

**MINISTRY OF PUBLIC INFORMATION**  
DEPARTMENT FOR INTERETHNIC RELATIONS

**MINISTRY OF EDUCATION AND RESEARCH IN  
ROMANIA**

GENERAL DIRECTORATE FOR EDUCATION  
IN THE LANGUAGES OF MINORITIES

**MINORITIES AND EDUCATION  
IN  
ROMANIA**

2000/2001 SCHOOL YEAR

2001

THE PUBLICATION WAS FINANCED BY  
THE GOVERNMENT OF ROMANIA  
MINISTRY OF PUBLIC INFORMATION

# I. LANDMARKS OF EDUCATION FOR NATIONAL MINORITIES IN ROMANIA

The study has been elaborated by the specialists of the General Directorate for Education in the Languages of Minorities of the Ministry of Education and Research in Romania.

## Sources:

Annual statistical reports of school inspectorates  
Data of the National Institute of Statistics  
Statistical Bulletin no. 8, 2000/2001 “Babeş-Bolyai” University of Cluj-Napoca

EDITORIAL STAFF: Leman ALI, Christiane COSMATU, Ivan KOVACI, Gheorghe SARĂU, Filip STANCIU, Viero-slava TIMAR

EDITOR-COORDINATOR: László MURVAI

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# 1. EDUCATIONAL NETWORK IN THE LANGUAGES OF MINORITIES – SCHOOLING

In localities also inhabited by national minorities, the state insures, in compliance with the legislation in force, the organization and functioning of education in the languages of national minorities. The educational system for national minorities corresponds to the general one in Romania and includes kindergartens, primary, middle and secondary schools, vocational, apprentice and post-secondary schools. In higher education, certain courses for students belonging to the Hungarian and German minorities are organized, at their request, in the respective languages.

In the 1999/2000 school year, a number of 4,032,127 pupils (representing 18.08% of the population of the country) attended pre-university education; out of them 208,013 children and pupils (5.1%) study in their mother tongue.

Pre-university education includes 24,355 units out of which 2,713 (11.1%) operate as units or sections providing teaching in the languages of national minorities. Out of the total number of the units and sections with tuition in the languages of national minorities, 87.2% operate in Hungarian language.

Education in the mother tongue is organized in independent units (1,355) and in Romanian-Hungarian, Romanian-German, Romanian-Serbian sections etc. (1,358). In both units and sections, the educational process takes place in the mother tongue. In the 1,358 sections (mixed units) the material resources – classrooms, labs, libraries, etc. – are shared; there is only one school management, but there are deputy headmasters belonging to national minorities from the school in accordance with the provisions of Art. 126 of the Law on Education. Some of the extra-curriculum activities are organized either in Romanian or both in Romanian and the respective mother tongue.

The situation by educational levels in 2000/2001 school year is the following:

– **pre-school education** includes 10,080 units with 611,036 children, out of which 1,310 units and sections (12.9%) attended by 46,155 children (7.6%) operate in the languages of national minorities;

– **primary school education** comprises 5,553 units, attended by 1,077,251 pupils, out of which 476 units and sections (8.5%) with 60,252 pupils (5.6 %) operate in the languages of national minorities;

– **middle school education** involves 6,996 units (1,299,449 pupils), 734 units and sections (10.4%) with 63,629 pupils (4.9%) operating in the languages of national minorities;

– **secondary school education** covers 1,367 units (687,919 pupils), out of which 161 units and sections (12.3%) attended by 29,915 pupils (4.3%) in the languages of national minorities;

– **professional, apprentice, post-secondary and craftsman school education** is attended by 321,667 pupils, out of which 8,062 pupils (2.6%) learn in the languages of national minorities.

Since the 1990/1991 school year within the pre-university education in Romania there have been introduced education alternatives of Freinet, Waldorf, step by step or Montessori. Regarding the education for national minorities it must be mentioned that there are pre-school groups within Waldorf kindergartens in Cluj-Napoca, Braşov and Oradea, and Montessori in Odorheiu Secuiesc for the Hungarian minority and Waldorf in Târgu Mureş for the German one. At the same time, based on the provisions of Article 14 of the Law on Education No. 84/1995 republished, primary and middle school grades were set up in Cluj-Napoca – for the Hungarian minority and in Bucharest – for the German one.

In 2000/2001 academic year in Romania a number of 382,478 students enrolled in state universities, out of which 21,355 (5.5%) belong to national minorities. A number of 150,674 students studied in private educational units, out of which 6,159 students (4.0%) belong to national minorities in Romania. Thus out of a total number of 533,152 students at country level in 2000/2001 academic year a number of 27,514 (5.1%) belonged to national minorities living in Romania.

The school network and the number of children, pupils and students – by educational levels and languages of tuition – are presented in the Appendices.

## 2. CONTENT OF EDUCATION

In the context of the Government's strategic options the General Directorate for Education in the Languages of Minorities considers as a priority the following objectives:

- real insurance of basic education in the educational system for minorities;
- permanent actualization of school curriculums and their adaptation to the necessities of the beneficiaries;
- forming of the basic competencies for the maintenance of the languages and cultures of minorities in Romania
- harmonization of the quality of education for minorities to the standards of performance of the countries in the European Union and OECD
- preparing and formation of competencies for formative assessment and examinations centered on performance;
- reorganization of the school network for minorities;
- supply of schools with textbooks in the languages of minorities;
- elaboration and monitoring of programs for the protection and educational maintenance of persons who come from the marginalized categories of the society.

In this context an important role is given to:

- stimulation of professional creativity in pre-university and university education;
- increase of the competitiveness of qualification obtained in pre-university and university education;
- increase of the impact of pre-university and university education on social changes and the living standard of the Romanian society;
- adjustment of the content and structure of the educational network to current international standards;
- moulding of an active, competent, motivated and creative personality in young people, capable to express an opinion and make decisions.

The measures initiated and continued with perseverance aim at deep changes of the educational system in all fields. One of the main component parts of the reform is the National Curriculum that has

repercussions on pre-university education and, consequently, the education in the languages of minorities as its integral part. It is formed of:

- The national curriculum for compulsory education, the reference framework, is a document which regulates and assures the coherence of component elements of the curriculum system, in terms of processes and products;
- The educational framework-plans for grades I-XII/XIII (including those for schools with tuition in the languages of national minorities) are to be found in Chapter V. This is the document that establishes the curricular fields, the subjects of study and the time resources allotted to their study;
- The syllabi which specify the framework objectives, the objectives of reference, the examples of the educational activity, the content of education and curricular performance standards for each subject in the educational framework-plan, including those for the mother tongue, music and Romanian language for pupils belonging to minorities;
- Guides, methodologies and teaching aids, which describe the application and monitoring of the curricular process;
- Alternative textbooks.

Within the curricular reform, the syllabi was elaborated bearing in mind:

- the level, variety and complexity of the educational interests of the pupils;
- the rhythm of permanent multiplication within the field of knowledge;
- the requirements for the education of the pupil in a changing world.

The process for the elaboration of the national curriculum for compulsory education had in view three fundamental points of reference:

- comparison with the present dynamics and necessities, as well as the long-term finalities of the Romanian educational system;
- comparison with the present tendencies and generally accepted international criteria in the curricular reform;
- comparison with those traditions of the Romanian educational system which are valid from the point of view of the reform in process.

Education in the languages of national minorities is a component part of the national educational system, from a technical point of view it is regulated by the educational framework-plans.

The framework-plan for compulsory education includes into the common trunk subjects as the mother tongue and literature and the history and the traditions of national minorities.

Art. 3 of **Order No. 3638/2001** of the Minister of Education and Research **on the application of the educational framework-plans for grades I-VIII** in 2001-2002 school year stipulates the status of native language both in education in the languages of national minorities (Appendix 2) and in education in Romanian language where the native language and literature is studied according to legal regulation. Certain possibilities to decongest the framework-plans by using the curriculum at the decision of the school if parents or the leadership of the school want it (both orders are in the appendices).

In units and sections with tuition in the language of a minority, the native language and literature are studied in grades I and II in 7-8 hours; in grades III and IV, in 5-7 hours; in grade V in 5 hours and in grades VI-VIII in 4 hours.

In units and sections where the mother tongue is studied as a subject, the number of hours allotted is of 3 during the entire schooling (grades I-XII).

The history and the traditions of each minority apart are studied in grades VI and VII. In conformity with the Order No. 4646 of the Minister of National Education, religion can be studied in the languages of national minorities.

The new school syllabi were elaborated in a new form for all the minorities in accordance with the content and aim of the educational reform.

The syllabi for the history and the traditions of minorities were elaborated for the Hungarian, German, Slovak, Turkish, Roma and other minorities; for the Hungarian language the textbook was elaborated, approved and printed. For the German and Slovak minorities the textbooks were elaborated and approved and after bidding they will be also printed.

The acquiring of the Romanian language, the official language of the state, by all the citizens of Romania irrespective of their ethnic origin, has a special value within the framework of tuition in the languages of national minorities. This is so especially as far as the rights and duties of

minorities and the granting of equal chances for all the citizens of the country are concerned.

To ensure the best conditions for the acquisition of the Romanian language in primary education, it is taught according to specially conceived curriculum and textbooks. This specific curriculum was elaborated in 1999 by a team formed of teachers belonging to different national minorities.

The curriculum for Romanian language for grades V-XII/XIII is identical for all schools and secondary schools in Romania, and although the textbooks for grades V-VIII are specific, they have been elaborated having in mind the necessity to attain the same goals.

Until now specific textbooks have been elaborated for grades V-VI. These textbooks insist on the active teaching-learning methods, making conscious the sources of certain typical mistakes and offering a rich set of exercises for their eradication. The textbooks have been elaborated having in mind: the objectives and the content of the curricula; they constitute a resource for activities which aim at objectives of reference subsumed to several framework objectives from different curricular areas making possible integrated teaching and develop care for environment, self-confidence, positive thinking. The scientific content, artistic value of texts, as well as the esthetic quality of textbooks play an important role. These contain texts, attractive (for ex. imaginative) tasks for children and give cause-effect explanations, respectively the possible consequences of an act or the possible prediction of an event, contributing to the development of the cognitive process, stimulating creativity, logic and connections, promoting thus motivation and active learning.

They are characterized by accessibility – ideas, the nature of assignments to be solved, the language used, contain clearly formulated tasks, use mainly the fundamental vocabulary, respectively exclude neologism and regionalisms, promoting the grammatical and pragmatic correctness of expression. Through quality they promote the respect for the book and stimulate curiosity for reading and implicitly interest for communication.

