

## From Teaching about Diversity to Learning in Diversity in the Romanian Educational System

*Diversity is in human nature. It is our way to face the challenges from a continuously changing world, originated from work and study mobility, international migration and globalization. Biodiversity and societal diversity have created a suitable environment for education, leading to the concept of multicultural education, so necessary in the development of the current generations of students. This metamorphosis faced by European societies refined the education providers and policy-makers, coming to a paradigm shift, from "Teaching about diversity" to "Managing diversity, teaching for diversity, learning on diversity!". The lack of knowledge base on the preparation of teacher educators, of coherence concerning teachers' training to approach classroom diversity in secondary education, lack of systemic policy approaches towards inclusion and diversity and diverse student teachers, established the framework of this study. Can we answer these questions: Do educators understand the learners' need for integration in a multicultural environment, within a school context? Are teachers prepared for diversity in the classroom? What does it mean to teach for diversity and in diversity? Are there functional methodologies for teacher trainers? How do we address these challenges? The answers to these questions should provide an overview of a classroom diversity management in the Romanian public secondary education, regarding formal and non-formal activities and, like an added value, it would be helpful for other European Union member states. Raising awareness on the importance of well-prepared teacher trainers for diversity in Europe and harmonizing teacher intercultural competences within a European framework integrated into the curricula will point to societal diversity as an asset that applies to school-related diversity. EU states should prepare teachers for diversity and in diversity, not regarding diversity, by promoting multicultural education as a normal teaching-learning environment. Furthermore, insights on how the Romanian educational system not only should monitor how diversity is viewed through internationalization and non-formal educational activities, as these are specified in the methodologies, but also a real image of how it is perceived by teachers through the documents, are shown.*

**Keywords:** *multicultural education, paradigm shift, educational system, secondary education, internationalization*

### Introduction

This paper is addressed to the actors involved in the public secondary education, with the purpose to show the documents that enhance diversity and its cohesion between students and teachers. Romanian educational system not only should monitor how diversity is viewed through internationalization and non-formal educational activities, as they are specified in the methodologies, but also give a real image of how it is perceived by teachers through the documents.

1 How do methodologies and legislation regarding diversity approach this  
2 topic and how do students and teachers see this? A strong diversity and  
3 inclusion strategy can help organizations to integrate diverse groups of students  
4 and teachers, and can generate innovative results. Most of the educational  
5 institutions try to change the way they deliver the educational activities,  
6 through another type of approach, so they try to enhance diversity and  
7 inclusion initiatives.

8 This poses challenges for many educational institutions, where the gap  
9 between educational legislation or methodologies and practical approach  
10 increases and intercultural diversity management is poorly understood at an  
11 organizational level, despite the presence of numerous international projects of  
12 good practice throughout European teaching or exchange programmes.

13 In the last years, work and study mobility and international migration and  
14 globalization led to the reshaping of European directives, rules and legislative  
15 measures. Societal diversity creates a suitable environment for education, be it  
16 a formal, non-formal or informal one.

17 The Lack of a knowledge base for the preparation of teacher educators, of  
18 coherence in relation to teachers training to approach classroom diversity in  
19 secondary education (i.e. paradigm of inclusive education predominantly), lack  
20 of systemic policy approaches towards inclusion and diversity and diverse  
21 student teachers, established the framework of these observations.

22 How do Romanian Educational methodologies and legislation regarding  
23 diversity approach this topic and how do the students and teachers see it? A  
24 strong diversity and inclusion strategy can help organizations to integrate  
25 diverse groups of students and teachers, and have innovative results. Most of  
26 the educational institutions try to change the way they deliver the educational  
27 activities using a different approach, so they try to enhance diversity and  
28 inclusion initiatives.

## 31 **Literature Review**

32  
33 Diversity is our way to face any challenges from a continuously changing  
34 world, originated from work and study mobility, international migration and  
35 globalization. It can be seen at the individual level, moving to the population  
36 one and then to global level, thus from a microsystem to a macrosystem, with a  
37 different impact-range. Europe can be described as diverse in multiple ways:  
38 diversity in geography, culture, language, national identity, political views,  
39 values, and demographics, in social and economic areas. Societal diversity  
40 creates the premises of education, leading to the concept of multicultural  
41 education, so much required in the development of the current generations of  
42 students. The ability to work with people from different cultures and countries  
43 has become a key factor for educational developments to succeed. This is  
44 driving both the internationalization and multicultural strands in curriculum  
45 developments (Johnstone, 2010). Regarding cultural diversity, types and the  
46 concept of a multicultural society are used to designate a society in which one

1 or more types of cultural diversity are present. Multiculturalism identifies with  
2 “the promotion of minority cultures (ethnic, religious), especially at an  
3 institutional level, like schools, local communities, nations” (Parekh, 1998).

