

# Building Democratic & Inclusive School Cultures in Romania

*2018-2023*

## Project key results



*Established by the Council of Europe and Norway in 2008, the **European Wergeland Centre (EWC)** works across countries, cultures and political systems, upholding education as a tool for fostering democracy and human rights in Europe.*

*Our goal is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy. We serve as a resource center and a meeting place for people working in education, training and research.*

*Today we work with and in 22 countries across Europe.*

*The **National Agency for Community Programmes in the Field of Education and Vocational Training (NA)** is a public institution working under the Ministry of National Education of Romania since 2005.*

*In 2007, the NA became the implementation institution for European Union programmes: Lifelong Learning Programme, Youth in Action and Erasmus Mundus, for 2007–2013. As of 2014, the NA is managing in Romania the European Union's Programme Erasmus+. Since 2016, the NA has been acting as the Operator for the Education, Scholarships, Apprenticeships and Youth Entrepreneurship Programme, financed by the 2014-2021 EEA Financial Mechanism.*

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# FOREWORD

Europe is living in difficult times, with many countries experiencing a backslide in democracy. In addition, the Russian invasion of Ukraine has amplified existing inequalities and vulnerabilities across Europe. Girls and women, refugees, people of Roma origin and people with disabilities are among the groups that are particularly vulnerable to exclusion.

To follow the words of the EEA and Norway Grants: *“These challenges have demonstrated the importance of creating a more just and resilient Europe – and that starts with inclusion.”*

Education makes an essential contribution to building inclusive and democratic societies, where differences of opinion can be freely expressed and where a wide range of voices can be heard, in pursuit of social cohesion and in celebration of diversity. Learning to live together starts in schools! But what happens in reality – how does it look in the classrooms? Are teachers equipped to handle inclusion?

As a privileged partner of the Council of Europe, the European Wergeland Centre has worked across Europe for the past fifteen years. One of our main strategic priorities is to build safe, democratic and inclusive learning environments in schools, in universities, in civil society organizations. Among others through quality teacher training and professional development. Over the past decade we have gained extensive experience with the EEA and Norway Grants in 10 countries.

Since 2018, EWC has partnered with the National Agency for Community Programme in the Field of Education and Vocational Training – the programme operator of the Education, Scholarships, Apprenticeships and Youth Entrepreneurship Programme 2014-2021, financed by the EEA Grants 2014-2021.

Our joint project *Building democratic and inclusive school cultures* builds the capacity of Romanian teacher training houses, school inspectorates and Centers for Resources and Educational Assistance and their staff to work and support schools in the country. Together we help to build schools that value human dignity and diversity, that give everyone equal chances and promote a sense of belonging for all students.

This publication is based on the work of the Final Forum that took place 25-26 of May 2023 in Bucharest/ Romania. It offers insights into the project’s key approaches and results.

*Ana Perona-Fjeldstad*  
*Executive Director*  
*European Wergeland Center*

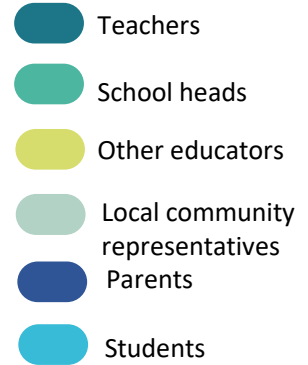
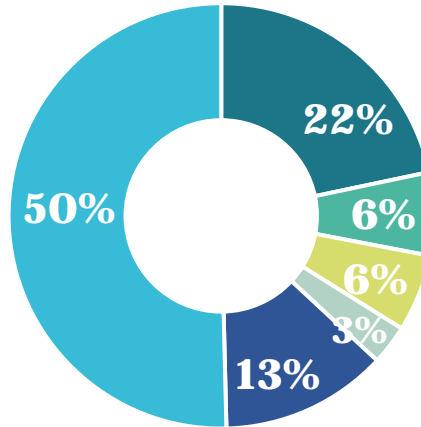
# PROJECT IN NUMBERS

12 education institutions from 10 counties of Romania and 50 staff members

5 Teacher Training Houses  
3 Centres for Resources and Educational Assistance  
4 School Inspectorates

**5817**

participants fully trained



**283** workshops conducted

**5981** participants involved

**20** New training programmes developed

+ 2 currently under development

**149** presentations

**32** publications



**297** Schools trained

including **81** in rural areas

**11 798** TOTAL BENEFICIARIES

6576 students  
3026 teachers  
1311 parents  
367 school principals  
342 other educators  
176 community and municipality representatives

# INTRODUCTION

Together with the National Agency for Community Programs in the Field of Education and Vocational Training, the EWC designed and implemented “Building Democratic and Inclusive School Cultures” with the overall goal to **strengthen the quality of education** in Romania.

The aim was to **improve the skills and competences** of Romanian education professionals – teacher trainers, school inspectors and counselors – and to engage them and their institutions in promoting **democratic and inclusive school environments for all** in the country’s education sector.

Throughout the project, a series of **training courses** were organized in Oslo, Norway, in 2018, 2021 and 2022, followed by the implementation of mid-scale projects in Romania. The courses were tailor-made for staff from 12 education institutions engaged in teacher training and support of schools, such as school inspectorates, teacher training houses, and county centers for resources and educational assistance.