Original textbooks are elaborated for education in the languages of minorities for the teaching the mother tongue and literature, of the history and the traditions of the respective national minority and, depending on the options of the ethnic communities, of music as well. Or else, one of the alternative textbooks can be translated and completed with a specific part with the musical culture of the respective minority. For the other subjects, the textbooks are translated from Romanian lan-

guage. The translations of the textbooks are submitted for approval to the General Educational Directorate for National Minorities (Order No. 3643/1999 of the Minister of National Education).

Taking into consideration the high level of expenditure of the textbooks for minorities, according to the Order No. 3811/1998 of the Minister of National Education, the alternative textbooks can be elaborated in European co-operation or textbooks from the native country of the minorities can be submitted for approval to the Ministry of Education.

The new curricula for native and Romanian language and literature lay stress on the functional and communicational component of the educational process. This assures simultaneously the acquiring of knowledge and the cultivation of logical thinking, the formation and development of children's personality from an emotional, moral and behavioural point of view. The new curricula assure a flexible framework, which aim at stimulating the creative contribution of the specialists (teachers, textbook authors, etc.) and of the pupils in the study of the subjects. The curricula ensure horizontal and vertical flexibility so that they can be used for different types and levels as well as varied educational methods.

Art. 4 of **Order No. 3670/2001 of the Minister of Education and Research on the application of Framework-plans for secondary education in 2001-2002 school year** stipulates that the subject native language and literature is part of the common trunk. It is studied in a number of lessons equal with the study of the Romanian language. Art. 2 of the above mentioned order states that grade XII continues to function in conformity with the syllabus for secondary education approved by the Order No. 4634/1995 of the Minister of Education, Order No. 8325/1990 of the Minister of Education and Science and Order No. 4150/1998 of the Minister of National Education.

### 3. TEACHER TRAINING AND REFRESHER COURSES

“The Government of Romania considers that in the field of education and scientific research, Romania must firmly follow the road chosen by the developed countries. All societies, including the most developed ones find themselves in a great historical transition, that will comprise several decades in which transition from industrial-type to post-industrial, informational, intellectual and intensively cultural civilization shall take place. Romania must answer at the same time the provocation of internal reform and the challenge implied by the accommodations to the new tendencies of civilization at world level” (Chapter VI: Education, research and culture – strategic factors of development from the Government Program).

Taking into consideration that education is considered a national priority, education in the languages of national minorities must insure the formative and educational training at optimal parameters.

The model offered by Romania to Europe on education with tuition in the languages of national minorities has an impact on one of the decisive factors of the educational reform, respectively the training and further training of teachers.

Under such conditions, in the education in languages of national minorities, the formative and educational training is not only a necessity, but also a central component of the educational reform.

In **2000/2001** school year, a number of **266,979** members of the educational staff were employed in pre-university educational; out of them, **12,698** worked in schools providing education in the languages of national minorities (**2033 pre-school teachers, 2706 primary school teachers, and 7959 teachers**).

Starting from the fact that the curricular reform must initiate modifications in all educational fields, including the education in the languages of national minorities, the General Directorate for Education in the Languages of Minorities adapts the strategic directives concerning the implementation of the programs of further training of the teaching, managerial, consultant and control staff in pre-university training to the condi-

tions and specific needs of education with tuition in the languages of minorities.

Based on the Order No. 3578/1998, No. 4758/1998, No. 4681/1998, No. 5165/1998, No. 3003/1999, No. 3005/1999 and No. 3005/1999, measures were taken to reach “general agreement” in the training of the teaching staff within the whole of the Romanian educational system, consequently in that of national minorities as well. In compliance with Order No. 3253 of the minister “the educational institutions – centers for further training ... shall organize compulsory further training programs (once in every five years, see Art. 2) in 2001 during compact periods at the time of holidays, in shorter periods during the weekends or any other forms of time management...”

Kindergarten and primary school teachers are trained in secondary schools and in pedagogical colleges with tuition completely in the native language of the Hungarian and German minorities, as well as in secondary schools and pedagogical colleges in which the native language is studied. Thus, such colleges function for all the minorities in *Braşov, Constanţa, Cluj, Sibiu, Odorhei, Satu Mare, Suceava, Tg. Secuiesc, Timişoara*.

According to Order No. 4758/1998 of the minister, the number of teachers necessary for middle, secondary and vocational/professional schools are trained in the higher educational institutions of Romania.

The universities of Romania are encouraged to take measures to organize sections of study and specialization in the languages and literatures of national minorities as follows:

- University of Bucharest – Hungarian, Slovak, German, Turkish, Russian, Ukrainian, Bulgarian, Roman;
- “Babeş-Bolyai” University of Cluj-Napoca – Hungarian, German, Roman and Yiddish;
- “Szentgyörgy István” Academy of Dramatic Art of Târgu Mureş – Hungarian;
- Academy of Dramatic Art of Timişoara – German;
- “L. Blaga” University of Sibiu, theatrical art department – German;
- Medical and Pharmaceutical University of Târgu Mureş – section in Hungarian language;
- “Politehnica” University of Bucharest – German;
- “Politehnica” University of Timişoara – German;
- Academy of Economic Studies of Bucharest – German;

- West University of Timișoara – Czech and Serbian;
- University of Suceava – Ukrainian and Polish;
- “Ovidius” University of Constanța – Turkish.

Teachers for the educational system of national minorities are also trained abroad, in Hungary, Ukraine, Slovakia, Turkey, Bulgaria, Serbia and Croatia.

It is considered that there is need of a “new educational culture” to step to a new pedagogical thinking and to adopt new Didactical strategies in education for national minorities and in the training of the teaching staff.

Starting from the regulations issued by the Ministry (Orders No. 3770/1998, 3139/1998, 3204/1998, 3437/1998, 3438/1998, 3466/1998, 3922/1998, 3987/1998, 4197/1998 and 3253/2001 of the minister), the General Directorate For Education in the Languages of Minorities considers as one of its directives in the initial and further training of the teaching staff:

- cooperation with all the factors implied in order to optimize methodological and didactical training;
- accomplishment of the interactive partnership;
- elaboration of a special curriculum for the continuous training of the teaching staff instructing in the mother tongue;
- planning and application of adequate programmes both in the continuous training centres for the teaching staff instructing in the mother tongue and at the level of each house of the teaching staff, specialized commission, methodological group;
- the formative-creative training in accordance with national curricular and assessing standards;
- achievement of the interactive partnership;
- launching of the promotional forming to ensure the access to new educational functions of teachers belonging to different national minorities.

The houses of the teaching staff in each county will continue to have an important role in organizing and managing programmes for the continuous training in pre-university education. They co-operate at professional level with schools, school inspectorates, regional centres, universities, the Ministry of Education and Research, non-governmental organizations and independent experts to ensure the requirements in the

field of training. The demultiplication of the professional training and expertise of national trainers is achieved through the system of programmes in cascade, started in June 1998. The programme leads to the formation of a group of local trainers – a minimum of 24 teachers of each county, selected by the school inspectorates according to criteria established by the Component. These trainers, at their turn, demultiply training in the entire county by organizing activities at the houses of the teaching staff. Teachers instructing in the languages of national minorities are also included in this programme.

For the education in German language the *Center for the Continuous Training in German Language of Mediaș* takes over the tasks of a house of the teaching staff with the difference that it achieves the further training of teachers in German at national level. The Center for the Continuous Training in German Language of Mediaș is an institute subordinated to the Ministry of Education and Research, established by Order No. 3466/1998 of the Minister, a legal entity according to Government Edict No. 485/17.06.1999. It has the following departments: German language as a modern language, pre-school education in German language, elementary education in German (native) language, secondary education in German (native) language. The activity of these departments is coordinated by a methodology teacher. The activities (weekend seminars, training sessions, other activities) take place with the help of external collaborators. The activities for pre-school and primary school teachers, as well as for teachers who teach German language as a modern language are usually held regional or county centers. Activities for middle and secondary school teachers whose number in each subject in much smaller than that of the preceding categories, takes usually place in Mediaș.

The activities for teachers who teach German language as a modern language are planned in the first phase for the central and western part of the country. Later on they will include other regions as well. The Center for the Continuous Training in German Language of Mediaș contributes to the achievement of reform in the Romanian pre-university education, by promoting modern, creative teaching-learning methods. A priority for the Center is the students’ correct mastery of the German language and, consequently, the training of the teachers in this respect.

The Center for the Continuous Training in German Language co-operates with other educational and cultural institutions (schools, school inspectorates, house of the teaching staff, universities, the Goethe Insti-



tute, other further training institutions abroad). The centre benefits from the special supports of consultants, who are in Romania in compliance with bilateral co-operation documents. They participate as lecturer at seminars and offer financial aid to organize the seminars. Several activities of the program are achieved in co-operation with the Goethe Institute in Bucharest, and two of them with the “Donauschwäbische Kulturstiftung des Landes Baden-Württemberg”.

The Center for the Continuous Training in German Language has established partnership relations with to further training institutions in Germany: Akademie für Lehrerfortbildung und Personalführung Dilligen (Bavaria), respectively the Institut für Schule und Weiterbildung Soest (Renania of North-Westfalia. The center is supported by the Institute for Foreign Relations (ifa) of Stuttgart, the Ministry of Education in Baden-Württemberg, the State Chancellery of Bavaria. It successfully co-operates with the Sambachshof Popular University of Bad Königshofen in Bavaria.

Through its relations with institutions of Germano-phone countries, the Center for the Continuous Training in German Language brings an active contribution to the reform of the Romanian education, taking over, adapting to our specific conditions and promoting ideas, concepts and methods that proved to be useful in the respective countries.

Taking into consideration that the strategy of formation and reshaping of human resources shall be the main objective of educational policies promoted by the Government of Romania to insure economic and social modernization, it is obvious that the initial and further training of teachers represents an objective of major importance.

## 4. TASKS OF THE GENERAL DIRECTORATE FOR EDUCATION IN THE LANGUAGES OF MINORITIES

The General Directorate for Education in the Languages of Minorities has two special departments, namely:

1. The Department for the Hungarian, German and Other Minorities
2. The Department for the General and Specific Problems of Underprivileged Children

*The main objectives* of the General Directorate for Education in the Languages of Minorities have been established on the basis of Chapter VI of the 2000-2004 Government Program entitled Education, research and culture – strategic factors of development.

The strategy of the formation and reshaping of human resources shall be the main objective of educational policies promoted by the Government of Romania to insure economic and social modernization.

In the context of strategic options of the Government of Romania, in the field of education and research, the General Directorate for Education in the Languages of Minorities shall observe the following major objectives:

- real insurance of **basic education** in the educational system for minorities;
- permanent actualization of school curriculums and their adaptation to the necessities of the beneficiaries;
- forming of the basic competencies for the maintenance of the languages and cultures of minorities in Romania;
- harmonization of the quality of education for minorities to the standards of performance of the countries in the European Union and OECD;
- preparing and formation of competencies for formative assessment and examinations centered on performance;
- reorganization of school network for minorities;
- supply of schools with textbooks in the languages of minorities;
- elaboration and monitoring of programs for the protection and educational maintenance of persons who come from the marginalized categories of the society for different reasons.

