordinators of volume: Miruna Carianopol, Stefan Colibaba, Cristiana Faur, Maria Lãcãtus, Roxana Marinescu, Ruxandra Popovici, Vanda Stan, Marilena Suciu, British Council, 2007

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Resources that need to be elaborated within the project

In responding to the needs identified, the project resources should be supportive in:

- The assessment of the level of tolerant attitude towards other ethnic groups' representatives;

- Creating/ facilitating access to techniques and methods for self-awareness and personal development could be of great help in becoming aware of and recognizing preconceptions and stereotypes which occur in the process of teaching

- Developing methods which encourage the flexibility of mind, unconditioned development of the other. Finally, teachers should be taught how to use different teaching techniques which develop tolerant attitudes.

- Providing access to extracurricular activities that are multicultural, multilinguistic and multi-ethnic.

Topics to be addressed :

1. Tolerance vs. Discrimination

2. Main forms of discrimination and its effects

3. Establishing relationships and partnerships in the context of diversity

4. Tolerance – a value unanimously acknowledged

5. Tolerance and intolerance in virtual world where the labels and preconceptions are more acute because of emoticons or false identity. Virtual tolerance is an interesting topic which will receive considerable attention in the future.

6. Gender, xenophobia, equal opportunities

Types of resources:

- Data base of online resources, relevant teaching resources and materials

- Data base of European projects

- Examples of Good practice

- Samples of activities used, questionnaires

- Case studies

- Examples of teaching methods/techniques to be used

6 Conclusion

The contemporary world is confronted with the globalization of information, the cultural cyberspace, and the social-economic interaction between different cultures, which generates social problems, multicultural and intercultural clashes.[14] National and European policies must focus on intercultural education on a legislative, normative, formative, social-economic level, through continuous promotion of common strategies, elaborating and promoting an intercultural curriculum, and the systemic approach to intercultural education. At national level there is a need for democratic normative-legislative regulation of turning to account intercultural education. The contents of intercultural education aim at both respect and valorisation of cultures, cross-border communication, openness towards otherness, through the elimination of fear towards foreigners, as well as diversifying the types of education: education for all, inclusive education comprehensive education, religious education, aesthetic-cultural education, etc. To conclude, at the level of educational and institutional policies, some operational perspectives are required, through optional programmes/courses/modules of intercultural education, the creation

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[14]The introduction of cultural education in initial and continuous teacher training programmes in Romania. Operational perspectives CristeaNiculae* The Ministry of National Education, 28-30 Gen. Bethelot Street, Bucharest, Romania

of social, educational, professional conditions to promote interculturality, the elaboration of evaluation indicators for training programmes and teachers, through the inclusion of intercultural education into the initial and continuous teacher training programmes.

Given the variety and dynamics of educational environment, it seems that for the teacher who uses an intercultural curriculum, a classic methodological package - finished, closed - is not sufficient; a suitable intercultural methodological assembly should be flexible, so that the teacher himself would confer its final aspect through his personal process of building a methodology and strategy. Values derived from intercultural education (tolerance, openness, acceptance of differences, understanding diversity, etc.) are built in the personalities of those educated through sustained and systematic efforts. Education for multiple values, for diversity and alternation requires the redefining some learning concepts, and even more requires training the teachers from the perspective of moderator and modulator of intercultural communication. Teacher education for inclusion should prepare teachers to engage with learner diversity arising from age, gender, sexual orientation, ethnic, cultural, linguistic or religious background, socio-economic status, disability or special educational needs.

The development of intercultural competence is a must for any teacher no matter the subject they teach. Teaches need to develop their intercultural competence which will enable them to deal with recent challenges. This should be done through solid initial training which is also meant to stir their interest in this issue so that they will work on it all their lives. Teacher development over the years can't be the individual responsibility of each teacher. Much more work needs to be done at this level as the demands on schools and teachers are becoming more complex, sometimes even overwhelming: changes in society are so fast that university training cannot cover them for a long time. Continuous professional development should help all teachers develop their intercultural competence enabling them to work with culturally diverse students (ethnic, religious, linguistic and sexual minorities or students with lower socio-economic backgrounds and special educational needs).

The curriculum should contain programmes and methodology to support reflection, planning and sharing of experience. Teachers need authentic engaging materials which encourage authentic participation in democratic practice. The materials developed should be based on authentic local and European case studies. The materials should provide solid basis for the development of communication, social, cognitive and action skills. The materials should provide plenty of opportunities for teachers and students' personal response; the materials should provide the basis for solid discussion and critical analysis stimulating personal opinions, responsibility for own actions and efforts to find remedies to problems.

Online data bases/ Resource centres promoting materials which would help teachers identify conflicts within educational groups and provide strategies to deal with these problems are necessary. Teachers' courses and materials should be practical. The necessity of practical resources is supported by the challenges that teachers face, especially at the beginning of their careers. We need more teaching materials and methods that facilitate communication and acceptance, and that help teachers solve conflicts and encourage teachers to use pedagogical strategies that promote intercultural exchange and acceptance.

Teachers need knowledge in the field and also methods to make this knowledge accessible, attractive and engaging to students. They need competences in the field. Most importantly, teachers need confidence in their ability and the knowledge and competences in inclusive education to meet the challenges that they will encounter in the present school climate and this can be achieve through systematic and constant quality initial and continuous training and practice. There is a need to recognise the school as a site for the development of teaching expertise and the creation of knowledge, which could be achieved through links between colleges/university and schools.

The research has revealed lots of attempts at the topic, which, however, are not integrated in an organised coherent constant system:

- during their education, teacher students do not have enough chances to practice at schools and get acquainted with school life;

- there is no continuity in teachers' development

- there is a fragmentation in teacher education: there is a gap between learning and applying it; there are a few valorisations of previous experiences;

- there are lots of projects and programmes but few conclusions to be applied in future projects;

- there is lack of preparation for the development of a research attitude –teachers coping with the 'unknown'; the lack of research-based practice: the teacher is seen as an implementor only and not an initiator and creator.

- theory prevails over practice;

- there is little promotion of best practice;

- there is lack of detailed evidence of the efforts in which teacher educators are currently engaged;

- there is lack of data base resources on the topic;

- not enough interactive activities promoting education for diversity (not enough resources);

- not enough dialogue among educational stakeholders about important issues related to this aspect of education.

Our national policies and strategies are useful insofar as they provide the framework and guiding principles for teaching tolerance and diversity issues. But the real problem is the extent to which teachers themselves genuinely adhere to the belief system (values, attitudes, behaviours) that they are trying to instil in their students. The real challenge is to move from "talking" about rights and institutions and legislation towards engaging students in real-life, hands-on activities, case studies, debates in which they can share ideas, beliefs and attitudes in an environment that is safe and encouraging – teacher's role. Tolerance can be taught, but it takes time and patience and it has to come from all the main directions – from home, from school, from the society and the principles it promotes. Just one voice cannot be efficient if not supported by the others.

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