As part of this comprehensive training program, each institution designed and implemented its own projects, resulting in new learning materials and curricula, as well as seminars and accredited courses for teachers across Romania.

## 5 Teacher Training Houses

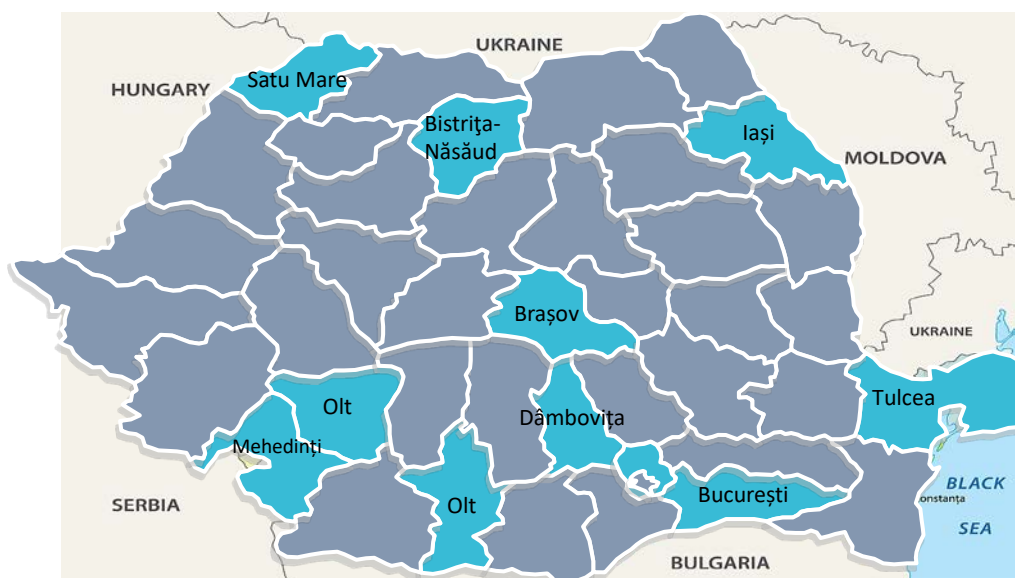
Casa Corpului Didactic **Bistrița-Năsăud (2018)**  
Casa Corpului Didactic **București (2018)**  
Casa Corpului Didactic **Brașov (2021)**  
Casa Corpului Didactic “Spiru Haret” **Iași (2021)**  
Casa Corpului Didactic **Mehedinți (2022)**

## 4 School Inspectorates

Inspectoratul Școlar Județean **Dâmbovița (2018)**  
Inspectoratul Școlar Județean **Olt (2018)**  
School inspectorate, **Gorj County (2022)**  
Inspectoratul Școlar **Județean Tulcea (2022)**

## 3 Centres for Resources and Educational Assistance

CMBRAE Centrul Municipiului **București** de Resurse si Asistență Educațională **(2018)**  
Centre for Resources and Educational Assistance **Satu Mare (2021)**  
Centre for Resources and Educational Assistance **Dâmbovița (2022)**



## CONTEXT: SITUATION IN ROMANIA

For years, the country's schools have experienced high dropout rates, particularly in marginalized, poor communities. For many children, accessing quality education is still an everyday challenge due to factors such as poverty, discrimination, or lack of support from parents and the community. [UNICEF estimates](#) that almost 400,000 children are out of school today. **Early school leaving continues to be a problem, particularly among Roma pupils.** Many teachers still have limited access to quality training opportunities and resources.

The table below shows the baseline for the project. Challenges and gaps remain in terms of inclusive practices, student participation, as well as full integration and implementation of democratic principles and practices into the education system, including a competence-focused and student-centered approach to teaching and learning.

**Strengthening and supporting the teaching profession remain a key priority for Romania.** Affordable and needs-focused training opportunities, such as those enabling teachers to apply modern and inclusive pedagogy, are in high demand.

	Identified gaps and challenges	Educators' individual professional level	Institutional level
Inclusion	Marginalized groups still face barriers to equal participation in education.	<b>Lack of competences to create an inclusive and safe environment</b>	Insufficient resources
Discrimination	Prejudice, marginalization and bullying persist.	<b>Limited ability to manage a class with diverse backgrounds</b>	Limited training opportunities
Equality	Socioeconomic disparities, unequal access to resources, and marginalization of certain minority groups persist.	<b>Challenges to creating an open dialogue</b>	Limited awareness of different forms of discrimination and strategies to combat them
Democratic development	The gap between policies and practice. Challenges remain in fully integrating democratic principles and practices into the education system.	<b>Lack of ability to deal with controversial issues</b>	Lack of skills to foster democratic values, critical thinking, civic responsibility among students

### BASELINE

# OUR APPROACH

## Acting as Multipliers

Teacher trainers, school inspectors and counselors who were trained through the project play a crucial role as **multipliers to facilitate shaping democratic and inclusive school cultures**.

Affiliated with or working for an education institution, and thus **benefitting from existing networks, resources and a team of colleagues**, they have many possibilities to reach a large audience through their daily work and provide support to schools and communities. Thus, they serve as **catalysts for change across Romania**.

They can inspire and empower others to promote democratic values and practices, as well as to actively participate in shaping a democratic and inclusive school culture.

