

❖ Phase I: tool 1.1/a

SITUATION OF PROMOTION OF HEALTH AND EMOTIONAL EDUCATION IN ROMANIA

Introduction

"Life has a lifespan that is rigorously calculated mathematically. It begins with the first breath and ends undoubtedly with the last breath; health is the most important and at the same time the most useful gift of man. To be healthy, to live longer and to live better have been the desires that people have always placed at the foundation of their destiny." (Tudor Musatescu, Romanian writer)

The right to health is one of the fundamental human rights. According to the World Health Organization, the health of the individual is defined as "a state of physical, mental and social well-being, and not merely the absence of disease or infirmity." From a public perspective, health is, due to its huge individual implications, but also social and demographic, one of the most targeted elements of government policies and strategies around the world. In this regard, in 1977, the member states of the World Health Organization (including Romania) unanimously decided that the main social goal of governments and WHO in the coming decades should be to achieve a health of the entire population of the globe, which to enable all people to live a productive life from an economic and social point of view.

Legislation:

In Romania, the framework plans and school curricula in pre-university education are elaborated by the competent institutions and bodies of the Ministry of Education and are approved by order of the Minister of Education, as provided by the education law.

The national curriculum consists of curricula and school curricula. The curricula include the subjects, the fields of study, respectively the compulsory and optional training modules, as well as the minimum and maximum number of hours related to them.

The Ministry of Education establishes the structure of the group that elaborates the framework plans for the gymnasium and high school, but also the list of those who will validate the result of their work. 11 people, none with expertise or studies abroad, decide what are the subjects that students in grades 5-12 will do, what subjects are no longer studied, what new subjects will be introduced and how many hours the children will learn at school. The framework plans made by them will be validated by 18 people, including the Minister of Education, an academician, the rector of the University of Bucharest, but also the leaders of the education unions.

Mention should be made that the Ministry of Education modified the curriculum for primary classes, which was applied progressively: in September 2013 the new school curriculum for the preparatory class and the first class was applied to the class, in September 2014 - a new curriculum was applied to the second grade, in September 2015 - in the third grade, and in September 2016 the new fourth grade curriculum was implemented.

A negative aspect is that in none of the years in which the new school curricula were introduced, the students did not have textbooks in accordance with the new curricula.

Consequently, the Ministry of Education was obliged to have framework plans and curricula in September 2017 - so new curricula for the fifth grade, so that students who started school in 2013 with a new curriculum then reach the first grade of high school, where they were to study according to school curricula in accordance with those they studied in primary education.

The Romanian educational system is regulated by the Ministry of Education and Research, through the normative acts of the National Education Law no. 1/2011.

The structure of the education system in Romania includes: preschool education, primary education, lower secondary education, upper secondary education, post-secondary education and higher education.

Compulsory general education is free and includes 11 classes, the age of beginning of schooling being 6-7 years, once the child enters the preparatory class. Primary education

comprises grades 1-4 and functions as a full-time education, and the age of completion of primary education is 10-11 years. The lower secondary education or the gymnasium includes grades 5-8 and ends with the national assessment exam, on the basis of which admission to high school is made.

Compulsory education	14-15 years old	8 th grade
	13-14 years old	7 th grade
	12-13 years old	6 th grade
	11-12 years old	5 th grade
	Secondary education (gymnasium)	
	10-11 years old	4 th grade
	9-10 years old	3 rd grade
	8-9 years old	2 nd grade
	7-8 years old	1 st grade
	6-7 years old	Preparatory class
	Primary education	

The gymnasium is followed by the upper secondary education or the high school that organizes day courses lasting 4 years, the studies ending with a national baccalaureate exam.