4 Education plays a major role in multicultural and intercultural European  
5 societies. Multicultural education aims to improve interpersonal relations  
6 between students coming from different countries, which will help them to  
7 acquire knowledge, attitudes and skills needed to participate in cross-cultural  
8 interactions, personal, social and civic actions. Some of the authors who dealt  
9 with multicultural education or cross-cultural learning in their studies were:  
10 Banks (2001) and Irvine (2003), Harris, Moran et al. (2004). When defining  
11 the concept of multicultural education, in Banks's vision, there are more  
12 dimensions: content integration, the knowledge of construction process, an  
13 equity in pedagogy, an empowering school culture and social structure (Banks  
14 and Banks, 2001).

15 To designate the appropriate cultural diversity management activities, it is  
16 used the concept of *intercultural education*, explored from the descriptive and  
17 methodological perspective by: Nieto (1992), Cukoş (2000), Banks and Banks  
18 (2001), Ciolan (2010). Research has shown (Phillips et colab., 2004) that  
19 institutions with more diverse teams outperform those with a more  
20 homogeneous workforce.

21 According to Bennett (2014), the intercultural learning can be defined as  
22 “*acquiring increased awareness of subjective cultural context (worldview),*  
23 *including one’s own, and developing greater transferable ability to interact*  
24 *sensitively and competently across cultural contexts as both an immediate and*  
25 *long-term effect of exchange”* and the concept of intercultural education is “*The*  
26 *intentional and systematic effort to foster intercultural learning through*  
27 *curriculum design, including pre-departure, on-site, and re-entry activities, and/or*  
28 *course content emphasizing subjective culture and intercultural interaction.”*

29 There are several available studies that show the effectiveness of learner-  
30 centred teaching, or good practices building in teaching, but, according to 2017  
31 European Commission Report<sup>1</sup> and the Annexes 3-6 to the Final Report<sup>2</sup> there  
32 were conducted only a limited empirical research in Europe that studied the  
33 various interconnections between competences that teachers should have to  
34 address the needs of all students and the challenges raised by an increasingly  
35 diverse Europe. Their observations were made based on different studies of

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<sup>1</sup>*Preparing Teachers for Diversity: the Role of Initial Teacher Education*. Final Report to DG Education, Youth, Sport and Culture of the European Commission Written by Public Policy and Management Institute (PPMI), Directorate-General for Education, Youth, Sport and Culture Education and Training, 2017, available online at: <https://op.europa.eu/en/publication-detail/-/publication/b347bf7d-1db1-11e7-aeb3-01aa75ed71a1>

<sup>2</sup>*Preparing Teachers for Diversity: the Role of Initial Teacher Education*. Annexes 3-6 to the Final Report to DG Education, Youth, Sport and Culture of the European Commission.

1 Bennett (2012), Deardorff (2009), Lindsey et al. (2005), UNESCO (2013)<sup>3</sup>,  
2 Council of Europe (2016)<sup>4</sup>.

3 This paper is intended for the members of academic institutions and  
4 administration within the Romanian educational institutions, but not limited to  
5 them, in order to give a different view on the methods of diversity  
6 management, in terms of methodologies regarding internationalization and  
7 non-formal activities. Methodologies on internationalization and non-formal  
8 activities are the means to sustain diversity, to develop and produce secondary  
9 tools for future public educational diversity policies.

10 Knight (2004) gives a definition of “*internationalization*”, referring to it as  
11 a “*a process of integrating an international, intercultural or global dimension*  
12 *into the purpose, functions and delivery of post-secondary education*”.

### 15 Methodology

17 This case study is an introduction to the use of a document checklist as  
18 part of a qualitative research method of document review. Details are provided  
19 on the types of documents that can be utilized in the document review. The  
20 methodology is based on European and Romanian document review as a  
21 research data collection method.

22 For the discussion of internationalization and the analysis of the evolution  
23 of multicultural integration at institutional level, the supporting documents  
24 where one can observe the encouragement of diversity and internationalization  
25 in public high schools in Romania are shown in Table 1.

26 Therefore, an attempt is made to ensure internationalization at the  
27 curricular level, which can be seen from the investigation of the evolution of  
28 these institutional documents, which include all references to intra-curricular  
29 and extra-curricular activities, as well as teacher training in multicultural and  
30 intercultural environments.

31  
32 **Table 1.** Official Educational and Curricular Documents

Nr. crt.	Official Documents	Institution	Year	Where they can be found
1	The Courses within the Psychopedagogical module for the Initial Training of Teachers in early childhood and pre-university education	Ministry of Education, Department for Teacher Training (D.P.P.D.) within each university	Starting 2008	OMECT no. 4316/2008, University courses
2	Tenure Program - the movement of teaching staff in pre-university education	Romanian Ministry of Education, Institute for Educational	Starting 2016	OMECTS 3590/ 05.04.2016, available online at: <a href="http://programe.ise.ro/Portals/1/Curriculum/PI_cadruactuale/">http://programe.ise.ro/Portals/1/Curriculum/PI_cadruactuale/</a>

<sup>3</sup>UNESCO, *Intercultural Competences*. Conceptual and Operational Framework. Paris: UNESCO, 2013.