### TRAINING ACTIVITY STRUCTURE



The comprehensive training program consisted of training, study visit elements, implementation phase with local projects and activities, reflection/exchange, and networking. It had 4 core elements:

Pre-training phase: assisted participants in getting to know each other, set clear goals and objectives, engage in dialogue and share learning expectations.

In-person training: five days of sessions on citizenship and human rights education approaches, EWC's inclusive whole-school approach, democratic competences, reflection of own professional practice, inclusion and participation, interactive teaching methods, and action planning. The training was combined with study trip elements: the participants visited schools, universities, and other organizations that offer educational programs for teachers. This allowed for a comprehensive learning experience that bridged theory and practice, as well as for exchanging best practices and gaining inspiration from a variety of educational institutions.

Local projects and activities: helped reinforce the knowledge and skills acquired during the training. Participants could apply and practice what they have learned in real-life contexts, further solidifying their understanding of citizenship and human rights education.

Follow-up meetings: facilitated networking and collaboration among trainers. Participants could exchange experiences, share success stories and discuss challenges faced while implementing democratic citizenship activities.

## EWCs' democratic & inclusive whole-school approach

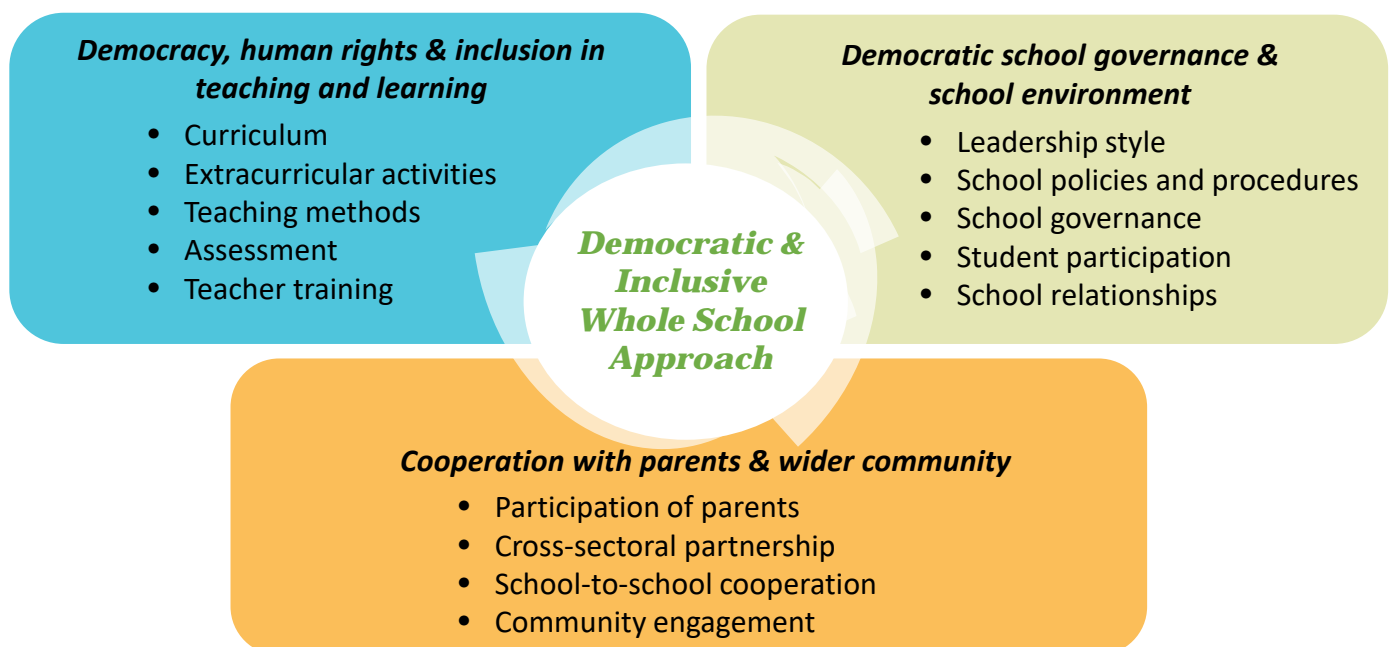
EWC works towards transforming schools into democratic and inclusive learning environments through the whole-school approach, an important step towards implementing Sustainable Development Goal 4: Quality Education.



**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

We help build democratic schools that value human dignity and diversity. Such schools give everyone equal chances and promote a sense of belonging for all students. **Bringing democratic values and principles of inclusion into the heart of a school** means embedding them into the three dimensions of school life: teaching and learning, governance and culture, and cooperation with parents and the wider community.

For the school to change, **all members of the school community (pupils, teachers, school leaders, parents and families) feel responsible and play an active role** in creating democratic and inclusive learning environments. Thus, the EWC whole-school approach builds the capacity of a wide range of stakeholders across the three dimensions.



Through this approach, EWC encourages cross-sectoral partnerships and stronger cooperation of the school with a wide range of stakeholders from the local community, such as local authorities, health services, and NGOs.