	Qualification certification exam	
	Post-secondary education	
		Baccalaureate
		13 th grade
	baccalaureate	12 th grade
	12 th grade	Qualification certification exam

	11 th grade	11 th grade	11 th grade
	10 th grade	10 th grade	10 th grade
	9 th grade	9 th grade	9 th grade
Qualification certification exam	Theoretical	Technological	Vocational
Vocational school	High School		

Both pre-university and higher education operate on the basis of fundamental principles that promote education in a physically and emotionally healthy development climate (excerpt from the National Education Law no. 1/2011 updated 2022):

ART. 3. The principles that govern pre-university and higher education, as well as lifelong learning in Romania are:

- a) the principle of equity - based on which access to learning is achieved without discrimination;
- b) the principle of quality - based on which the educational activities relate to reference standards and to good national and international practices;
- c) the principle of relevance - based on which education responds to the needs of personal and socio-economic development;
- (...) j) the principle of ensuring equal opportunities;
- (...) o) the principle of social inclusion;
- (...) r) the principle of promoting health education, including through physical education and the practice of sports activities.

At the same time, the National Education Law no. 1/2011 updated 2022 includes provisions for students with special educational needs (SEN):

Art. 25. (3) For children with special educational requirements or who cannot move due to medical reasons, education may be organized at home or at the medical assistance units. (National Education Law)

Each school year begins with the assessment of students' health (epidemiological triage) and continues with regular medical examinations or whenever the situation requires:

Art.83. (2) At the beginning of each school year, the students' health condition is examined, based on a common methodology elaborated by the Ministry of Education, Research, Youth and Sports and by the Ministry of Health. (National Education Law no. 1/2011 updated 2022)

Health literacy, the promotion of health and emotional education are dealt with together in Romanian school, the focus being, at the moment, on health.

Current school curricula provide approaches to health in biology classes, whose curriculum includes basic notions of hygiene and pathology of human body systems, genetic diseases in people, but also notions of ecology and environmental protection.

Topics such as affectivity, emotions, self-knowledge, interpersonal relationships, pro- and antisocial behaviours are included in the curriculum in the disciplines of Psychology and Counseling and Guidance. At the Counseling and Orientation classes, any teacher, regardless of qualification, can discuss these topics.

Health promotion is also achieved through optional subjects designed by the ministry or individually by school teachers, as part of the curriculum at the school's decision (CDS) or through local, county or national educational projects.

"The curriculum decided by the school consists of optional disciplinary packages offered at national, regional and local level, as well as optional disciplinary packages offered at the level of the educational unit." (National Education Law no. 1/2011)

Such an optional package, whose curriculum was developed by the Youth for Youth Foundation, in collaboration with the Ministry of Education, is represented by the discipline Health Education, which since 2003 can be taught by certified teachers after completing the 40-hour training course. The course covers topics such as healthy lifestyle, reproductive health, food health, environmental education, mental health, substance use and abuse.

The latest education law was voted in Parliament and promulgated by the country's president in June 2022 and it provides the development of health education programmes in schools, one of the goals being to prevent the contracting of sexually transmitted diseases and the pregnancy of minors, a law that aims at the protection and promotion of children's rights. This project, conceived by the Ministry of Education, is a modular

discipline that contains topics for health, legal, financial or ecological education, and will be introduced in the new curricula starting with September 2023.

The National Programme "Health Education in the Romanian School" was launched in December 2001, as a result of the needs identified and transmitted by teachers. They participated, together with national and international organisations, in shaping the approach of the National Programme. After a period of 4 years of piloting the project, the subject "Health Education" becomes an optional subject since 2004 (OMECS 4496/2004), included in the Curriculum at the School's decision, and the curricula are available for grades 1-12. The subject is taught in schools by biology teachers or primary school teachers, following a dedicated training programme. In the 2014-2015 school year, out of the total school population, a number of 157,086 students (approximately 6%) benefited from the "Health Education" courses, 5798 teachers being involved in teaching, out of a number of 2558 schools who have included this subject in the list of options. The current curriculum for "Health Education" aims to ensure the education of the school population for a healthy lifestyle, to facilitate access to accurate, informed information, both in urban and rural areas, to achieve, indirectly, adult education and lead to a reduction in the number of diseases and a reduction in health risk behaviours. Currently, the curriculum contains aspects related to the anatomy and physiology of the human body, personal hygiene, mental health, substance abuse, injuries, violence, physical abuse, reproductive health, bio-ethics, etc. At the same time, during the last years there have been several projects implemented by various institutions and organizations, which have addressed this issue.