In order to fulfill these objectives, the General Directorate for Education in the Languages of Minorities takes the following measures:

**Organizes:**

- education with tuition in the languages of national minorities;
- educational reform of minority education;
- relations with governmental and non-governmental organizations for problems concerning minority education;
- its own managerial framework for specific activities;
- activities of control and advice for educational institutions with tuition in the mother tongue.

**Co-ordinates:**

- the application of the strategy for development and reform within minority education;
- the activities of the departments within the general directorate.

**Collaborates** with all the general directorates and departments within the ministry for the specific problems of minority education.

**Elaborates:**

- notices, announcements, syntheses and other papers on the activity of the General Directorate.
- criteria for specific problems concerning the assessment in education with tuition in the mother tongue of national minorities.

**Reports:**

- on the documents regarding the management in education with tuition in the languages of national minorities;
- on the rules, instructions and methodologies regarding the specific activity in education with tuition in the languages of national minorities;

**Approves:**

- the draft answers to the registered correspondence of the general directorate;
- the methodology and themes of inspection, as well as the agenda of the field trips proposed by the directorate.

## **THE DEPARTMENT FOR EDUCATION IN HUNGARIAN, GERMAN AND OTHER LANGUAGES**

**The department has the following main tasks:**

**Assures:**

- the enforcement of the legislation on the right of national minorities to learn and to be instructed in their mother tongue;
- the enforcement of normative acts concerning the teaching of the mother tongue, of the culture and traditions of the Hungarian, German and other minorities;
- the proportional representation of the teachers belonging to the Hungarian, German and other minorities in the leadership of educational units and institutions with groups, grades, sections with tuition in the languages of the national minorities, bearing in mind, at the same time, their professional competence;
- the circulation of information concerning education for the Hungarian, German and other minorities.

**Elaborates:**

- draft normative acts, orders, methodologies, instructions, regulations, notices, announcements, syntheses and other papers which refer to tuition in Hungarian, in German and in other languages;
- draft answers to the registered correspondence of the department;
- draft syllabuses and curricula for pre-university education with tuition in Hungarian, in German and in other languages;
- the agenda of activity for national committees on subjects;
- the thematic plans for inspections on subjects;
- the subjects for secondary school entrance examinations and school leaving examination;
- the questionnaires, assessment examinations and criteria for certain elements of content (syllabuses, curricula, textbooks).

**Organizes:**

- the application of the strategy of development and reform in pre-university education with tuition in Hungarian, in German and in other languages;
- the secondary school entrance examination, examination on subjects, school leaving examination;
- the activity of national committees on subjects.

**In fulfilling its tasks the Department:**

**Collaborates:**

- with the other departments of the ministry for solving specific problems;
- with institutions of higher education, research institutions, ministries, economic agents, the cultural office of the Embassy of Hungary, Germany, Czech Republic, Slovakia, Croatia, Bulgaria, Turkey, Yugoslavia, Poland, Ukraine, Greece, Armenia and Italy in Bucharest, domestic and foreign, governmental and non-governmental establishments and organizations, prefects' and mayors' offices on the specific problems of the department;
- at the elaboration of programmes concerning specific informatics and database;
- at the elaboration of regulations for supplying school equipment.

**Monitors and controls:**

- the results obtained at capacity examinations, secondary school entrance examinations, school leaving examination and national examinations on subjects;
- the proposals concerning the improvement of the framework curricula, analytical school curricula and pre-university textbooks in the languages of national minorities;
- the result of the questionnaires, assessment examinations and criteria for certain elements of content (syllabuses, curricula, textbooks);
- the composition of national committees on subjects, for examinations on subjects, for secondary school entrance examinations, for school leaving examinations, for post-secondary school leaving examinations;
- the methodology, theme and agenda of field trips.

**Accounts for:**

- the training and refresher courses organized for the teaching staff employed for the education in the languages of national minorities;
- the activity of its subordinated specialized school inspectors;
- the report on the situation of the translation of alternative textbooks.

**THE DEPARTMENT FOR THE GENERAL AND SPECIFIC PROBLEMS OF UNDERPRIVILEGED CHILDREN**

**General tasks:**

- observance of the legislation in force regarding the rights of children so that pupils, students who belong to the marginalized categories of the society for different reasons: economic, ethnic, denominational, geographically underprivileged etc. take part in institutionalized instruction and education in conformity with the principles of the Constitution of Romania and the international documents Romania is party to;
- elaboration of public acts concerning education for this category of pupils;
- elaboration and monitoring of programs or projects of the Ministry of Education and Research that have this objective;
- observance of conventions and agreements signed by Romania with international organizations, institutions in co-operation with the General Directorate of the Ministry.

**Accounts for:**

- enforcement of the legislation in force regarding the equal access to education and instruction of the above mentioned categories;
- manner of organization of education with this destination: network, schooling, adaptation;
- creation of the data base for the elaboration of the public acts specific for this kind of education.

**Organizes, co-ordinates, elaborates and drafts** the elements of the initial and further training of the teaching staff in education with this destination, as well as the methodology of the application of this strategy.

**Cooperates with:**

- all the general directorates in problems that concern education for pupils in marginalized situations;
- ministries whose activities are linked to the above mentioned problems;
- domestic and international nongovernmental institutions;

– organizations of national minorities.

**Position in the informational flux:** The department is lead by a deputy-managing director, subordinated to the managing director of the GDELM.

## **II. PRESENTATION OF THE EDUCATION FOR NATIONAL MINORITIES IN ROMANIA**

### **Contents:**

- A. Educational structures with tuition in the mother tongue
- B. Educational structures with partial tuition in the mother tongue
- C. Educational structures with tuition in Romanian language with the study of the mother tongue

## **A. EDUCATIONAL STRUCTURES WITH TUITION IN THE MOTHER TONGUE**

1. In Czech language
2. In German language
3. In Hungarian language
4. In Serbian language
5. In Slovak language
6. In Ukrainian language

## 1. EDUCATION IN CZECH LANGUAGE

The Czech minority lives mainly in Caraş-Severin and Mehedinţi Counties. In these counties the school inspectorates co-ordinate the two educational forms as follows:

1. In Caraş-Severin County – pre-school and primary education are in Czech language in schools with grades ranging from I-VIII of Gârnic, Sfânta Elena, Ravensca, Bigăr. In secondary school tuition is in Romanian language. Pupils have the possibility to study their mother tongue, the Czech language, as a subject part of the framework-plan.
2. In Mehedinţi County – pupils have the possibility to study their mother tongue, the Czech language as a subject.

The problem these schools have to face is the lack of qualified teachers and of textbooks. The pupils use textbooks published by the Didactical and Pedagogical Publishing House. Alternative textbooks have not been translated. In compliance with Order No. 3811/1998 of the Minister of Education textbooks from the Czech Republic are used. Based on an interdepartmental agreement, there is a Czech teacher in each of these schools for the proper acquiring of the Czech language.

Based on the new curriculum for the Czech language approved in 2000, new textbooks will be elaborated. At the same time, a group of specialist elaborates the Syllabus for Czech language type B (study of Czech language in schools with tuition in Romanian language) for secondary school.

The teaching staff of schools where the Czech language is studied has yearly meetings. On these occasions they debate specific problems of the mentioned schools.

The localities from Caraş-Severin and Mehedinţi Counties where ethnic Czechs are living received financial aid from the Czech state. It was materialized in the construction of a new school in the village of Sfânta Elena bearing the name of the great pedagogue “Ján Amos Komenský”. The school was equipped by the Ministry of Education.

In order to monitor the learning of the Czech language, an ethnic Czech methodologist has been appointed at the County School Inspectorates of Caraş-Severin and Mehedinţi Counties.

Beside the above-mentioned counties, ethnic Czechs also live in Arad and Timiş Counties. In these counties the Czech language is maintained only in its spoken form.

In 2000-2001 school year, the educational instructive process in Czech language took place in 8 educational units with a number of 105 children and 13 teachers.

## 2. EDUCATION IN GERMAN LANGUAGE

Education provided in German language is integrated in a traditional system of school units and sections in mother tongue with the teaching staff and managing bodies belonging to this minority. It includes the children and the young people who want to study in their mother tongue, but it is also accessible to Romanian children and those belonging to other minorities.

Out of a number of 611,036 pre-school children 5,119 children study in groups, sections, kindergartens with tuition in German language (0.8%). Out of 1,077,251 schoolchildren 4,716 attend sections, schools with tuition in German at secondary school level (0,5%).

Education in German language is represented in Alba, Arad, Bihor, Bistrița Năsăud, Brașov, Caraș-Severin, Cluj, Hunedoara, Maramureș, Mureș, Satu-Mare, Sibiu, Suceava, Timiș Counties and in the municipality of Bucharest. In Mehedinți and Sălaj Counties there is pre-school and primary school education with tuition in German language, while in Constanța there is only pre-school education with tuition in German language. During the last years new secondary school sections have been established with tuition in German language as native language at the following school units: “A. Valhuța” in Bucharest, “L. Rebreanu” in Bistrița, “O. Ghibu” in Sibiu, “National Gaz School” in Mediaș, “I. Papiu Ilarian” in Târgu Mureș, “Gustav Gündish” in Săcele, “Colegiul Bănățean” in Timișoara, etc.

In school sections/units with tuition in German language there are **491** teachers who teach German language as native language or other subjects in this language: **60** pre-school teachers, **53** primary school teachers and 378 teachers with different qualifications. The deputy inspector general in Sibiu County is ethnic German. There are specialized school inspectors in charge with education in the languages of minorities in every county with education in the languages of minorities.

In schools with education in German language there are ethnic German teachers, teachers of other ethnic origin who know German and teachers for from the Federal Republic of Germany for different subjects.

Teachers for pre-school and primary school education teaching in German language are trained at the “Andrei Șaguna” Academic Secondary School in Sibiu, as well as the “Andrei Șaguna” Pedagogical University College in Sibiu within the “Babeș-Bolyai” University. The German language teachers are trained at the universities of Bucharest, Timișoara, Cluj-Napoca, Iași, Sibiu. In order to meet the demand to study the German language and literature, the universities of different centres (Northern University – Baia Mare, Transilvania University – Brașov, Ovidius University – Constanța, Craiova University, Oradea University, Ștefan cel Mare – Suceava) offer studies of German philology.