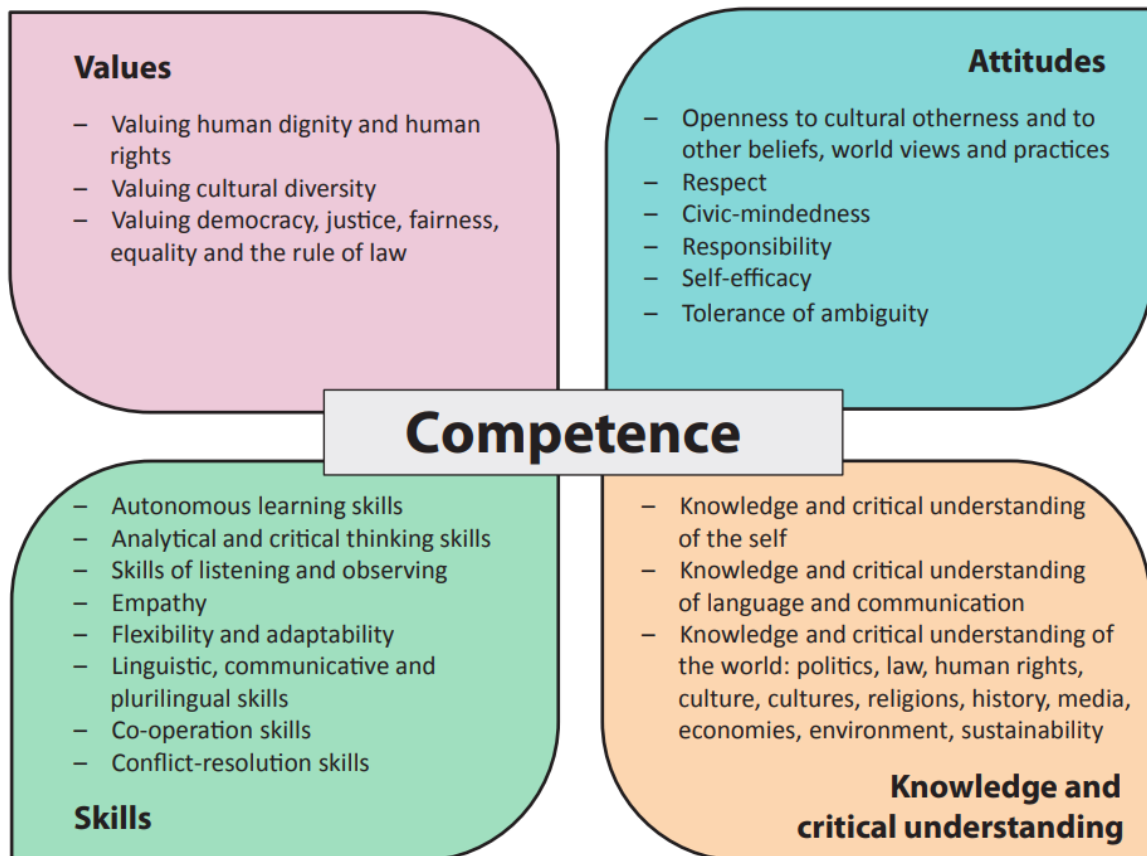
EWC recognizes that inclusive and democratic school cultures are vital to the provision of quality education and to the development of students as active and responsible citizens. They are also vital to the long-term creation of more inclusive and democratic societies, as students gain opportunities to learn and practice important competences for their future in the micro-society that is their school.



## Competences for inclusion & democratic culture

To create a democratic culture and to be able to live together as equals in culturally diverse societies, we need to build democratic competences. These are also intercultural competences, enabling us to value and engage with diversity, addressing any possible conflicts.

The Council of Europe has developed a model that described the competences we aim to build through education. They include values, knowledge, attitudes, and skills needed for all learners to create a sustainable democratic culture based on human rights, inclusiveness and dignity.



The EWC used the CoE [Reference Framework of Competences for Democratic Culture](#) as a basis for project education and training activities.

## KEY RESULTS AND IMPACT

### Acquisition of skills in the area of democracy and inclusion

Among the most significant changes indicated by participating teacher trainers, counsellors, and school inspectors in our final impact survey was an **increase in their awareness about the importance of building democratic and inclusive school environments**, as well as a **better understanding of what it means**:



*Together we are the engine of the democratic schools. And only working together – teachers, students, parents, stakeholders – we can create a set of democratic values, suspend prejudices, and support dialogue between educational partners in the mission and vision of a democratic school.*

*The project influenced the perspective of many of us on what it means to be a school open to the community, a school where cooperation, inclusion, tolerance and empathy are a must.*

In addition, many participants reported an **improved ability to critically reflect on one's own professional practice**. This led to important shifts in mindset, such as developing a more supportive attitude towards different aspects of school life – parental involvement, student needs and rights, dialogue and relations among all community members.

Significant changes on individual level:

- *Stronger awareness of the need to develop a democratic and inclusive school environment.*
- *Understanding what a democratic school means and how education about a democratic school can be achieved.*
- *Change in attitude towards the involvement of parents in school life.*
- *Change in perception about the value and process of inclusion.*
- *Change of perspective and approaches to developing a democratic school community.*
- *Raising awareness of the importance of democratic principles and practices in school culture.*
- *Change in mindset and attitude towards student rights and the importance of the student voice.*

Furthermore, participants left with the program with **new knowledge and understanding** of citizenship and human rights education approaches and principles; **confidence** in using student-centered interactive methods, and **competences** needed to design new trainings or workshops in this field. This allows the participants to apply their new knowledge and skills in everyday settings.