<sup>4</sup>Council of Europe, *Competences for democratic culture. Living together as equals in culturally diverse democratic societies*. Strasbourg: Council of Europe Publishing, 2016.

		Sciences		Gimnaziu/OMENCS%203590_5%20apr%202016_Plan-cadru%20de%20C3%AEnvatamant%20pentru%20gimnaziu.pdf
3	National Education Law 1/2011	Romanian Ministry of Education	2011 (updated on 15.10.2020)	Available online at: <a href="https://www.edu.ro/sites/default/files/_fi%C8%99iere/Legislatie/2020/LEN_actualizata_oc_tombrie_2020.pdf">https://www.edu.ro/sites/default/files/_fi%C8%99iere/Legislatie/2020/LEN_actualizata_oc_tombrie_2020.pdf</a>
4	School Curricula for Secondary and Highschool Education (Common Curriculum and School Based Curriculum)	Romanian Ministry of Education	Starting 2004	O.M.Ed.C. nr.5287/15.11.2004
5.	Course syllabus	Romanian Ministry of Education,	Starting 2009	<a href="http://programe.ise.ro">http://programe.ise.ro</a> .
6.	Institutional Development Plan	Each institution with the local school inspectorate supervision	2017-2020	Internal institutional document
7	Annual Internal Evaluation Report	Each institution with the local school inspectorate supervision	2017-2020	Document institutional intern, fiecrae unitate scolara
8.	Job description (e.g. job description for a documentary teacher)	Romanian Ministry of Education	2017-2020	Internal institutional document
9.	Annual Teacher Self Evaluation Form.	Each institution with the local school inspectorate supervision	2017-2020	Internal institutional document

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### Results and Discussions

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The metamorphose faced by the European societies refined the education providers, such as public institutions or private organizations, and shaped the landscape that can generate opportunities and challenges in the system.

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Lack of knowledge base on the preparation of teacher educators, of coherence concerning teachers' training to approach classroom diversity in secondary education, lack of systemic policy approaches towards inclusion and diversity and diverse student teachers, established the framework of this study. Can we answer these questions: Do educators understand the learners' need for integration in a multicultural environment, within a school context? Are teachers prepared for diversity in the classroom? What does it mean to teach for diversity and in diversity? Are there functional methodologies for teacher trainers? How do we address these challenges? The answers to these questions should provide an overview of a classroom diversity management in the Romanian public secondary education, regarding formal and nonformal

18

1 activities, and like an added value it would be of much help for other European  
 2 Union state members. From the Romanian curriculum documents released by  
 3 the Romanian Ministry of Education in the last years we intend to see how  
 4 educational institutions approach to ascertain and increase the level of  
 5 internationalization in the curriculum.

6 Educational policies are the strategic directions for the development of the  
 7 educational system and include legislative norms applied in practice through  
 8 methodologies, controlled and monitored, and ultimately evaluated through  
 9 impact studies. Looking at some European Educational Policies and  
 10 programmes for Diversity and Integration it can be seen that somehow there is  
 11 a less coherent framework for educational diversity. These are some referrals:  
 12 “*The EU needs new methods and tools to produce teachers for diversity, and to*  
 13 *lay the foundations for more inclusive societies through education*”<sup>5</sup> (Council  
 14 of the European Union and European Commission, 2015) and “*Research*  
 15 *analyzing how teacher educators are prepared is scarce*”<sup>6</sup> (European  
 16 Commission, 2013).

17 The EU programmes dedicated to secondary education, to address  
 18 diversity and integration intra-European and international cooperation,  
 19 implemented by the Commission during 2007-2013 were: *The Lifelong*  
 20 *Learning Programme (LLP)*, *The Youth in Action Programme*, The Erasmus  
 21 Mundus, Tempus, Alfa, Edulink, Programmes of cooperation with  
 22 industrialized countries in the field of higher education.