The **Centre for the Continuous Training in German Language in Mediaș** established by Order No. 3466/1998 of the Minister operates since September 1998 and is a legal entity according to Government Edict No. 485/1999. According to Government edict No. 23/2001 the CCTGL is subordinated to the Minister of Education and Research. CCTGL insures the conditions for the continuous training of teachers who instruct in German (native language and modern language) responding in this way to the imperative request of the Educational Committee of the Democratic Forum of Germans in Romania to ensure further training under the form of linguistic competence. According to Art. 4 of Government Edict No. 485/17.06.1999, the **Timiș branch of the Center for the Continuous Training in German Language in Mediaș** was established within the “N. Lenau” Secondary School in Timișoara. Refresher courses are organized with instructors from Romania and the Federal Republic of Germany. Continuous education is also achieved by refresher courses, lesson assistance programs and other activities organized in the Federal Republic of Germany and Austria.

Within the reform process of Romanian education, the goal is to include the main trends such as the reform of the curricula, the compatibility of the national curriculum with European standards, publishing of alternative textbooks, continuous training of teachers as well as the change of methods of teaching, learning, assessment.

The framework curricula for tuition in the languages of national includes into the common trunk subjects as the mother tongue and literature and the history and the traditions of national minorities.

There are new curricula for German language and literature as well, for grades I-VIII, and grade IX that will become effective in 2003/2004 school year. The curricula for grades X-XII shall be revised from the perspective of extending compulsory education.

The curricula emphasize operational knowledge, the correct acquiring and usage of the German language as a means of communication.

New textbooks have been elaborated for grades I-IV, as well as a series of auxiliary aids for primary education. There are new textbooks for grades V-VII. The textbook for grade VIII is being elaborated. For secondary school education there are two collections of texts for grades IX-X, and XI-XII published after 1995. Other three collections have been published with the help of the German side ("Old German Literature", "Lyrics of Different Centuries" and "Introduction in the History of the German Literature").

The curricula and the textbooks for Music translated from Romanian have a specific repertoire.

In order to support the activity of kindergartens with tuition in German, a work group co-ordinated by a pedagogical consultant from the Federal Republic of Germany in co-operation with the MER finalized the textbook of the kindergarten teacher.

The Olympic Contest of German language as mother tongue has a great success each year among the students of secondary schools/sections with tuition in German. The fact is that emphasis is laid on creativity and each year it is organized elsewhere, as well as the cultural and artistic program stimulates the participation at national level of 130-150 students from grades VII-XII/XIII. Yearly the Department for Pedagogical Exchange from the Federal Republic of Germany offers a number of scholarships to pupils who obtain extraordinary results at the Olympic Contest of German language as modern language and as mother tongue.

Based on the agreement between the Government of Romania and the Government of the Federal Republic of Germany on educational co-operation, over 40 teachers from the Federal Republic of Germany teach mainly in schools with tuition in German language. The program of the MER concerning the support of education in German is achieved through various means.

The specialized and educational consultants, the majority of the teachers from the Federal Republic of Germany accomplish methodological and sustained refresher activity at the Center for Continuous Training in German Language in Mediaș. The teachers from the Federal Republic of

Germany participate side by side with their Romanian colleagues at the elaboration of new curricula and textbooks, initiate common projects with schools from Germany and other countries. Educational co-operation with the Federal Republic of Germany is remarked especially by the multiplication effect of the active teaching methods and the stimulation of the pupils' creative thinking.

An important step forward in the process of European integration was made by the so-called "meeting classes" within the special section of the Academic Secondary School "H. Oberth" in Bucharest.

The curricula for the special section respond to the needs of both sides. The study will be finalized for the school-leavers of this section with a German and a Romanian certificate of final examination.

Taking into consideration the positive experience of the Special Section in Bucharest in 2000-2001 school year, the second similar section has been established at the "Nicolaus Lenau" Secondary School in Timișoara.

The positive results obtained in Bucharest and the establishment of the new section place Romania among the countries where this type of school-leaving examination is attractive for students, parents and local authorities. The advantage of these section is the possibility offered to more and more students to continue their studies in German either in Romania, in the Federal Republic of Germany or another Germanophone country. The Special Sections beside the German Schools Abroad all over the world receive a substantial support from the Federal Republic of Germany. This support is achieved by the sending of teachers, whose personal expenditure is covered for the most part by providing visual aid and, last but not least, providing textbooks.

In March 2001 the educational staff teaching at the special sections from Bucharest and Timișoara met to agree upon the curricula of these sections. They set up working teams in order to elaborate a set of curricula, bearing in mind the changes of both educational systems.

The Ministry of Education and Research approved the establishment of Special Sections in Sibiu and Brașov. Concerning the school year in which the new sections may start activity it is the turn of the German part to settle.

Beginning with 1995 Romania scored very good results by attending the examination for obtaining the German Language Diploma for Second Language organized by the Permanent Conference of the Ministers of Education of the Federal States of Germany according to bilateral



documents of co-operation. Yearly, the candidates, whose majority comes from schools with tuition in German language, pass this difficult examination formed of several tests and obtain diplomas which certify the level of their German language knowledge, necessary to pursue higher educational studies in Germany. Students with school-leaving certificates and German Certificate of Second Language have the possibility to continue their higher studies in the Federal Republic of Germany or Romania. Thus some university centers offer the possibility to obtain specialization in German Language or double specialization (German Language and a non-philological subject):

- “Babeş-Bolyai” University in Cluj at the following faculties: Mathematics and Computing, Chemistry and Chemical Engineering, Biology and Geology, Geography, Philology, Political and Administrative Sciences, History and Philosophy, the Faculty of Psychology and Pedagogy, respectively the Teacher-training University College in German Language in Sibiu;
- Technical University in Cluj (Faculty of Electrical Engineering, Faculty of Mechanical Engineering);
- “Politehnica” University – Timișoara (Faculty of Architecture, Faculty of Mechanics);
- Academy of Economic Studies – Bucharest (Faculty of Economic Studies in Foreign Languages).

At the above-mentioned faculties beside the specialized teachers from Romania there are eight lecturers from the Federal Republic of Germany and five from Austria. These achievements are the outcome of the continuous preoccupations of these higher educational units to offer education at European Standards by establishing close relations with similar higher educational units in the Federal Republic of Germany and Austria.

Thorough studies and master degree in German language are offered by the University of Bucharest, the “Babeş-Bolyai” University in Cluj, the West University in Timișoara, the “Lucian Blaga” University in Sibiu and the “A. I. Cuza” University in Iași. The “Babeş-Bolyai” University in Cluj offers master degree in German language and in non-philological subjects. The study lines with diplomas recognized both in Romania and the Federal Republic of Germany at the “Politehnica” University – Bucharest in co-operation with the university in Darmstadt and at the “Babeş-Bolyai” University in Cluj in co-operation with the university in Münster and Lille (France) have been consolidated.

Yearly the German Department for Academic Exchange offers beside the scholarships for researchers, a limited number of scholarships for ethnic Germans.

The yearly conferences of the Association of German Teachers in Romania, member of the International Association of German Teachers organizes yearly conferences, which offer the possibility to set up workshops with problems concerning the methodology of teaching. The yearly meeting of teachers from Transylvania and Banat who teach in German language debate actual problems concerning Romanian education in German language.

Based on the reforms of the last years – aiming at regulations, institutions and policies – education is the first major field that had passed the “examination” in Bruxelles at the negotiations of Romania to join the European Union.

**Among the regulations that had yielded these results we mention is the joint programs which aim at supporting the position of the German language in the Romanian pre-university education.**

A series of events, among which the yearly meetings of the teachers from the Federal Republic of Germany who work in the Romania result, through everyday practice, in a new boost of education with tuition in German language. Within the joint conference Arbeitskreis – Gundelsheim and the Institute of German Studies of the “Babeş-Bolyai” University, beginning with the fall of 2000, a round table conference was organized on **The Education of the German Community from Transylvania – One of the First Educational Systems in Europe**. On this occasion emphasis was laid on the contribution of education in German language to the development of education in Romania.

In 2000 the minister of state from Bavaria and the Minister of Education signed in Bucharest **“The Common Declaration on Co-operation between the Minister of Education in Romania and the Bavarian State Ministry for Science, Research and Arts”**.

The preoccupations of the MER fit in the coordinates of the Project of the Council of Europe which, by promoting the idea of the European citizenship and the necessity to maintain and cultivate the linguistic and cultural patrimony of Europe, organizes in 2001 under the aegis “European Year of Languages” a series of projects in order to bring in the notice of the public opinion the linguistic richness of Europe. This is also reflected in the multitude of languages spoken in Romania, many of which are taught in the Romanian education as a native or modern language.

In order to increase the number of pupils who study in German language, the county school inspectorates and the Inspectorate of the Municipality of Bucharest are invited to support constantly the educational units with tuition in German language, the special sections as well as educational units which provide candidates for the examination finalized in the German Language Diploma for Second Language organized by the Permanent Conference of the Ministers of Education of the Federal States of Germany and educational units which offer tuition in German language.

### 3. EDUCATION IN HUNGARIAN LANGUAGE

- Number of school units and sections: 2,367
- Total number of teachers: 11,948
- Total number of children and pupils: 187,140
- Number of students: 23,381

Education in Hungarian language in Romania represents a well-organized system of units and sections with teaching staff and managing bodies belonging to the Hungarian minority, which includes pupils who wish to study in their mother tongue.

After December 1989, several changes took place in the system of education in the languages of the national minorities in Romania, which reflect the wishes of the respective minorities. Thus, some of the measures taken in the educational field by a paternalist state were repaired. Thus following a policy of forced assimilation concerning minority education until the beginning of the 1989/1990 school year all the secondary school units with tuition in the languages of a national minority i.e. in our case the Hungarian language, were closed down. The secondary school network included only 107 units in schools with tuition in Romanian.

### I. Network

Due to measures of opening up in educational policy, in 1990/1991 school year the number of the reopened secondary school units with tuition in Hungarian reached 28, and the number of sections where there were forms with tuition in Hungarian reached 108. Consequently, 136 secondary schools functioned either only in Hungarian language (28) or in secondary schools with tuition in Romanian where there were forms with tuition in Hungarian language (108). Thus, many of the Hungarian pupils who studied in Romanian secondary schools chose secondary schools with tuition in the mother tongue.

Otherwise such essential changes took place in the entire educational network with tuition in Hungarian language. If in 1989/1990 school year the total number of school units/sections with tuition in Hungarian language (kindergartens and schools) was of 2145, in 1990/1991 their number grew to 2419. This meant a number of 274 (12.8%) schools and kindergartens in addition.

In 2000/2001 school year the Hungarian language network functions with 1121 kindergartens, 1184 schools with grades I-VIII, 164 secondary schools, vocational schools and post secondary schools, i.e. 9.7% of the total number of pre/university educational units in Romania.

Another change in 1990 was the reestablishment after 1945 of private and theological schools with tuition in Hungarian. This change took place in the entire Romanian educational system as well.