*“If our schools are not democratic, our society will not be democratic. Since participating in the project, I have asked myself: how I can transmit this message to my students? So now, every year, I dedicate a seminar at my university to democratic culture in schools.”*

*participant from Centrul Județean de Resurse și Asistență Educațională Satu Mare*

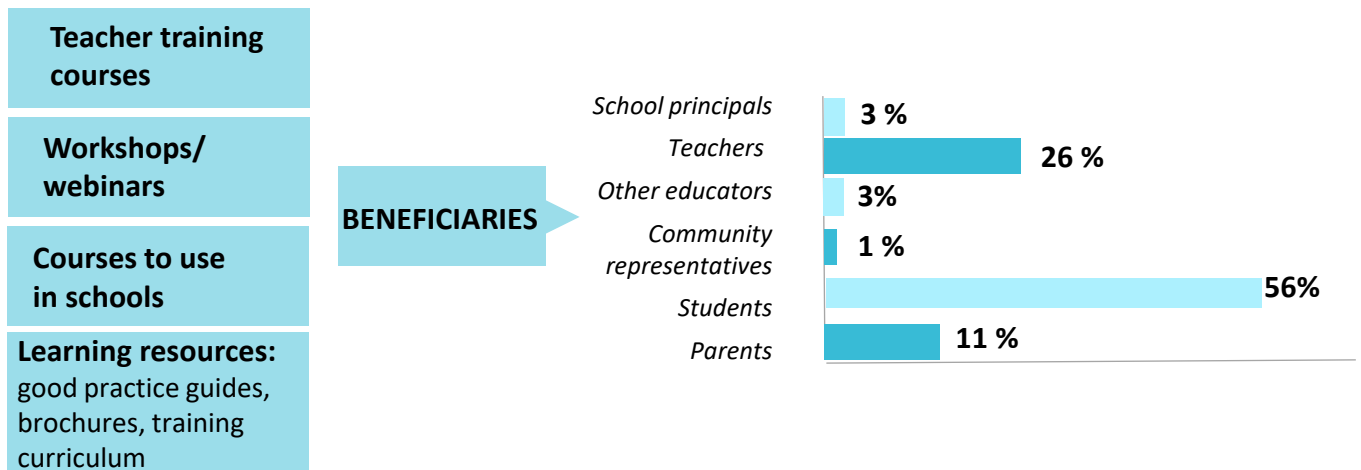
*“The training programme helped me understand the needs of the students, but also those of the teachers. I succeeded in helping the headmasters appreciate the importance of formal and informal dialogue among the teachers, among the students, as well as between teachers and students.”*



## Improved educational offer promoting democratic and inclusive schools

The project has **improved and diversified the educational offer of the participating institutions to teachers, schools and parents in their counties**. With the project's support, they designed and implemented a **wide range of outreach activities (new teacher training courses, accredited webinars, seminars) and developed new learning resources and curricula**.

### MOST COMMON ACTIVITIES BY PARTICIPATING INSTITUTIONS



The impact survey revealed that all institutions are now **integrating citizenship and human rights education and relevant topics into their existing programs**. Several address inclusion and inequality:

*“During the teacher training, we focused on raising the awareness of the existing inequality of opportunities in society.”*

*“We strengthened our work to promote the rights of minorities by addressing these issues in Romanian and Serbian institutions, and carried out activities to teach people that preserving the customs and traditions of an ethnic group is a right that must be respected. We also organized activities with students to elucidate their right to speak their native language.”*

The project has also introduced the participating institutions to Council of Europe tools and resources, with up-to-date approaches and methods for promoting democracy, human rights and inclusion at school. 98% of institutions have adapted these materials to their context and started to use them daily.

### Change of institutional vision about schools

The project has contributed to a **change in institutional vision about supporting schools**, as well as a better understanding of how to do so. It improved the practices in incorporating human rights and citizenship education in Romanian schools, with many institutions now reaching a greater number of schools in their counties.

*“We changed our vision about supporting schools around the country to provide good education for all students. This year, we organized a series of webinars on democracy, attended by teachers from 25 schools from the rural area. That helped us to enrich our abilities to organize this kind of events.”*

On the next pages, we highlight the inspiring projects and outreach activities designed and carried out by our participating institutions and their staff.

## OUTREACH ACTIVITIES BY EDUCATION INSTITUTIONS

1

Casa Corpului Didactic Bistrița-Năsăud

<https://www.ccdbn.ro>

420099 Bistrița, Str. Sucevei 1-3, jud. Bistrița-Năsăud, Romania

Tel +40 (0)263 237094, fax +40 (0)263 234916, [ccd@ccdbn.ro](mailto:ccd@ccdbn.ro)

### Project results:

- **Training course “The Democratic School”**, developed and accredited by the Ministry of Education
- **Learning materials** on EDC /HRE developed
- **Methodological support** for EDC /HRE provided to schools

**20** schools trained

**77** educators trained



“The most useful instrument offered to measure the level of democracy in a school was the ladder of participation, helping us identify the degree of democratic governance at school.”