Law 272/2004 on the protection and promotion of children's rights stipulates the obligation to carry out health education programmes in schools: "The specialized bodies of the central public administration, the local public administration authorities, as well as any other public or private institutions with health attributions are obliged to adopt, in accordance with the law, all the necessary measures for: (...) the systematic development in schools of life education programs, including sex education for children, in order to prevent contact with sexually transmitted diseases and the pregnancy of minors" (Art. 46 para. 3).

In terms of health education, there are sectoral strategies, best practice models, and funding for initiatives in this area. However, there is a lack of an implementation plan, as well as a sectoral report, to support the identification of a real starting point against which to carry out mid-term evaluations and monitor the progress of implementation. Along with understanding and awareness of the importance of prevention since childhood, health education and the adoption of behaviours and a healthy lifestyle will have, in the long run, a major impact on improving health and increasing life expectancy in Romania. When we talk about health education, we do not only refer to a situation of imbalance or illness, but it is important to consider the physical and mental well-being favorable to learning. It is also necessary for the solutions to be adapted to the current context, in order to ensure the best results. To use the experience so far, a number of challenges and potential solutions can be identified by conducting an evaluation of the implementation process of the programme "Health Education" from 2004 to date, made by including the optional subject in the Curriculum at the decision of the School. An evaluation of the existing programme is needed to identify strengths and weaknesses so that the latter can be remedied in the future.

Since 1998, Save the Children Romania has been running the Health Education programme, aimed at students, in order to form healthy, correct and responsible behaviours for adopting a healthy lifestyle. In the first 6 months of the year, the project activities were implemented in 86 localities in 15 areas where the Save the Children Organization has branches or work points. With the declaration of the state of emergency, the information sessions were held online through the various platforms used by teachers.

HEALTHY CHOICES - Supported by Kaufland financial support, the Healthy Lifestyle Education Programme will continue this year and will take place nationwide, both in urban and rural areas, in over 50 localities across the country.

The *Save the Children* intervention aims to support the development of a school culture that promotes the child's physical, emotional and emotional health, as well as its protection against any violent behaviour. The Healthy Choices project aims to translate the values of education and protection into specific content, skills and activities for children in all school cycles.

The main activities of the project consist in conducting information sessions for children and young people (kindergarten, primary school, middle school, high school), adapted to each age group and structured in four thematic modules:

- the module intended to sex education
- the module intended to nutrition and exercise
- the module intended to consumption behavior (alcohol, smoking, drugs)
- the module intended to prevent violence and promote positive relationships (children's emotional health).

Implementation:

The Romanian Ministry of Education offers support to schools in promoting a health and emotional education by suggesting activities that teachers can put into practice on various occasions, but without offering a specific budget, leaving this to the organizers who manage to carry out these activities with the help of sponsors or with their own sources. For example, Emotional Health Week, in Romanian schools - five days of activities in which children have a day of friendship and a day of well-being.

Emotional Health Week took place this year between May 23-27. The event organised by Happy Teachers for Romania, in partnership with the SuperTeach Association, in its second edition, is dedicated to students and teachers who want to bring well-being in the classroom.

The theme of this year's event was "Learning together" and was chosen in accordance with the needs identified at the national level - understanding the functioning of educational processes.

Efficiency and improvement in school performance also depend on the emotional health of teachers and students. <Learning together> means support, involvement, inclusion, perseverance, respect, solidarity and more. Emotional Health Week aims, through the established objectives and the chosen theme, to stimulate awareness of the importance of well-being among teachers and students.

Each day of the week is assigned a topic closely related to emotional health, being supported by several activities available to any teacher / student. All the proposals prepared for the participants are based on the idea of a united, solidary community, which discovers another type of learning.

Each day has a motto, "being a reflection of the A.R.A.T. model, described by Simona Baciú and Susan Shapiro in the book "The Teacher in You", which focuses on Awareness, Recognition, Actions and Transformation.