In 1989/1990 academic year there was no so-called higher educational system in Hungarian language. Only some of the courses were delivered in three out of 44 higher educational institutions in Romania. In 2000/2001 academic year a network of higher education in Hungarian still does not function. Instead, there are lines with tuition in Hungarian language within the “Babeş-Bolyai” University in Cluj at more than 50 specializations, within the University of Medicine and Pharmacy in Tg. Mureş at specializations in general medicine, paediatrics, dentistry, pharmacy, etc. and within the “Szentgyörgyi István” Drama Academy in Tg. Mureş. We mention as a novelty compared to the situation before 1989 the functioning of the Reformed and Roman Catholic Theology at the “Babeş-Bolyai” University in Cluj. In 1999/1999 academic year colleges with university degree were set up in Gheorgheni, Miercurea Ciuc, Târgu Secuiesc, Sfântu Gheorghe and Satu Mare. Private higher education with tuition in Hungarian language is present through the “Partium” Christian University in Oradea beginning with 1990, and in

2001 eight higher educational specializations received a temporary operational permit in Miercurea Ciuc and Târgu Mureş within the Hungarian Language Private University, „Sapientia”.

In the autumn of 2000 the concept for the development of the University was elaborated. A group of specialists elaborated the Provisional Charter of the University, the draft project for scholarships and the credit system. In order to obtain the provisional authorization for its functioning, in May 2001 the Interim Senate of the “Sapientia” University was established.

Following the methodology for the accreditation of higher educational institutions, the National Commission for Academic Evaluation and Accrediting decided to give temporary authorisation for the functioning of nine specializations in Miercurea Ciuc and Târgu Mureş. Thus it issued a provisional operational permit for the institutions under the name of the “Sapientia” University.

Competitive examinations were organized for 70 post of higher educational teachers for the different faculties.

**374 students** who passed the entrance examinations **shall begin their studies in Miercurea Ciuc and Târgu Mureş in 2001-2002 academic year.**

In order to train the future higher educational staff and to initiate research, the Scientific Council of the University announced scholarships for doctorands. 47 projects were chosen for financing. Within the program of scholarships for researchers 22 group and 17 individual scholarships were given.

We present the faculties of the “Sapientia” University:

### **1. The Faculties of Miercurea Ciuc**

209 students who passed the entrance examinations were admitted for the following specializations: Economy and Rural Sociology – 56 students, Accountancy and Administrational Computing – 50 students, Economy and the Administration of Agricultural Production – 50 students, Romanian Language and Literature – English Language and Literature – 53 students.

### **2. The Faculties of Târgu Mureş**

As a result of the entrance examination organized in Târgu Mureş, 165 students can begin their studies in the autumn in the following specializations: Computing Techniques – 30 students, Automation and Industrial Computing – 30 students, Computing – 40 students, Mechatronics – 25 students, Social Pedagogy – 40 students.

### ***Collaboration between the “Sapientia” University and the “Partium” Christian University***

The agreement between the “Sapientia” Foundation and the “Partium” Christian University establishes the framework of the cooperation, the conditions of integration and the assistance of the development of the “Partium” Christian University. The higher educational institution in Oradea already functions for ten years, being the first Hungarian higher educational university (with religious profile) established after the events of 1989. On October 1, 1999 the establishment of the “Partium” Christian University was resolved. The Government of Romania officially accredited the University as a higher educational institution by Government Edict No. 1215 of November 29, 2000. In 2000-2001 academic year the **653 students** enrolled studied under the guidance of **110 professors**. In 2001-2002 academic year the **number of students grew to 800**.

The assistance of the establishment and development of “Sapientia” University is achieved from a yearly fund of almost 2 billion forints allotted for this purpose from the budget of the Hungarian State.

Thus in 2001-2002 academic year a private university shall function in Hungarian language in Romania.

As a conclusion, tuition in Hungarian language in higher education in Romania is achieved within faculties, lines and groups in 9 cities in Romania.

### **II. Schooling of pupils**

The schooling tendency of pre-university education in Romania between 1989/1999 is characterized by a decrease concerning the number of children and pupils enrolled. If in 1989/1990 school year there were 5,381,141 children and pupils enrolled, in 1999/2000 school year their number was only 4,125,762, meaning a decrease of 1,255,379 of children and pupils enrolled (23.3%). In this period the number of pupils who studied in Hungarian language dropped from 231,893 to 193,635, meaning 38,258 children and pupils (16.5%). As the figures demonstrate, the rhythm of decrease in the number of children and pupils was bigger with 6.8% than in education in Hungarian language.

As far as the percentage of children and pupils in pre-university education is concerned, the situation is as follows: in Romania 4,032,127 children and pupils were enrolled. Out of this number 187,140 i.e. 4.7% study in kindergartens and schools with tuition in Hungarian language. Out of approx. 50,000 pupils of Hungarian nationality who were enrolled

in kindergartens and schools with tuition in Romanian language a number of approx. 700, representing 1.4% learn the mother tongue – the Hungarian – optionally.

In higher education in Romania the situation of schooling shows an increasing tendency, so it differs from pre-university education. While in 1989/1990 academic year in higher education in Romania there were 165.507 students, in 2000/2001 academic year their number increased to 533,152, namely the number of students tripled in comparison with their number ten years ago. The number of ethnic Hungarian students in Romania increased from 7,091 in 1989 to 19,654 in 1999 and 23.381 in 2001, which is an increase similar to the national one. The percentage of the ethnic Hungarian students was 4.3% both in 1989/1990 and in 2000/2001 academic year.

In conformity with the Agreement between the Ministry of National Education from Romania and the Ministry of Education from Hungary, more than 50 students and doctoring students from Romania – among them of Hungarian nationality too – study in Hungary and the same number of students from Hungary study in Romania on a reciprocity basis.

### **III. Employment**

In 1989/1990 school year out of the total number of 204,301 teachers in Romania 11,950 teachers, representing 5.8%, taught in schools with tuition in Hungarian language. In 1999/2000 school year the total number of pre-university teachers in Romania was of 274,439, out of which 12,437, representing 4.5% worked in educational units with tuition in Hungarian language.

In 2000-2001 school year from the total of 11,948 teachers who teach in the educational units with tuition in Hungarian language, 1,940 are pre-school teachers, 2,608 primary school teachers and 7,959 teachers and craft teachers.

Through the provisions of Article 125 of the Law on Education No. 84/1995 (republished), the training and further training of the teachers necessary for the activity of teaching and learning in and of the mother tongue is ensured. Due to the reform process, pedagogical colleges function for the training of pre-school and primary school teachers within the “Babeş-Bolyai” University in Cluj, with lines with tuition in Hungarian in Aiud, Cluj, Odorheiu Secuiesc, Satu Mare, Târgu Secuiesc.

As concerns the qualified teaching staff in schools providing education in Hungarian language, the situation is in general identical with

that of the entire educational system in Romania. Many qualified teachers had moved to town as early as 1990, as they were given the possibility to sit for exams in order to occupy a vacant chair or to be transferred. Thus many chairs remained uncovered with qualified staff especially in the rural area.

The school inspectors general in Covasna and Harghita Counties and one of the deputy inspectors general in Arad, Bihor, Braşov, Cluj, Mureş, Satu Mare and Sălaj Counties are ethnic Hungarians. A number of about 50 school inspectors of Hungarian nationality ensure a direct guidance and control of education in Hungarian language in Romania. It must be mentioned that following the reorganization of the Ministry of Education and Research and the county school inspectorates, the number of managing and executive post was not diminished.

### **IV. Content of education**

Beginning with the year 1995, the analytical school curricula and textbooks for tuition in Hungarian language were replaced by new ones and the elaboration of alternative textbooks started with the support of the World Bank. The elaboration of alternative textbooks at different subjects also began by the translation of textbooks elaborated for education in Romanian language. At present, pupils who study in Hungarian have new alternative textbooks for grades I-VIII. At present the textbooks for secondary education are being elaborated. In 1995 the textbooks for the study of the Hungarian language in normal schools and secondary schools of humanistic type, grades IX-X were published, while those for grades XI and XII were published in 1996. New visual aids are being conceived in conformity with the requirements of the new curricula and textbooks.

The schools providing teaching in Hungarian language, have a long historical past, which certifies the traditions accumulated in the domain of education. Many of them have celebrated 3 or 4 hundred years of existence. The best known schools are the Reformed College (Secondary School) from Cluj, established in 1560, the “Bolyai Farkas” Reformed College from Târgu Mureş, established in 1557, the Catholic School from Odorheiu Secuiesc, established in 1593, the School from Aiud from the 16th century, transformed into college by Bethlen Gábor in 1662, etc.

#### 4. EDUCATION IN SERBIAN LANGUAGE

The school inspectorates that organized the study of the native language for ethnic Serb pupils are:

- School Inspectorate of Timiș County
- School Inspectorate of Caraș-Severin County
- School Inspectorate of Arad County
- School Inspectorate of Mehedinți County

Due to the tradition of education in Serbian language in Romania the study of the native language was never interrupted. The representative localities in this respect are: Timișoara, Belobreșca, Cenei, Dinaș, Sânmartinul Sârbesc, Sânpetru Mare, Variaș, Gelu, Câmpia, Sânnicolaul Mare, Saravele, Radimna,, Socol, Zlatițaa, Beregsăul Mic.

The documentary evidence of the first Serbian school on the territory of Romania goes back to 1702, to the time of Turkish domination. After the Turks were driven away, when the Austrian domination was set up, in certain localities of this region, Serbian schools were attested in: Arad (1720), Cenad (1728), Ciacova (1730), Lipova (1733), Sânnicolau Mare (1740), Sânpetru Mare (1740), Petrovasela (1745), Timișoara-Mehala (1748), Variaș (1753), Pecica (1753), Gelu (1766), Parța (1769), Nădlac (1771), Felnac (1771) etc.

The one who laid down the basis of the Serbian schools in Timișoara and in several localities from Banat under the influence of the European Enlightenment was the reformer of education Teodor Jancovici of Mirievo, the secretary of the bishop of Timișoara in the second half of the eighteenth century. The initiator of the reform was a well-known pedagogue and philosopher, with a multilateral education and a vast culture. As a school director for the supervision and guidance of non-united Greek schools of Banat, he brought a decisive contribution to the development of the Romanian and Serbian education. The reform of the Serbian schools took place in conformity with the general options of fulfilling the inevitable social changes within the Court at Vienna, where education had a very important role.

The education law which was in force in Austria stood at the basis of the school reform in Banat. The provisions of the law in force stipulated three types of school: village (trivial), town (Capital) and normal (experimental) schools. The law stipulated that in each village with a parish

a Serbian-orthodox school should be set up. The school curricula included reading and writing in the spoken Serbian language, arithmetic, catechism and singing. The educational system divided to grades and subjects was introduced. The principle of gradation in education for the schooling of girls and boys, as well as education free of dogmatism was pleaded for.