*Marius-Nicolae POP, teacher of History, Școala Gimnazială „Lucian Blaga” Bistrița*



2

Casa Corpului Didactic Brașov (CCDBV)

<http://www.ccdbrasov.ro>

Str. Iuliu Maniu, 52, Brașov, 500091, Romania

Tel +40 (0)268 472169, fax +40 (0)268 472169

**Project title:** Equal opportunities in changing learning environments: Ways of building a democratic and inclusive culture at school and supporting innovation and reform in education

### Project results:

- **Educational kit** “Building a democratic and inclusive school culture” developed
- A new **40-hour training program** "Building a democratic and inclusive school culture" developed and accredited by the Ministry of Education
- **Good practices** "Building a democratic and inclusive school culture" shared
- **New educational resources** for a changing perspective on 21<sup>st</sup>-century education developed
- **Contest** "My school, an example of democratic citizenship" organized

**29** schools trained  
of whom 4 in a rural area

**50** educators trained through the course

**250** participants trained

**3****Casa Corpului Didactic**<http://www.ccd-bucuresti.org/index.php/ro>

Splaiul Independentei no. 315 A, sector 6 Bucharest, 060043, OP 16, Romania

Tel (004)0213134901, fax (004)0213134927, [ccdbuc@gmail.com](mailto:ccdbuc@gmail.com)**Project title:** Democratic Education in Romanian Schools**Project results:**

The training programme  
“Democratic School”  
involved **8** schools  
with **214** participants  
(incl. **16** head teachers)  
**230** beneficiaries of  
the course.

The National Conference  
“Democratic School: from  
concept to reality”  
targeted **158** teachers  
from Bucharest, Ilfov,  
Ialomița and Buzău counties

Non-formal activity  
“Passport for democracy”  
conducted with **68** teachers  
from Bucharest, Călărași  
and Tulcea counties

**4****Casa Corpului Didactic “Spiru Haret” Iași**<http://www.ccdis.ro>

Octav Botez Street, 2A No., Iași County, 700116, Romania

Tel +40 (0)232 210424, mob +40 (0)733 019244, fax +40 (0)232 267 731

**Project title:** Democracy starts with you!**Project results:****5** training courses approved by the Ministry of Education**250 educators trained** through the following courses:

- “Democratic school - school of the future”
- “Challenges and dilemma for an inclusive school”
- “Communication management in the school environment”
- “Equal opportunities through inclusive education”
- “The school-family-local community partnership”



A **new training course** “Democratic education for equal opportunities”, providing training for 500 educators, is pending approval by the Ministry

**Fully trained** 23 schools, 8 in the rural area**Two workshops conducted**

- “Toți sunt diferiți – dar egali” (Everyone is different, but equal)
- “Democrația școlară și responsabilitățile civice” (School democracy and civic responsibilities)

**104 beneficiaries from 36 schools**

5

**Casa Corpului Didactic Mehedinți**

<http://ccdmh.ro>

Strada Radu Calomfirescu 94, Drobeta-Turnu Severin, Mehedinți County, Romania

Tel/fax +40 (0)252 321537, [contact@ccdmehedinti.ro](mailto:contact@ccdmehedinti.ro)

**Project title:** 4C for Democratic Citizenship - Communication, Collaboration, Creativity, Critical Thinking

**Project results:**

**Two training programmes** offered and approved by the Ministry of Education

- “Education for culture, democratic citizenship and human rights in the classroom, school and community”
- “Assessment for learning in the diverse classroom”

**686 beneficiaries**

Fully trained **11** schools,

incl. **5** in the rural area



*“We live in a global village and have a responsibility to know our rights, respect them and promote them. It is a chance for our teachers and students to benefit from explanations that make education for democratic culture clear, accessible and useful. Thank you for the opportunity.”*

Tufiş Ion, principal of “Theodor Costescu” National Economic College

6

**CJRAE Satu Mare Center for Educational Resources and Assistance**

<https://www.cjraesm.ro>

1 Decembrie 1918 Str. No. 6, P.C. 440010, Satu Mare, Romania

Tel +40 (0)261 736780, +40 (0)756 166323, fax +40 (0)261 736780, [consilieri\\_sm@yahoo.com](mailto:consilieri_sm@yahoo.com)

**Project title:** We transfer: Educating for democracy

**Project results:**

**New training programme** “Student-centered teaching”

**168** fully trained teachers and educators

**19** kindergarten headmasters reached

**531** students trained, incl. at 5 schools in rural areas



Proiectul „WE TRANSFER ... Educating for democracy”

**Applicant:** Centrul Judeţean de Resurse şi Asistenţă Educaţională Satu Mare, RO  
**Partners:** The European Wergeland Center (EWC) Oslo, NO  
**Implementation period:** 01.04.2021 - 31.03.2022

**Objectives of the project**

- Dezvoltarea competenţelor elevilor şi cadrelor didactice privind construirea unei culturi democratice în unităţi de învăţământ
- Diseminarea şi multiplicarea modelelor de bune practici care vizază educaţia pentru cetăţenie democratică şi respecto de la rigure umanului

**7****Centrul Municipiului București de Resurse si Asistență Educațională – CMBRAE**<http://www.cmbrae.ro/2017>

36, Heliade între Vii Street, Sector 2, Bucuresti, Romania

Tel/fax +40 (0)318 053190, +40 (0)212 323071, [office@cmbrae.ro](mailto:office@cmbrae.ro)**Project title:** Democratic Together: Strengthening Civic Skills for Students in Order to Promote Diversity and Tolerance in School**Project results:****Three new training programmes developed**

The programme “Teacher Training in CRED Programme Curriculum Relevant, Educație Deschisă - Relevant Curriculum, Open Education for All” was **certified** at the national level

**29 educational projects** on human rights and active citizenship developed in 29 schools, with a focus on inclusion of special needs students



**Educational guide for teachers and school counsellors:** theoretical aspects and counselling applications on human rights, non-discrimination and active citizenship in schools. The guide includes 29 lessons, suggested worksheets, workshops scenarios, and theoretical sections on human rights, non-discrimination, and tolerance.