- Monday, the day of friendship - "We are united!"
- Tuesday, the day of the favourite character - "We are inspired!"
- Wednesday, the day of outdoor games - "We are active!"
- Thursday, mindfulness day - "We are mindful!"
- Friday, the day of well-being - "We are happy"

According to the initiators, the event aims to familiarize both teachers and students with the terms "mindfulness" and "mindful", which are defining for well-being: "The activity proposed on Thursday puts into practice this concept, when we become aware of our senses and emotions and <we learn together> to manage them effectively."

The event organised this year by Happy Teachers for Romania was attended by 3,000 teachers and approximately 60,000 students. This year's edition brought an element of novelty: in addition to the 5 days of activities, two more special days were prepared, on May 30 and 31.

- On Monday, May 30, teachers and students participated in a webinar held by Simona Baciú, founder and president of the Happy Teachers for Romania programme, together with a special guest. The discussion was about emotional health, and the participants had the chance to ask questions on this topic.
- If Monday was Friendship Day, in which students made new friends, on Tuesday, May 31, there was an exchange of virtual experiences between the participating schools, this time creating friendships between teachers. Each participant, through a written comment on a post, could choose another participant, from another school, in order to exchange

resources, created during the event. The activity facilitated the access of teachers to different perspectives, from which they can be inspired for future activities.

The programme "Happy teachers for Romania" came as a need identified in the world to address the classroom not only academically and for the formation of skills in the 21st century, but also for socio-emotional development. The programmes that exist in the world, at least until the pandemic, were all dedicated to the student: socio-emotional education for children. Perfectly normal, because we go to children's school, parents send their children to school.

Students in Romania study according to textbooks and teaching aids developed by teams of specialists and approved by the Ministry of Education.

The first biology textbooks that contain elementary notions of hygiene and pathology (diseases, causes, manifestations, prophylaxis) were made in 2006, when the Ministry of Education approved the new analytical curricula. These notions are taught by a qualified teacher, who has attended university courses at the Faculty of Biology, as part of various chapters that address the systems of the human body.

The subject Health education, launched in 2003 for middle and high school classes, was meant to be a large-scale project, but, not being a compulsory subject with hours in the common core allocated for its teaching, it lost popularity. The new Health Education will be taught in 2023, but with the written consent of the student and parents.

Most forms of implementation on health promotion are organized through extracurricular activities (in partnership with various educational, cultural, health institutions) such as sports competitions, magazines and individual or team educational projects that aim to guide young people towards healthy living habits, cultivating compassion and understanding of people with special educational needs, those from disadvantaged backgrounds, tolerance and acceptance of human variability, non-discrimination, non-violence, ecological attitudes and behaviours, knowledge of the environment as a source of physical and emotional health. In these activities can be involved the nurse from the school, who has responsibilities in this regard: conducting health education actions among students and their families, giving lessons or lectures on

health education of students and teachers, including on first aid issues, with practical demonstrations.

Training of Teachers:

Successful implementation of a new curriculum requires that each teacher understands that an acquisition that is relevant to a student in real life cannot be formed in a stereotypical way or in a short period of time. Representations about the lesson need to be re-analysed: it needs to be looked at more broadly, in the context of a learning unit, which provides a coherent, complex framework with adequate time for skills training. The specific competencies are formed in a few weeks or even months, the general ones in a few years (until the end of an educational cycle), while the key competencies end up being developed at a functional level only at the end of compulsory education. In the spirit of the European Recommendation on Key Competences, traditional disciplines can become the working tools, the operating basis for the formation of key competences. Thus, each teacher may ask himself how in his subject he can contribute to the development of each key competence? How can it facilitate learning beyond the textbook, beyond the standard example, beyond the taxonomy, towards the instrumentalization of one's own discipline, so that it is functional for the needs of the student at home, at school, at a future job, in his free time?