23 Within *Erasmus+* 2007-2013, there were several targeted actions, and  
 24 those regarding teacher training and secondary educations were: *Erasmus+:*  
 25 *Comenius*, in relation to the activities of the Programme exclusively related to  
 26 the field of school education; *Erasmus+: Leonardo da Vinci*, in relation to the  
 27 activities of the Programme exclusively related to the field of vocational  
 28 education and training; *Erasmus+: Grundtvig*, in relation to the activities of the  
 29 Programme exclusively related to the field of adult learning; *Erasmus+: Youth*  
 30 *in Action*, in relation to the activities of the Programme exclusively related to  
 31 the field of youth non-formal and informal learning. Since 2020, *Erasmus+*  
 32 started in January 2014 as the single EU programme for education, training,  
 33 youth and, for the first time, sport<sup>7</sup>. Over the seven years, Erasmus+ 2014-2020  
 34 integrates the seven previous programmes into three Key Actions - Key Action  
 35 1 - Learning Mobility of individuals, Key Action 2 - Cooperation for  
 36 innovation and the exchange of good practices, Key Action 3 - Support for  
 37 policy reform. *eTwinning* is co-funded by the Erasmus+ and is the community

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<sup>5</sup>Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) *New priorities for European cooperation in education and training* (2015/C 417/04), 2015. Available online at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215(02)).

<sup>6</sup>European Commission, *Supporting Teacher Educators for better learning outcomes*. DG Education and Culture, Thematic Working Group ‘Teacher Professional Development’, 2013. Available online at: [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/school/doc/support-teacher\\_educators\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/support-teacher_educators_en.pdf). Accessed 10.10.2016.

<sup>7</sup>Erasmus+ Programme Annual Report 2014, available online at: [file:///Users/macbook/Downloads/erasmus-plus-annual-report-2014\\_en\\_0.pdf](file:///Users/macbook/Downloads/erasmus-plus-annual-report-2014_en_0.pdf)

1 for schools in Europe. All these subsequent versions of the European  
2 educational cooperation should continue efficiently to support EU  
3 collaborative activities, initiated by providers and educational institutions.

4 From the Romanian curriculum documents released by the Romanian  
5 Ministry of Education in the last years we intend to see how educational  
6 institutions approach to ascertain and increase the level of internationalization  
7 in the curriculum, respecting the European Educational Framework.

8 In Romania, the Government Ordinance (GO) 75 / 12.07.2005 and Law  
9 87/2006 establish the principles of the national policy for Quality Assurance in  
10 Education for the entire national system. The quality assurance policy wants to  
11 provide a National Quality Assurance Framework (CNAC) for organizations  
12 providing education in Romania, a framework that meets European  
13 requirements and respects the best practices at European level.

#### 14 *Intercultural Education within Initial Teacher Training and Training Institutions*

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16  
17 The Romanian Initial Teacher Training (ITE) national framework respects  
18 the European Teacher Competences Framework (see Figure 1).

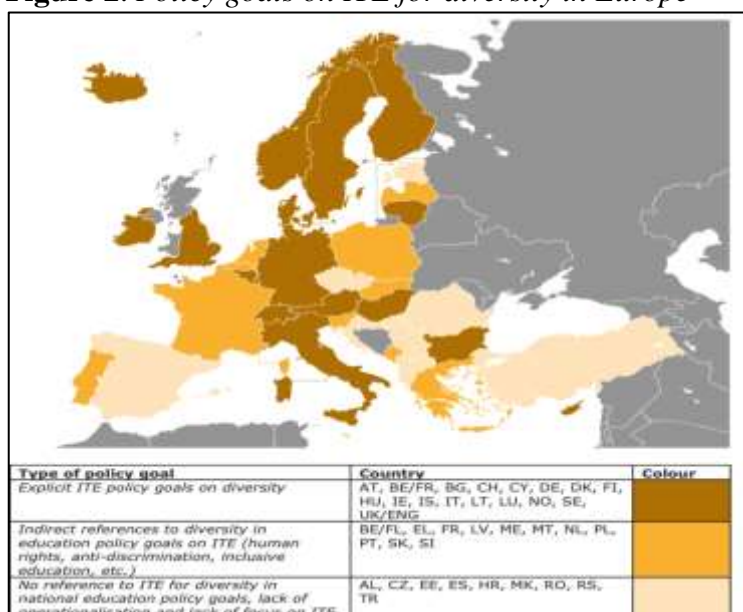
19  
20 **Figure 1. Teacher Competence Frameworks in Europe (2011/12)**



21  
22 *Source:* European Commission/EACEA/Eurydice, 2013

23  
24 However, the Romanian Initial Teacher Training (ITE) national framework  
25 focuses on mastering of professional skills and reaching the most important  
26 objectives of the teaching profession (see Figure 2). In the ITE there are two  
27 and modules offered within teacher training and on the second one, besides the  
28 mandatory subjects, there are optional subjects where the cultural approach can  
29 be noticed: *Intercultural Education* (Lucian Blaga University, Sibiu), *Multicultural*  
30 *Education* (University of Bucharest). Romanian national curriculum for initial  
31 teacher training within different universities, but under specific department for  
32 teacher training, functions according to OMECT no. 4316/2008.