**72 teachers reached****100 local community representatives reached****2400 students trained****700 parents engaged****8****County Centre for Resources and Educational Assistance Dâmbovița**<https://cjraedb.ro>

Calea Domneasca 127, Târgoviște, Dâmbovița, 130066 Romania

Tel +40 (0)245 211144, [cjrae@cjraedb.ro](mailto:cjrae@cjraedb.ro)**Project title:** Building Democratic Schools: Together for Inclusive and Democratic Schools**Project results:****400** teachers and educators trained**23** schools in rural area

*“The projects Building Democratic Schools was a chance to developed our strategy to support schools around the county in building more inclusive and democratic environments and to reconsider the role and importance of our institution in the educational network of the county, as a specialised provider of trainings for teachers.”*

*participant from CJRAE Dâmbovița*

*“Taking part in this project was an opportunity to better understand the importance of human rights education: we learned many methods, instruments and tools that allow us to create better relations with students, parents, communities, as well as to promote inclusion.”*

*Participant at webinars on school diversity and democracy*



**9****Inspectoratul Școlar Județean Dâmbovița/Dâmbovița County School Inspectorate**<https://www.isj-db.ro>

Calea Domneasca, No. 127, Târgoviște, Dâmbovița, 130167, Romania

Tel +40 (0)245 211891, fax +40 (0)245 613723, [isjdb@isj-db.ro](mailto:isjdb@isj-db.ro)**Project title:** QED - Democratic Management for a Quality Educational Network**Project results:**

**Training course** for the In-Service Teacher Training House of Dâmbovița County titled **"Democratic Management For a Quality Educational Network"**.

The program is approved by the Ministry of Education

**Guide "Development of the education strategy for democratic citizenship in Dâmbovița county"**

ISBN 978-973-0-31395-6.

**15** schools trained, incl. **12** in rural area



*"Based on the experience of our trainers, we aimed to contribute through this course to the formation of a network of democratic schools, in which all actors are involved in the development and implementation of the institutional development plan and in which diversity represents a positive learning context and the teacher can be a real agent of change."*

*ISJ Dâmbovița representative*

**10****Inspectoratul Școlar Județean Olt**<https://isjolt.ro>

Str. Ecaterina Teodoroiu, nr.8B, 230015, Slatina, Olt, Romania

Tel +40 (0)249 410927, +40 (0)249 412314, fax +40 (0)249 412801, [secretariat@isjolt.ro](mailto:secretariat@isjolt.ro)**Project title:** Democratic School Culture with Teacher as a Change Agent**Project results:**

**Methodology of intervention in the teaching-learning-evaluation process developed** titled "A Guide for Building Democratic School Culture as an Agent of Change" certified by Inspectoratul Școlar Județean Olt.

EDC/HRE education is offered via various optional courses in almost all schools in the county.

**150** teachers in schools of Olt County

**35** schools, 24 in the rural area

**120** students-beneficiaries

**120** parents



## 11 Gorj County School Inspectorate

<https://www.isigorj.ro>

Victoria Street, no. 132-134, Gorj county, 214500, Romania

Tel +40 (0)253 227177, fax: +40 (0)253 224750, [contact@isigorj.ro](mailto:contact@isigorj.ro)

**Project title:** I'm integrable, not negligible! Developing inclusive and democratic school cultures through collaborative learning

### Project results:

**10** institutions and

**80** teachers and educators trained on the topic of Human rights and democratic citizenship.

**Brochure:** Dimensions and approaches in inclusive, democracy and human rights education

**Training course:** Innovative methods and techniques in teaching democracy and human rights

*"The training course on innovative methods in teaching democracy and human rights has transformed my teaching approach. I am now equipped with practical and effective tools to engage my students in meaningful discussions about these important topics, and to empower them to become active and responsible citizens."*

Gorj County School Inspectorate beneficiary

*"We are proud to have played a part in equipping educators with the tools they need to promote democracy and human rights values in the classroom. We believe that investing in quality teacher training is key to building more inclusive and democratic societies."*

Gorj County School Inspectorate representative

## 12 Inspectoratul Scolar Judetean Tulcea – County School Inspectorate (CSI)

<https://isitulcea.ro/>

Str. Dobrogeanu Gherea, Nr. 3-4, Tulcea, Romania

Tel +40 (0)240 515771, +40 (0)240 511886, [contact@isitulcea.ro](mailto:contact@isitulcea.ro)

**Project title:** Rethink education and management approach for an inclusive and democratic learning environment

### Project results:

Open educational resources package "Resilient through democracy and inclusion" developed

78 schools trained, incl. 46 in the rural area  
109 school principals reached  
163 total beneficiaries of project

*"This workshop helped me to understand the national and European legal framework through which we, the students, can ask for changes and contribute to the creation of a democratic school. We were able to make proposals and they were seriously analyzed by the institution's manager and inspectors. I felt that our voice was heard, like in a family."*

Adelina, Student Council of Colegiul Dobrogen "Spiru Haret" Tulcea

# GRID OF SUCCESS



These are the factors that provide a framework for successful development and delivery of projects in this field. The factors were identified based on education professionals' reflection on what made their projects successful. It was concluded that the success of a project lies in its strong alignment with relevance, effective implementation, significant impact, and sustainable outcomes.