Focusing on competencies provides a valuable learning context: -The teacher learns to value a series of real contexts, which by their integrated nature bring the subject taught to the pragmatic perspective of key competencies (organize learning in a meaningful context for students - not between the covers of a book!) -The teacher learns to connect the didactic approach to other school subjects and to the students' learning experiences. -The teacher learns to design “mosaic” activities that combine in an articulated manner components from several key competencies, thus achieving transdisciplinary openings within a didactic approach that actually belongs to the discipline in which he specializes. -The teacher learns to ask questions about the usefulness of some content, gradually identifying harmful methodological clichés and irrelevant issues. -The teacher learns to

support the student to learn in order to adapt throughout life - the “mosaic” design approach is gradually transferred to the classroom and to the student's cognitive habits. Thus, each mono-disciplinary teacher can transfer the “teaching of the discipline” into a set of contexts, concepts and methodologies that really support the student to form their key competences, learning step by step to make many, inter and even transdisciplinary openings. For this to happen, the traditional roles of the teacher must be redefined. He must also have a developed level of competence that he wants to develop in his students.

Master's programme SCHOOL COUNSELING AND EMOTIONAL EDUCATION - a chance for teachers. The Faculty of Education Sciences opens a new master's program: SCHOOL COUNSELING AND EMOTIONAL EDUCATION. The study programme offers a new chance to undergraduates who want a specialization in a field that is in line with European educational policy trends. Training in the field of emotional education in combination with the field of school counseling is unique in the country, proposing an innovative approach to which they will be invited as specialist trainers from partner European universities and the Institute of Education Sciences. The new program provides access to the development of specific skills in the field of education and psycho-pedagogical assistance, skills that will facilitate teaching in the field of educational and social care services, in public or private. Teachers who will deepen their studies in the field of education sciences through the specialization of school counseling and emotional education will be prepared to face the new generations of children and to offer them the chance of integral development by addressing the cognitive, social and emotional needs.

National Center for Health Assessment and Promotion (CNEPSS) - National Report on the Health of Children and Youth in Romania – 2020.

Happy Teachers for Romania is a project of the Transylvania College Foundation. Launched in 2019, Happy Teachers for Romania, is a training and resource centre for teachers, school counselors, school principals. The programmes offered, based on the latest research in the field of neuroscience, aim at the personal and professional development of teachers, with a direct impact on the behavior and academic results of students.

SuperTeach Association

SuperTeach is a project initiated by entrepreneurs in support of teachers and the pre-university education system. The mission of the SuperTeach project is for teachers to discover and develop the greatness of each child. This is achieved through the "Open Mindset in Education" programme, created by the global leader in mindset change, Arbinger Institute, USA. The SuperTeach Association acts in 4 directions:

Conferences: To date, 50 conferences have been held in major cities or online, attended by over 30,000 teachers and educators, promoting the principles and tools of an open mindset in education applied to the classroom.

Trainings: 800 teachers graduated the training program "Open Mindset in Education", conducted in Romania by the Institute of Personal Development.

Communities: Currently, SuperTeach is developing local communities in 26 counties with the help of the 51 facilitators of the MDIE programme.

SuperTeach Schools: The project was launched in two state schools in Romania, and the goal is to launch a SuperTeach School in each county in the next 5 years.

Our organisation:

In the Romanian educational system, in addition to the specialized subject, teachers must follow a module called School Psycho-pedagogy, which certifies the teaching career, without which they cannot access the education system. This specialization provides teachers with the tools needed to organize and direct the teaching act, but has only occasional references to emotional education.