Summarizing the activity of Teodor Jancovici of Mirievo concerning the reform of the Serbian schools in Banat, it can be stated that it gave excellent results. Thus, only in the period between 1776 and 1781, the number of schools and pupils multiplied five times.

An important step in the development of Serbian schools was achieved in the times of Uroș Nestorovici and George Natoșevici, two of the most important followers of Teodor Jancovici.

The establishment of the Department of Serbian language and literature in 1851 within the Piarist Secondary School in Timișoara also contributed to the development of the secondary school system. Thus several personalities of the Serbian cultural life such as: Milan Vidacovici, Grigorie Obradovici, Teodor Pavlovici, Jovan Stejjici, Fedor Nicolici, Jovan Sterija Popovici, Dimitirije Tirol, Branco Stefanovici, Miloș Crnjanski etc. graduated from this famous secondary school.

From the region of Banat originate other remarkable representatives of the Serbian culture. Other representatives from other regions who more or less successfully created on the area also deserve to be mentioned.

Dositej Obradovici, writer, philosopher and pedagogue, the most outstanding personality of the Serbian Enlightenment and Rationalism, was born of a Serbian handicraft family in Ciacova. The great reformer of the Serbian language and orthography, collector of the cultural heritage, Vuk Stefanovici Karadžić stood for a while and created in Banat, respectively in Timișoara. Jovan Sterija Popovici, one of the most famous comedians, had studied the Serbian-Romanian links in the field of lexicography and learned at the secondary school in Timișoara, where he also began to write poems in Serbian language. Pavle Kengelac, naturalist and historian, lived and created for more than three decades in the monastery of Sângeorge, where he was archimandrit. Joakim Vujici, the greatest playwright of his period, lived and created in Timișoara and Arad, traveled all over the Romanian countries and described them. The first Serbian woman writer from the Enlightenment period, Eustahija Arsici lived and created in Arad. The writer, historian and publicist Dimitrije Tirol

was born in Ciacova. The great tale teller, novelist and playwright Miloš Crnjanski spent his youth in Timișoara, where he finished elementary school and secondary school. His work is strongly connected to that city. In the locality of Cenei and Timișoara lived and created Dușan Vasiliev, modernist Serbian poet.

Education in Serbian language knew the following organizational forms: pre-school, general schools (denominational until 1946, then run by the state), secondary schools (inferior level between 1934-1948, superior level in 1943 and up to the present) and specialized schools: courses for primary school teachers between 1920-1929. Serbian Section of the Normal School in Timișoara between 1934-1947, Serbian Pedagogical School between 1948-1958, the Serbian Section of the Agrarian-technical Middle School between 1950-1956 and theological schools (monastic course between 1922-1923, Theological Seminar between 1953-1961).

The first attempt to organize middle school in Romania was made in 1921, when in the locality of Gelu (Ketfelj) the inferior private Serbian school was established. On the basis of the 1934 Romanian-Yugoslav Convention on the regulation of primary schools for minorities in Banat, the Inferior Serbian Secondary School was established. In 1943 it was transformed into the Superior Serbian Secondary School which continues to operate uninterruptedly since then. Beginning with 1990, the secondary school became autonomous, and bears the name of the great Serbian Enlightenment personality, Dositei Obradović, the prime minister of education in Serbia. The present secondary school has elementary, middle and secondary school departments. At all departments tuition is in the native language and the number of pupils and students was of 283 in 2000-2001 school year.

The number of Serbian elementary schools had two heights in 1936, when the denominational schools were established in the region of the Clisura Dunării, and in 1950, due to the school reform. The decrease in the number of these schools is the consequence of the decrease in the absolute number of students and, partly, due to their orientation toward schools with tuition in Romanian language.

Today ethnic Serbian children attend two educational forms: kindergartens, classes and schools with tuition in Serbian language and school units with tuition in Romanian language where the native Serbian language is studied.

In 2000-2001 school year the educational-instructional process in native language was carried out in 34 school units (kindergartens, primary

and middle schools and a secondary school) with a number of 893 pupils and students, and 74 ethnic Serbian teachers.

The majority of ethnic Serbian children from the educational system for national minorities study in school units with tuition in Romanian language, where native language is studied as a subject. An important number of secondary school graduates were sent to study at different universities in Yugoslavia.

The competition in Serbian language and literature is being organized every year for pupils in grades VII-VIII. The national contests up to now have given evidence of a good knowledge and use of the mother tongue and lead to eminence of young talents.

The study of the Serbian language in higher educational units at the Faculty of Foreign Languages and Literatures, Department of Serbian Language and Literature of the University of Bucharest and the West University of Timișoara ensured well-trained teachers and continues to offer secondary school graduates the possibility to study pedagogy at higher educational institutions.

Within the School Inspectorate of Timiș County there is a school inspector for Serbian language who is in charge with Caraș Severin, Arad and Mehedinți. Two ethnic Serbian methodologists were also appointed for these counties to supervise the observance of regulations concerning education in the native language.

Curricula for Serbian language and literature for primary, middle and secondary school level were elaborated by a group of ethnic Serbian teachers. The corresponding new textbooks are to be elaborated. At the same time, analytical curriculum was finished for the subject History and the traditions of the Serbian minority in Romania for grades VI-VII. The new textbook shall be elaborated on the basis of this curriculum.

The excursions and camps organized in Serbia during the holidays also contributed to the high quality of teaching of the Serbian language.

The Ministry of Education and Research, in co-operation with the Union of Serbs in Romania tries to solve all the problems concerning the study of the Serbian language as a native language.

## 5. EDUCATION IN SLOVAK LANGUAGE

During the two centuries of existence on the present territory of Romania, the Slovaks have maintained their linguistic, ethnic, cultural and spiritual identity due to education. As an integral part of the national educational system, education with tuition in Slovak language has a firm network formed of kindergartens, primary and middle schools, as well as two secondary schools.

The Slovak minority is concentrated in Arad, Bihor, Sălaj, Satu Mare and Timiș Counties.

The two forms of education organized for the Slovak minority are:

- educational units with tuition in the Slovak language (kindergartens, primary, middle and secondary schools) in Arad, Bihor, Sălaj, and Timiș (kindergarten) Counties;
- educational units with tuition in Romanian language where the native Slovak students study the Slovak language as a subject in Arad, Bihor, Satu Mare, Timiș Counties.

Most of the schools have qualified teaching staff.

Pre-school and primary school teachers for these school units are trained at the “*Jozef Gregor-Tajovský*” Secondary Industrial School from Nădlac, Arad County. In 2000 the graduates obtained two specializations as pre-school and primary school teachers. For a short period of time (2000-2001 school year), due to the transformation of the pedagogical secondary schools in vocational secondary schools, the training of pre-school teachers stopped. It will start again beginning with 2001-2002 school year.

For other specialization (mathematics, physics, etc.) ethnic Slovak teachers are employed, graduates of higher educational units from Romania or Slovakia.

The further training of the teachers from schools with tuition in Slovak language is ensured every year through activities organized by the county school inspectorates, as well as the refresher courses organized by the Methodological Center of the Matej Bel University from Banská Bystrica, Slovakia. According to the interdepartmental agreement (Ministry of Education and Research in Romania and the Ministry of Education in Slovakia), yearly 25 teachers from all educational levels and all specializations benefit of further training courses.

On the basis of the same agreement a teacher from Slovakia specialized in Slovak language and literature teaches at the “Jozef Kozáček” Theoretical Secondary School from Budoii, Bihor County.

At the same time, conferences are organized every year for the teaching staff of schools with tuition in Slovak language, opportunity to exchange experience for the servants of education.

Every year pupils from grades VII-XII of the already mentioned schools compete at the Olympic contest in Slovak Language and literature. Besides the prizes offered by the Ministry of Education and Research, the Democratic Union of Slovaks and Czechs in Romania also rewards the winners with book.

In 2000-2001 school year the textbook for Slovak language for grade V and the textbook for the “history and the traditions of the Slovak minority in Romania” for grades VI-VII were elaborated. For grade I the (alternative) Maths book was translated into Slovak language. At the same time the alternative textbooks for grade VIII are being translated.

In order to observe the quality of teaching the Slovak as native language, two methodologists were appointed in Arad and Bihor Counties.

In 2000-2001 school year the instructional-educational activity in Slovak language was carried out in 34 educational units with 1,148 children and pupils. 138 teachers carry out the instructional-educational activity. At the same time 57 pupils attending schools providing education in Romanian language, study the Slovak language.

## 6. EDUCATION IN UKRAINIAN LANGUAGE

- School Inspectorates that have organized the study of the native language for pupils of Ukrainian nationality from Romania:
  - The School Inspectorate in Maramureş County
  - The School Inspectorate in Suceava County
  - The School Inspectorate in Caraş-Severin County
  - The School Inspectorate in Timiş County
  - The School Inspectorate in Tulcea County
  - The School Inspectorate in Arad County
  - The School Inspectorate in Botoşani County
  - The School Inspectorate in Satu Mare County
- Representative localities: Sighetu Marmăţiei, Siret, Rona de Sus, Poienile de sub Munte, Ruscova, Crăciuneşti, Remeţi, Copăcele, Zorile, Cornuţel-Banat, Negostina, Bălcăuţi, Şerbăuţi, Pogăneşti, Bethausen, Murighiol, Micula, Ştiuca, Lugoj etc.
- The children belonging to the Ukrainian minority attend two forms of education:
  - kindergartens, classes and schools providing education in Ukrainian language;
  - schools providing education in Romanian language where the mother tongue, the Ukrainian language is studied.
  - number of school units where the Ukrainian language is studied: 64.
- Total number of children and pupils attending schools providing teaching in Ukrainian language in 2000/2001 school year: 725
  - pre-school education: 203
  - primary school education: 133
  - middle school education: 174
  - secondary education: 215
- Number of pupils who study Ukrainian language in 2000/2001 school year: 7,738
- Number of teachers: 149

In the fifties and sixties, the Ukrainian minority from Romania had schools providing education in native language in every locality with a large number of Ukrainians. It also had five academic and pedagogical secondary schools (2 in Sighetu Marmăţiei, Siret, Suceava and Tulcea).

Although quite numerous (the data of the 1992 census reveal that the share of the Ukrainian minority is greater than that of other minorities. It is on the fourth place, after the Hungarians, Gypsies/Romas, and Germans), the school population of Ukrainian nationality attends preferably the second type of education. Pupils learn in schools instructing in Romanian where the Ukrainian language is studied as a subject which becomes compulsory after the consent of pupils and parents.

Teacher training for pre-schools and primary schools began in 1990/1991 school year at the Normal Schools from Sighetu Marmăţiei, Suceava and Tulcea. A great number of secondary school graduates were sent to Ukraine, with the help of the Union of Ukrainians in Romania, to continue their studies in Ukraine. Most of them have validated their study certificates and work as teachers. It is true that some of them have other working places than schools.