33  
34

1 **Figure 2.** *Policy goals on ITE for diversity in Europe*

2 Source: Preparing Teachers for Diversity: the Role of Initial Teacher Education. Final Report  
 3 to DG Education, Youth, Sport and Culture of the European Commission Written by Public  
 4 Policy and Management Institute (PPMI), 2017, based on policy mapping data (2016)  
 5  
 6

7 Also regarding teacher training and teacher national exams programs in  
 8 Romania, they address little to inclusion and diversity, in a continuous  
 9 changing community, which includes concerns as study migration, labour  
 10 migration or educating immigrant children, similar with those of Greece  
 11 (Zervas, 2016). Unlike Greece, many European countries are already preparing  
 12 teachers for a more technologically driven global community (Steiner, 1996).  
 13 Countries like France, Germany, Great Britain and Italy have tied their teacher  
 14 training programs to the labour market in order to assure that teachers find  
 15 work after graduation (Zervas, 2016).

16 One of the skills reached by young teachers after the initial teacher  
 17 training is cultural awareness, as it is written in the curricula for national  
 18 teacher's exams, regardless of their background<sup>8</sup> (e.g. English Language and  
 19 Literature, Social Education).  
 20

### 21 *School Curricula for Secondary Education*

22  
 23 According to Pickering (2004), who refers to Durkheim theory, national  
 24 and local educational public systems have two main goals: 1. to ensure that  
 25 children are prepared to fill a wide array of social roles needed for a complex  
 26 modern society; 2. to ensure that children acquire the skills needed to function  
 27 and contribute to their society.

28 Romanian School Curricula for Secondary and Highschool Education have  
 29 two components – Common Curriculum (from Romanian: T.C.) and School

<sup>8</sup>Approved by O.M.Ed.C. nr.5287/ 15.11.2004.



1 Based Curriculum (from Romanian - CDS). The national education system is  
 2 most of the times associated with the initial preparation of teachers for teaching  
 3 and evaluating at the primary or secondary school levels. The focus on  
 4 diversity and intercultural education can be noticed at the methodological level,  
 5 such as courses linked also to the school curriculum.

6 In addition, on the secondary school, there are several optional courses  
 7 linked to different cultures and civilizations, such as: *Modern Greek Language*  
 8 *and Antic Greek Civilization*, *Latin Roots in Culture and Romanian*  
 9 *Civilization*, *Greek-Roman Myths and Legends*, *Macedo-Romanian Culture*  
 10 *and Traditions*, *Spanish Culture and Civilization*, *Latin Dictions*<sup>9</sup>.

11 In the *National Education Law* (1/2011)<sup>10</sup>, article 10 refers to national  
 12 teaching languages and minorities or foreign languages: in Romania, *education*  
 13 *is a service of public interest and takes place in Romanian language, as well as*  
 14 *in the languages of national minorities and in languages of international*  
 15 *circulation*.

16 In 2014, at EU level, 59.7% of all students enrolled in secondary education  
 17 were learning two or more languages, a higher number compared to 46.7% in  
 18 2005. This reflects a change in educational policies in many European  
 19 countries, which have aimed to increase the number of students learning a  
 20 second language, as well as to reduce the age at which they start studying it. In  
 21 11 countries, over 90% of high school students learn two or more foreign  
 22 languages (Estonia, Greece, Italy, Luxembourg, Malta, Poland, Romania, Finland,  
 23 Iceland, Liechtenstein and the Former Yugoslav Republic of Macedonia). In  
 24 contrast, in five countries, the rate is below 20% (Hungary, Belgium - French  
 25 side, Austria).

26 At present, in the Romanian public schools there are studied two  
 27 mandatory foreign international languages studied, and the most frequent are:  
 28 English, French, Italian, Spanish, German, Russian.

29 Regarding diversity and inclusion, interculturality and intercultural  
 30 education, among the principles of Article 3 of the National Education Law  
 31 (1/2011) that govern pre-university education, as well as lifelong learning in  
 32 Romania are: a) the principle of equality-under which access to learning is  
 33 accomplished without discrimination; b) principle of quality-based education  
 34 activities which relate to the reference standards and the national and  
 35 international best practices; g) the principle of guaranteeing the cultural  
 36 identity of all Romanian citizens and intercultural dialogue.

37 Therefore, there are the same courses from initial teacher training  
 38 programs that can also serve as subjects studied in the secondary public

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<sup>9</sup>OMECTS 3590/ 05.04.2016 - Ordin privind aprobarea planurilor cadru de invatamant pentru invatamantul preuniversitar, available online at: [http://programe.ise.ro/Portals/1/Curriculum/PI\\_cadruactuale/Gimnaziu/OMENCS%203590\\_5%20apr%202016\\_Plan-cadru%20de%20C3%AEinvatamant%20pentru%20gimnaziu.pdf](http://programe.ise.ro/Portals/1/Curriculum/PI_cadruactuale/Gimnaziu/OMENCS%203590_5%20apr%202016_Plan-cadru%20de%20C3%AEinvatamant%20pentru%20gimnaziu.pdf)