## Relevance

- Aligns with the goals of improving quality education and equal access to it.
- Considers the Romanian context.
- Assesses and meets needs and expectation of target groups.
- Up to date content and approaches relate to the educational materials and approaches of the Council of Europe in promoting HR and EDC.
- Relevant resources and materials ensure transferability.

## Implementation

- Clear expectations and instructions from donors.
- Strong management, including active risk management. A committed project team with expertise in the topic and transversal competences.
- Effective governance with clear roles and responsibilities, good communication among all.
- Thorough planning phase.
- Continuous progress monitoring.
- Flexibility and ability to adapt the project to new challenges.
- Openness of school principals to the project and its input.
- Willingness of teachers to alter traditional practices and introduce new ones.
- Opportunity to cooperate across institutions.
- Visibility of the project via a dedicated webpage or media assists in its implementation.

## Impact and Sustainability

- A team of colleagues from the same institution working together.
- Cooperation with a variety of other stakeholders and institutions.
- Engagement with local communities enhances impact.
- Social media visibility is important for wider outreach.
- Educators as multipliers: the ability to design, develop and implement trainings and projects fosters a sense of ownership and sustainability.
- Transferability of materials: When developing new training programs and materials, educators use the methods and approaches they learned in Oslo.
- New materials and courses resulting from the projects can be used by a wider audience.
- Accreditation of new training programs and materials by the Ministry of Education allows them to become part of the institutions' educational offer.
- Working on issues related to democracy, human rights and inclusion has a positive effect on personal mindsets, including those of target groups. This contributes to a long-term impact on society.

## RECOMMENDATIONS

Participants shared their recommendations with EWC, the ANCCPPE and donor institutions during a final evaluation meeting.

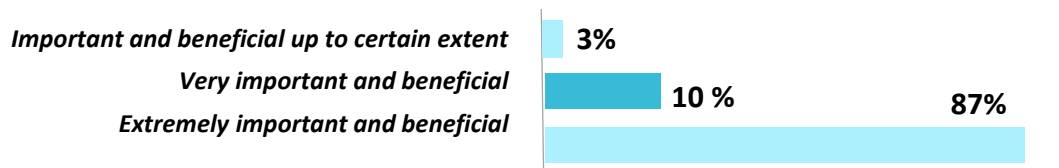
■ **Provide support for developing new trainings and programs and thus contribute to enhancing professional development.** Such support offers opportunities for continuous learning and improves the participants' expertise. This strengthens their capacity to develop new resources and programs, as well as to deliver trainings.

■ **Continue to provide access to new and up-to-date resources and materials in the field of citizenship and human rights education,** including in Romanian language, via the [EWC e-learning platform](#). This is an important part of ongoing professional development.

■ **Continue to support collaboration among education institutions across counties in Romania.** The opportunity to develop and implement common projects fosters knowledge exchange, contributes to the optimization of resources, and cultivates a sense of ownership. Joint effort of education professionals and their institutions leads to more significant outcomes and lasting positive changes in the educational sector.

■ **Intensify efforts to maintain the network of education institutions and professionals, established through the project, as an essential means of continuous learning.** This helps to identify systemic issues and challenges within the education system, advocate for changes, and contribute to the development of solutions and educational policies.

### IMPORTANCE & MAINTENANCE OF A NETWORK OF PROFESSIONAL EDUCATORS



■ **Continue to expand teacher training institutions and resource centers as hubs for promoting democracy and inclusion at school,** to ensure sustainability and to cover a greater number of schools.

## RESOURCES

[1. The Universal Declaration of Human Rights](#)

[2. European Convention on Human Rights](#)

[3. The Convention on the Rights of the Child](#)

[4. CoE Charter on Education for Democratic Citizenship and Human Rights \(in Romanian\)](#)

5. The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) in [English](#) or in [Romanian](#).

**Volume one** of the Reference Framework contains the model of competences for democratic culture that was unanimously approved by European ministers of education at their standing conference in Brussels in April 2016.

**Volume two** lists the descriptors of the competences for democratic culture that are intended to help educators identify learning outcomes, achieved proficiency after a period of learning, and areas for further development.

**Volume three** offers guidance on how the model of competences and the corresponding descriptors may be used in a range of educational contexts.

[6. Tool for Democratic School Development](#)

[7. The European Convention on Human Rights in practice - Teaching resources \(2021\)](#)

[8. Free to speak, safe to learn - Democratic schools for all \(2018\)](#)

[9. Free to speak, safe to learn – Democratic school for all, part 2 \(2018\)](#)

[10. Living with Controversy - Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights \(EDC/HRE\) - Training Pack for Teachers](#)

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