In order to have qualified teachers for each school units, it would be necessary to retrain the ethnic Ukrainian Russian and Romanian teachers and to have a coherent programme for the training of teachers after the prior study of marketing especially in Suceava, Timiş, Caraş-Severin and Tulcea Counties.

The textbooks for the study of the Ukrainian language and literature in grades I-VIII have been revised according to the curricula in force after 1990. Still, due to advising and control activities it had been noticed that, in certain schools, the means used for the study of the Ukrainian language were not completely in compliance with the present analytical curricula. As soon as possible, new or revised textbooks shall replace them. Thus, work-groups formed of primary and secondary school teachers must be set up to elaborate new textbooks for all levels and to translate the alternative ones for the education in Ukrainian language.

As an immediate measure, the existing textbooks of Ukrainian language and literature were reedited in larger number of copies, in compliance with the requests received from the counties. The task was accomplished in December 2000 for grades I-VIII. As a future measure, as a proposal, the establishment of a mixed Romanian-Ukrainian committee should be considered to elaborate textbooks for ethnic Ukrainians from Romania, and for ethnic Romanians living in Ukraine, in order to surpass undesired situations from this point of view. A remarkable moment in the life of the Ukrainian minority was the reestablishment in the 1997/1998 school year of the “Taras Şevcenko” Academic Secondary School in Sighetu Marmăţiei, Maramureş County. In this way, education



in Ukrainian language benefits again of a complete network of pre-university education that can be improved at request.

An Ukrainian language and literature Olympic Contest is organized every year for the pupils in grades VII-VIII and, beginning with 2000, for grades IX-XII where the pupils reveal their particular skills. Beside the prizes offered by the Ministry of Education and Research, they receive a diploma of talent from the Embassy of Ukraine in Romania together with other prizes.

Within the School Inspectorate of Maramureş County there is an inspector responsible for the study of the Ukrainian language, who is responsible for Timiş and Caraş-Severin Counties. Within the County School Inspectorates of Suceava County there is an inspector responsible for the study of the Ukrainian language in Botoşani and Tulcea Counties. It should be also mentioned that two new departments of Ukraine language and literature have been set up at the universities from Suceava and Cluj-Napoca, besides the already existing one at the University of Bucharest.

Representatives of education in Ukrainian language, teachers and students, as well as specialized school inspectors participate at further training courses in Ukraine. Thus in November 2000 some of them participated at an important international conference on Ukrainian education in the diaspora, which was held in Kiev. At the same time, during last summer, more than 50 ethnic Ukrainian students from Romania, participants at the Olympic contest of Ukrainian language of 2000, benefited of a successful camp of Ukrainian language at Odesa.

The Embassy of Ukraine in Romania supported the “Taras Şevcenko” Academic Secondary School with tuition in Ukrainian language from Sighetu Marmatei by buying 16 computers, textbooks and classical Ukrainian literature books for its students.

In 2000 large sums of money were remitted from the special funds of the Ministry of Education to equip the secondary school with central heating.

As a conclusion, the directorate in charge of the ministry, in collaboration with the Union of Ukrainians in Romania, its president and its deputy in the Romanian Parliament try and find adequate solutions to overcome difficulties concerning the study of the Ukrainian language as mother tongue in Romania, including the studies of young ethnic Ukrainians in Ukraine.

## **B. EDUCATIONAL STRUCTURES WITH TUITION PARTIALLY IN THE MOTHER TONGUE\***

1. In Croatian language
2. In Turkish language

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\* The educational system with tuition in the languages of national minorities also includes forms of partial education. This form of study of the native language is characteristic for the Croatian, Turkish and Tartar minorities. They also learn certain vocational subjects in their mother tongue.

## **1. EDUCATION WITH TUITION PARTIALLY IN CROATIAN LANGUAGE**

The Croatian minority lives mainly in Caraş-Severin County. The cultural and spiritual center of the Croats is Caraşova. It is here that the Bilingual Romanian-Croatian Secondary School functions and the instructive-educational process is carried on partially in Croatian. In the other localities where Croats live – Clocotici, Lupac – the Croatian language is studied by ethnic Croatian pupils in schools with tuition in Romanian language – 502 pupils.

In 2000-2001 school year:

- at pre-school and primary school level there are groups, respectively classes with tuition in Croatian in Caraşova with 17 pupils and Clocotici with 23 children (kindergarten) and 40 pupils in grades I-IV in Caraşova;
- at middle school level all ethnic Croatian students attended schools with tuition in Romanian language and study the Croatian language as a separate subject;
- at secondary school level the 48 pupils study approximately 40% of the subjects in Croatian language;
- in these educational units there are 11 teachers.

The problems these schools have to face are the lack of textbooks and of qualified teachers who know the Croatian language. During the last years many secondary school graduates left to study in Croatia. Until now two graduates of Croatian language and literature have returned.

A team of specialist elaborated the curricula for Croatian language. The textbook will be elaborated on their basis.

The Ministry of Education from Romania organizes further training courses on specialization and on methodology with the participation of teachers from the above mentioned schools.

## 2. EDUCATION WITH TUITION PARTIALLY IN TURKISH AND TARTAR LANGUAGES

The Turkish and Tartar minorities re-organized the study of their native languages with the help of the School Inspectorates of Constanța and Tulcea Counties beginning with 1989/1990 school year.

In the fifties and the sixties there were schools providing education in Turkish and Tartar languages. During the following decades these schools were closed down.

At the request of the Turkish and Tartar communities, groups and classes for study of the Turkish language were established beginning with 1990, in the Romanian schools of Constanța and Tulcea Counties.

- Representative localities in this respect are Constanța, Medgidia, Cobadin, Mangalia, Valu lui Traian, Fântâna-Mare, Tuzla, Castelu, Basarabi, Tulcea, Eforie Sud.
- Total number of pupils studying the Turkish language in the school year 2000/2001: 3,159
- Number of teachers teaching the Turkish language: 71
- Number of volunteer methodologists: 2
- Modalities of organizing the study of the Turkish language:
  - study of the Turkish language as a regular subject in schools providing education in Romanian language;
  - bilingual school units.
- Teachers necessary for teaching the Turkish language are trained at the “Kemal Atatürk” Moslem Theological and Pedagogical Secondary School in Medgidia, at the departments of Turkish language within the University of Bucharest and of Constanța, and at the “K. Atatürk” Pedagogical College of Constanța with Turkish-Romanian and Turkish-English departments

The necessity to diversify the educational forms determined the establishment of two private secondary schools for the study of informatics with tuition in Romanian, Turkish and English in Constanța and Bucharest.

These schools can be attended both by pupils of Turkish and Tartar nationality, as well as by ethnic Romanians.

The educational process lined up with the objectives of the reform in the Romanian education.

In accordance with the national curriculum, the new analytical curricula for the Turkish language and the curricula for Moslem Religion for grades I-XII were elaborated and approved by Order of the minister in 1998.

The study of the native language is carried on by means of new (communication, primer), revised and republished textbooks edited by the Didactical and Pedagogical Publishing House or others brought from the Republic of Turkey.

A bilingual collection of tales in Romanian and Turkish and an anthology of literary texts was published as supplementary reading for pre-school and secondary school pupils.

Within the intergovernmental Programme of co-operation in the field of science, culture and education for 1997-2001, as well as the Agreement between the two Ministries of Education vocational subjects are taught with the help of teachers from Turkey (7) at the “Kemal Atatürk” Moslem Theological and Pedagogical Secondary School of Medgidia. In December 1999 the protocol for the organization and functioning of the “Kemal Atatürk” Moslem Theological and Pedagogical Secondary School was renewed and signed following the re-orientation of the pedagogical schools in Romania.

The educational process in the Turkish language is positively influenced by the permanent collaboration at the level of the General Directorate for Education in the Languages of Minorities with the unions of the Turkish and Tartar minorities, as well as with the School Inspectorates of Constanța and Tulcea Counties.

**C. EDUCATIONAL STRUCTURES WITH  
TUITION IN ROMANIAN LANGUAGE  
WITH STUDY OF  
THE MOTHER TONGUE\***

1. Armenian language
2. Bulgarian language
3. Greek language
4. Italian language
5. Polish language
6. Romany language
7. Russian language
8. Czech language
9. Croatian language
10. German language
11. Hungarian language
12. Serbian language
13. Slovak language
14. Turkish language
15. Ukrainian language

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\* In this section there are short presentations on minorities that do not have monolingual education. Still, out of the 15 enumerated languages six minorities (Czech, German, Hungarian, Serbian, Slovak and Ukrainian) as well as another two with partial education in the native language (Croatian and Turkish-Tartar), which although benefit of native language education, in certain localities, they study their mother tongue as a regular subject within sections and schools which fail to provide native language education.

## 1. ARMENIAN LANGUAGE

- School Inspectorates that have organized the study of the native language for pupils of Armenian nationality in Romania:
  - The Municipal School Inspectorate of Bucharest
  - The School Inspectorate of Constanța County
- Representative localities: Bucharest, Constanța
- Total number of pupils in the school year 1999/2000: 11
- Number of teachers: 1

Beginning with the school year 1990/1991, the Armenian School in Bucharest was reopened due to the initiative of the Union of the Armenians in Romania. Children of all ages started to study the Armenian alphabet.

In 1994 the Union of the Armenians requested the Ministry of Education that the Armenian groups of pupils be included into the system of state school. The Municipal Inspectorate in Bucharest agreed that the Armenian pupils who attended schools in Romanian language in different districts of Bucharest be enrolled to a school close to the headquarters of the Armenian Union. The Union recommended a teacher of Armenian nationality to teach the Armenian language.

The study of the mother tongue was organized at two levels, for beginners and advanced learners. Textbooks could not be published due to the small number of pupils and copies needed to be printed. Thus, an Armenian primer and visual aids made with the help of the Union of the Armenians in Romania were used. In the first stage the goal was to familiarize the pupils with the Armenian language, to develop their skill of conscious listening, understanding and correct reproduction of the specific phonemes of the Armenian language, as well as to enrich their active and passive vocabulary. The aim in the second stage was to develop their reading and writing skills, as well as their oral and written communicative skills. This approach to the study of the Armenian language is due to the fact that most of the children do not speak this language in their families.

The festivities organized on anniversaries and religious holidays offer good possibilities to evaluate the progress made by the young generation of Armenian ethnic origin.

The municipality of Constanța also provides education in Armenian language for a group of pupils within a system of simultaneous teaching.

## 2. BULGARIAN LANGUAGE

The region with localities inhabited by a compact population of Bulgarian nationality is in Timiș County.

The tradition of education in Bulgarian language in Romania contributed to the fact that the study of this language was not interrupted. In this respect Dudeștii Vechi is the most representative locality in the above mentioned county.