<sup>10</sup>Romanian original article - Art .10. (1) *În România, învățământul este serviciu de interes public și se desfășoară, în condițiile prezentei legi, în limba română, precum și în limbile minorităților naționale și în limbi de circulație internațională.* Available online at: [https://www.edu.ro/sites/default/files/\\_fi%C8%99iere/Legislatie/2020/LEN\\_actualizata\\_octombrie\\_2020.pdf](https://www.edu.ro/sites/default/files/_fi%C8%99iere/Legislatie/2020/LEN_actualizata_octombrie_2020.pdf)

1 schools, namely *Intercultural Education* or *Multicultural Education*. These  
 2 courses were included in the curricula from 2009 as optional courses<sup>11</sup> within  
 3 the secondary national curricula.

4  
 5 *Intercultural education through non-formal education, international projects*  
 6 *and extracurricular activities*

7  
 8 By analyzing the Institutional development plan, the teacher's job  
 9 description and the Teacher's Self-assessment Form, it can be seen that  
 10 participation in international projects in intercultural exchanges is a criterion of  
 11 school performance.

12 In the institutional development plan, in the chapter “Community and  
 13 partnership relations - Educational projects and community programs - Specific  
 14 objective V.2. refers to the development of educational projects by promoting  
 15 formal and non-formal educational activities aimed at developing intercultural,  
 16 entrepreneurial, civic, health education and promoting desegregation and equal  
 17 opportunities. This objective is correlated with the objective of the Annual  
 18 Internal Evaluation of Quality Reports (from Romanian – *Raport Anual de*  
 19 *Evaluare Internă* - RAEI).

20 According to these specific objectives, there should be different  
 21 departments and institutional commissions in a school, for the non-formal  
 22 activities, cultural projects and international cooperation, but most of the times  
 23 they overlap. Until 2020, there were different departments in each public  
 24 secondary school, but since September 2020, the Romanian Ministry of  
 25 Education changed the Framework Regulation for the organization and  
 26 functioning of pre-university education units - ROFUIP and comprised all the  
 27 intercultural events, regardless their level (local, national and international)  
 28 into one official commission / department, namely School Committee for  
 29 intercultural promotion and violence, corruption and discrimination prevention  
 30 and obliteration in the school environment.

31 In the teacher's job description (e.g. documentary teacher), the teacher  
 32 initiates and participates in cultural activities in order to promote Romanian  
 33 and international culture, to recognize European values, to identify models and  
 34 to accept and value cultural plurality<sup>12</sup>.

35 While the literature and documents reviewed describe how individual  
 36 educational institutions are approaching the issue of enhancing  
 37 internationalization, it provided little information on how they deal with the  
 38 process. Although the student acquires intercultural competences of social and  
 39 cultural awareness, basically, the difficulty falls on the teachers' shoulders,  
 40 who have the duty to choose the approach of the respective subject or to  
 41 sensitize the students regarding the respect of diversity, tolerance and  
 42 solidarity, regardless of the type of culture, language, nationality and gender.  
 43 Most of the time, this transposition of interculturality and multiculturalism is

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<sup>11</sup>*Programă școlară pentru disciplina școlară Educație interculturală*. București, 2009. Anexa nr.1 la ordinul ministrului educației, cercetării și inovării nr. 5098/09.09.2009

<sup>12</sup>Job description for Documentarist teacher, available online at: <https://www.edu.ro>.

1 seen from the participation in international programs and projects, so a  
2 transversal approach of culture is tried, by promoting it through the existing  
3 cooperation frameworks, such as the Erasmus + program.

4 Looking at the numbers from the European Commission, in 2017<sup>13</sup>, 27877  
5 participants in 568 Romanian projects benefited from mobility in higher  
6 education, vocational education and training, school education, adult learning  
7 and youth for a total grant amount of 51.89 million Euro (see diagram in Figure  
8 3). In the year 2018<sup>14</sup>, 29735 participants in 575 Romanian projects benefited  
9 from mobility in higher education, vocational education and training, school  
10 education, adult learning and youth for a total grant amount of 58.88 million  
11 Euro (see diagram in Figure 4). In the year 2019<sup>15</sup>, 33313 participants in 634  
12 Romanian projects benefited from mobility in higher education, vocational  
13 education and training, school education, adult learning and youth for a total  
14 grant amount of 68.57 million Euro (see diagram in Figure 5), meaning 5436  
15 more participants in 2019 than in 2017, and it is visible that the numbers are  
16 growing every year.