In order to ensure a harmonious, peaceful, healthy and safe social living environment for the entire community, according to European standards, our school operates the Anti-Bullying and Anti-Violence Commission, which has the following objectives:

- * knowledge by students of the consequences of acts of violence
- * developing empathic abilities and problem-solving skills



- * informing and raising students' awareness about the phenomenon of violence and / or bullying and cyberbullying, types of violence and / or bullying, media, causes, risk factors and effects.
- * informing students about ways to prevent violence and bullying
- * Involvement of students in activities to prevent violence and bullying
- * creating a real and efficient communication system between school, authorities and family to identify, monitor and prevent acts of violence / crime, by involving all educational factors.
- * prevention, identification and resolution of acts of violence and bullying committed between students, through physical, verbal, relational and / or cyber actions

Every year, in our school there are actions such as:

- Information regarding the safety and security of students in school and order no. 4343 of May 27, 2020 on psychological violence - bullying;
- Carrying out a plan of activities for the prevention and elimination of violence, acts of corruption and discrimination in the school environment;
- Elaboration of a procedure regarding the elimination of psychological violence - bullying in the school environment
- Development of a counseling program to prevent and combat violence and bullying
- Individual and group counseling of students in order to prevent aggressive behaviors.

The following activities were carried out:

- European Day for the Elimination of Trafficking in Human Beings - Prevention of Trafficking in Human Beings and Acts of Violence Associated with Trafficking in Human Beings
- Collective counseling for the prevention of bullying and violence in the school environment
- Stop bullying! - collective counseling for the prevention of bullying and violence in the school environment

- Campaign to prevent bullying and violence in the school environment - exhibition of drawings online and on the school panel
- Prevention of trafficking in human beings and acts of violence associated with the phenomenon of trafficking in human beings, - activity carried out in partnership with ANITP Iași and IPJ Vaslui
- International Day of Nonviolence in Schools - activity to prevent violence in schools
- Anti-bullying campaign Be GOOD, think WELL, offer KINDNESS - conducting awareness, information and training responsible behaviors among students
- Activity to prevent trafficking in human beings
- How do I communicate assertively to prevent and resolve conflicts? - group counseling, ninth grade
- Safety in schools campaign - activity to inform students about the risks and vulnerabilities to which students are exposed in the online environment as well as the adoption of anti-criminal and anti-victim behavior, in partnership with Police Inspectorate Vaslui
- Safety in schools campaign - information-education-awareness of the risks of drug use in partnership with the Vaslui Anti-Drug Centre
- information-education-awareness activity on the risks of drug use in partnership with the Vaslui Anti-Drug Center
- Monitoring students with violent behavior tendencies;
- Providing educational support and counseling for parents-online, individual and group counseling
- Monitoring students with a large number of absences and advising them not to carry out activities and behaviours with violent potential;
- Concluding an educational partnership agreement with the Police Inspectorate Vaslui and ANITP (National Agency against Trafficking in Human Beings) Iași - Anti-trafficking - Anti-victimization for carrying out in partnership activities for the prevention of violence and trafficking in human beings
- Educational partnership agreement between the Association Institute for Social Partnership Bucovina and Theoretical High School "Emil Racoviță" Vaslui for the

ReACT project - Reform and action to defend the rights of child victims of human trafficking in the justice system - prevention and awareness activities.

Also, within the European projects developed by our school, we can mention activities that aim to create a state of well-being and eliminate discrimination of any kind. Thus, within the Erasmus + ATLAAS project (Approaches to language acquisition for adult students), various non-formative methods and strategies are proposed to stimulate participation in educational activities and create a positive atmosphere. For example, Walky-Talky combines learning with mindful walking exercise, which helps children to reduce stress and anxiety.

An important aspect in creating well-being is intolerance of discrimination of any kind. Another European Erasmus + project developed by our school, WomEmp (Sport Power: Promoting Sport for Women Empowerment) aims to promote equal opportunities and gender through sport. The activities in the Good Practice Guide developed within the project aim to raise awareness of how sport can empower women.

Conclusion:

Well-being is closely linked to learning and motivation. No one can be good at what he does if he is not in good shape. The contexts in which we live can stimulate or, on the contrary, damage the well-being. It is also valid for the place where a child spends a large part of his time: SCHOOL.

Therefore, the school must be an essential place for shaping their general well-being, with all its social, physical and emotional aspects. The well-being of students influences their ability to reach their full school potential. The quality of the relationships that children have with each other, with adults, as well as the quality of the learning environment, fundamentally influences their school progress.

Sitography:

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