17 It is noted that teachers organize and participate together with students in  
18 intercultural activities, international projects, involving cultural diversity,  
19 exchanging good practices, that will enhance cultural awareness and shift the  
20 paradigm from "Teaching about diversity" to "Managing diversity, teaching for  
21 diversity, learning on diversity!"  
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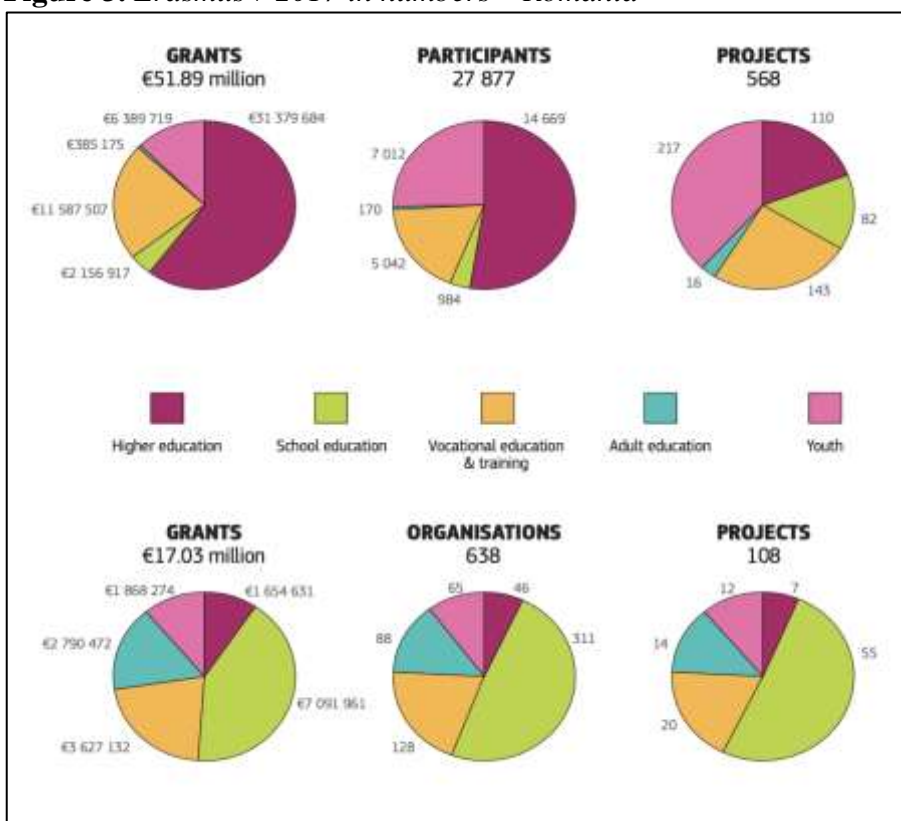
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<sup>13</sup>Erasmus+ Factsheet, 2017 – available online at: [https://ec.europa.eu/programmes/erasmusplus/sites/default/files/erasmus-plus-factsheet-2017-romania\\_en.pdf](https://ec.europa.eu/programmes/erasmusplus/sites/default/files/erasmus-plus-factsheet-2017-romania_en.pdf)

<sup>14</sup>Erasmus+ Factsheet, 2018 - available online at: [https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmusplus-factsheet-ro\\_en.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmusplus-factsheet-ro_en.pdf)

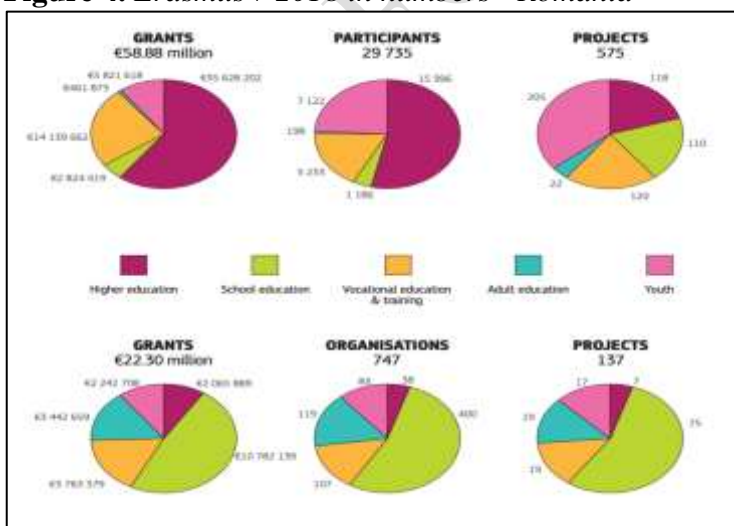
<sup>15</sup>Erasmus+ Factsheet, 2019 - available online at: <https://ec.europa.eu/assets/eac/factsheets/pdf/ro-erasmus-plus-2019-in-numbers.pdf>

1 **Figure 3. Erasmus+ 2017 in numbers – Romania**



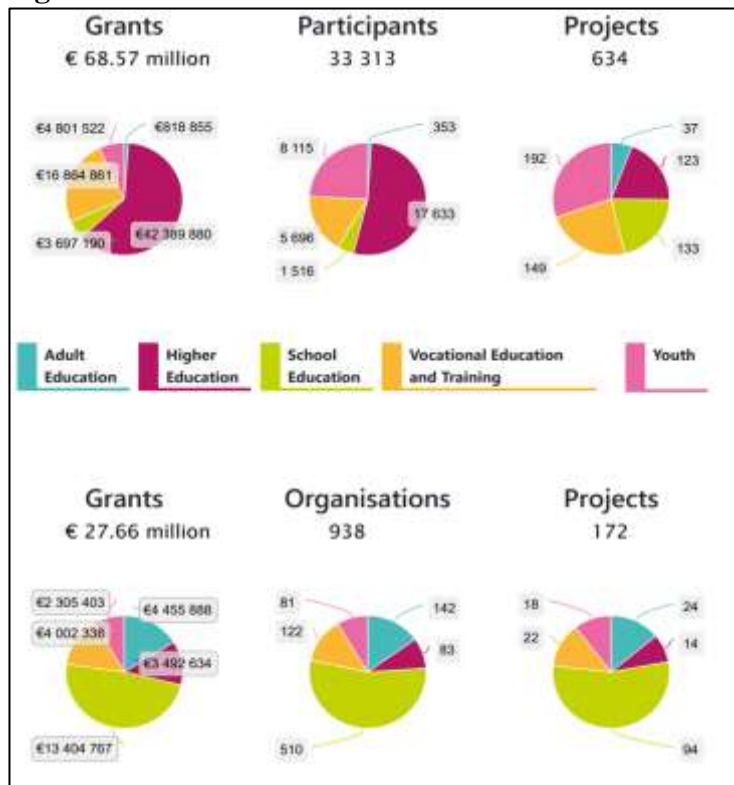
2 Source: [https://ec.europa.eu/programmes/erasmusplus/sites/default/files/erasmus-plus-factsheet-2017-romania\\_en.pdf](https://ec.europa.eu/programmes/erasmusplus/sites/default/files/erasmus-plus-factsheet-2017-romania_en.pdf)

6 **Figure 4. Erasmus+ 2018 in numbers - Romania**



7 Source: Erasmus+ 2018 in numbers, [https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmusplus-factsheet-ro\\_en.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmusplus-factsheet-ro_en.pdf)

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1 **Figure 5. Erasmus+ 2019 in numbers - Romania**

2  
3 Source: <https://ec.europa.eu/assets/eac/factsheets/pdf/ro-erasmus-plus-2019-in-numbers.pdf>

4  
5 In the Romanian school system, intercultural education is found mainly at  
6 the ideological level, as a philosophy of cultural pluralism (Plugaru and  
7 Pavalache, 2007), but also as a result of political visions for integration into the  
8 European community.

9 Often, it turns into a discourse of acceptance of diversity, an aspect that  
10 transpires from school methodologies and documents, but also from the  
11 principles of educational reform. However, they lack adequate and sustained  
12 methodological support. Why is this happening? The hardship of the approach  
13 and the marginalization of intercultural education is also reflected in the fact  
14 that it is transposed into optional or voluntary subjects, in pre-university and  
15 university education.

## 16 17 18 **Conclusions**

19  
20 By examining the EU diversity management on education, for formal,  
21 non-formal or informal education, viewed by different actors in the field, some  
22 recommendations about the harmonization of educational policies and  
23 measures could be given.

24 Based on the documents that were analyzed, it can be seen that the  
25 emphasis was on assimilating international students into the Romanian public  
26 educational system, rather than developing intercultural approaches.

1 We can see internationalization from different points of view, such as:  
2 conducted surveys, workshops, cultural site visits, intercultural activities,  
3 conferences, multicultural collaborations, Erasmus+ projects, institutional  
4 collaboration.

5 The school socializes children to adopt cultural norms and to adapt to a  
6 multicultural environment, in order to enhance inclusion and diversity  
7 awareness.

8 Beyond normative issues (legislation, rules, regulations and internal  
9 procedures), it is imperative to have a high level of awareness of the  
10 importance and benefits of adopting a culture of diversity.

11 All these small changes reflect a shift of the educational curricular  
12 policies, towards an open society to European citizenship and multiculturality.  
13 There is more a vertical approach of diversity and multiculturality and less one  
14 transversal, which is required in order to ascertain and increase the level of  
15 internationalization in the curriculum.

16 Raising awareness on the importance of well-prepared teacher trainers for  
17 diversity in Europe and harmonizing Romanian teachers intercultural  
18 competences within the European framework and integrating competences into  
19 the curricula will point to a societal diversity as an asset that applies to school-  
20 related diversity.

21 All EU states should prepare teachers for diversity and in diversity, not  
22 regarding diversity, by promoting multicultural education as a normal  
23 teaching-learning environment.

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