Based on Order No. 4981/1998 of the minister of education and following the meeting of the Romanian and Bulgarian ministers of education, the Bulgarian Secondary School in Bucharest re-opened its gates in 1999/2000 school year. Within this secondary school 84 pupils learn the Bulgarian language as a school subject in three forms. In accordance with the bilateral agreement the material resources of the schools shall be extended in order to ensure the accommodation of pupils who come from other localities.

In the southern regions of the country where ethnic Bulgarians live, the study of the Bulgarian language is organized within the community.

Specialization on a higher level is carried out within the University of Bucharest, Department for the study of the Bulgarian language and literature. At the same time, young ethnic Bulgarians study at different higher educational institutions in Bulgaria.

The curricula for Bulgarian language were revised and new textbooks will be elaborated in compliance with it.

An ethnic Bulgarian methodologist was appointed at the School Inspectorate in Timiș County to monitor the educational process in Bulgarian language.

In 2000/2001 school year, 434 *pupils in 4 school units providing education in Romanian* with 7 *teacher who teach the Bulgarian language* chose to learn the Bulgarian language in Timiș and Arad Counties and in the municipality of Bucharest.

## 3. GREEK LANGUAGE

After 1989, education in Greek language began to flourish.

- School Inspectorates that organized the study of the mother tongue – the Greek language – are those of Constanța, Tulcea and Bucharest.
- Representative localities: Constanța, Babadag.
- Total number of pupils who study the Greek language: 193.
- Number of teachers who teach the Greek language: 4.

Greek is also studied under a different form, within the groups that were organized with the effort of the Greek community. These groups activate within the Hellenic Union in Bucharest.

Due to the political conditions until 1989, education in Greek language knew a “regress” that led to the disappearance of schools with tuition in Greek language (for example in representative localities such as Bucharest, Constanța, Brăila).

This determined the Bucharest Branch of the Hellenic Union, to organize initiatory courses for the study of the mother tongue.

The Hellenic Union in Romania, with the support of the Embassy of Greece in Bucharest, sent ethnic Greek young persons for studies in Greece.

The Hellenic Union organizes cultural activities people (artistic festivals, trips, camps etc.) for ethnic Greek children and young.

#### 4. ITALIAN LANGUAGE

- School Inspectorates that organized the study of the native language for pupils of Italian nationality in Romania:
  - The School Inspectorate of Tulcea County
  - The School Inspectorate of Constanța County
- Representative localities: Greci (Tulcea County)
- Number of pupils: 19
- Number of pre-school children: 42
- Number of Italian language teachers (mother tongue): 1

Ethnic Italian children in Romania have two possibilities to study the Italian language:

- as the first or the second modern language included in the syllabuses of schools with tuition in Romanian language;
- as mother tongue in schools with tuition in Romanian language, in 4 hours per week at primary school level and 3 hours per week at middle and secondary school levels.

At present only a small number of children chose to study Italian as their mother tongue, proportionally to the percentage of the Italian community in Romania.

At the level of extra-school activities, cultural exchanges (plastic arts exhibitions with works of the pupils, documentation trips in Italy, correspondence with Italian children, etc.) took place with the support of the organizations set up by the Italian community in Romania

The pupils belonging to the Italian community study, as a rule, from books used for the teaching of this language as a modern language because it is not spoken in the families the children come from.

Beginning with the school years 1994/1995 and 1995/1996 groups and classes were set up for the study of Italian as mother tongue in the locality of Greci in Tulcea County.

There are several possibilities to acquire and improve the knowledge of Italian language, as it is a language widely used.

#### 5. POLISH LANGUAGE

- School Inspectorates that organized the study of the native language for children of Polish nationality in Romania:
  - The School Inspectorate of Suceava County
- Representative localities: Solonețul Nou, Poiana Micului, Pleșa, Moara, Cacica, Gura Humorului, Păltinoasa, Siret, Suceava
- Total number of children and pupils in the school year 1999/2000: 397
- Number of Polish language teachers: 13

Education in Polish language organized according to 1948 Law on Education ceased in the sixties in the three localities – Solonețul Nou, Poiana Micului and Pleșa – traditionally inhabited by Poles. It started again after 1989. New school units with classes and groups studying the mother tongue were established in Suceava County (Moara, Cacica, Gura Humorului, Siret, Păltinoasa and Suceava).

In 1995, the new school bearing the name of the writer Henryk Sienkiewicz was opened for grades I-VIII, at Solonețu Nou, the main locality with a compact population of Polish nationality at the same time with the inauguration of the new headquarters of “Dom Polski”. The school from Solonețu Nou is very well equipped due to the help received from Poland. The ethnic Polish headmistress aimed at having a teaching staff formed of qualified teachers on one hand, and at finding the necessary funds for developing it, on the other hand.

As the number of qualified teachers for teaching Polish language is insufficient, according to the Intergovernmental Programme of co-operation in the field of education and culture and, in conformity with the Agreement between the ministries of education from the two countries, teachers from Poland were employed. The Polish teachers brought not only auxiliary materials but also modern methods and techniques for the efficient teaching of the Polish as mother tongue. The trips and language camps organized during the holidays by the Polish side, as well as the teacher refresher courses organized in Poland have both contributed to a better acquiring of the Polish language.

The Union of the Poles of Romania supports the schools through a coherent programme for the training of the teaching staff, for the

stimulation of pupils who study the Polish language. Thus, secondary school graduates were sent to Poland for pedagogical and philological studies. After returning and validating their graduation papers, they would start to work as primary and secondary school teachers.

In the Municipality of Bucharest, the demands concerning the learning of the Polish language were solved by the local branch of the Union of the Poles, supported by the Embassy of the Polish Republic.

Beginning with 1990, the textbooks, elaborated by Romanian authors, most of them teachers at the Department of Polish Language and Literature of the University of Bucharest, were revised and reedited by the Didactical and Pedagogical Publishing House. This year 5 titles of textbooks in Polish will be published. In the future new textbooks will be elaborated in conformity with the new analytical curricula for Polish language and literature. The possibility that mixed committees of Romanian and Polish specialists elaborate textbooks should be analyzed.

It must be mentioned that according to Order No. 4758/12.10.1998 of the Minister of Education, the University of Suceava was encouraged to organize a section for specialization (at licence level) in Polish language, literature and culture.

The General Educational Directorate for National Minorities is in fruitful relations of co-operation with the Suceava-based Union of the Poles of Romania and its representative in the Romanian Parliament.

## 6. ROMANY LANGUAGE

### **First measures:**

#### **a) *at pre-university level***

At first stage a current database was created on the existing situation of education (pre-school, school, secondary school, higher education) for Rromas in the official state network. The database was structured at the initiative of NGOs or of local school authorities.

For this reason data was requested on the schooling programs on Roma children and youth from NGOs.

Similar data were requested from county school inspectorates.

- The framework-plan on the history of Rromas and a curriculum on the history and the traditions of the Rromas (to elaborate the textbook for grades VI-VII). was elaborated..
- The proposals from the Rromas, Roma organizations and the Rromas' Party were concentrated on the occasion of meetings (receiving at the Ministry of National Education the representatives of the Association of Students and Young Antiracist Rromas, participation of the inspector for Romany language at the seminar from Sibiu and from Arcus, both in September 1998, etc.). On the basis of the proposals the Ministry of National Education issued two especially important orders (Order No. 4562/16.09.1998 and 5083/26.11.1998 of the Minister of National Education) for the education of the Rromas at pre-school, school, secondary school and academic level.
- The instruments of school work were elaborated in Romany language (Spelling-book with Biblical theme "Po but dud", in co-operation with the Interdenominational Biblical Society in Romania (authors: Camelia Stănescu and Gheorghe Sarău) and the textbook for communication (translators: pre-school teacher Mihaela Zătreanu, Prof. Camelia Stănescu and prof. Gheorghe Sarău).

#### **b) *at higher educational level***

On April 15, 1998, the Ministry of National Education issued Order No. 3577, which supported with affirmative, real measures the access of students and young Rromas to higher education. 144 separate places were insured only for the Roma candidates (85% were occupied).

In the period may-august 1998, the Faculty of Foreign Languages and Literature, with the help of the University of Bucharest and the



Ministry of National Education established and authorized the department for Romany Language and Literature, as a second specialization, insuring 10 distinct places for Rroma candidates. After the entrance examination 8 young Rromas were admitted for Romanian-Romany (6 students) and French/English-Romany (2 students) specialization.

### Strategic programs

The successful strategic programs of the Ministry of Education and Research concerning education for Rromas of the last three years are based on a *first, simple general principle*, namely, to think and apply together with the Rromas the programs meant for them.

This principle was and is continuously put into practice through direct consultations with Rroma leaders, Rroma NGOs and not Rroma NGOs who support the schooling of the Rromas. Thus the decisions of the Ministry of Education and Research and the General Directorate for Education in the Languages of Minorities were taken with subtlety from the perspective of the concrete and particular demands of the Rroma community.

*The second principle* was that of initiating long-term strategic programs, renewed yearly, which, together with new projects that should be developed in perspective, shall contribute to the consolidation of the general strategy of the Ministry of Education and Research in Romania on the schooling of the Rromas (pre-school, school, secondary school pupils, students, adults).

1. *First strategic program of the Ministry* began in April 15, 1998, by Order No. 3577 was that of consolidating an earlier program of the Ministry on insuring distinct places in universities for young Rroma candidates. The Department of Social Assistants of the University of Bucharest initiated this program beginning with 1992-1993 academic year.

Through the normative act of April 15, 1998 (as well as similar subsequent orders of the Ministry: Order No. 5083/26.11.1999, No. 3294/01.03.2000 and No. 4542/18.09.2000) 150-200 distinct places were given yearly for Rroma candidates at the entrance examinations at different faculties and university colleges at the University of Bucharest, Cluj-Napoca, Iași, Timișoara, Craiova, Brașov, Sibiu, Constanța, Oradea, Suceava and the National School of Political and Administrative Studies of Bucharest.

It must be mentioned that during the last years certain higher educational institutions (like the University of Cluj, University of Constanța

and the NSPASB Bucharest) fully understood the necessity of affirmative measures for Rromas. They have allocated supplementary places for ethnic Rromas through their own schooling number, over the number of places given by the Ministry of Education and Research through the above mentioned orders. This contributed to the increase of the number of places allocated for the ethnic Rromas at national level with 50 places in each of the last two years. This strategic program has as a main objective the *formation of a Roma intelligentsia, creation of models of Rroma intellectuals within the Rroma communities*.

2. A *second successful strategic program* of the Ministry of Education in Romania concerning education for Rromas was initiated and concerned the *creation of the necessary infrastructure at the level of the 42 county school inspectorates by the appointment of an inspector in charge with the education of Rromas at each of them*. At present out of the 40 school inspectors within the structure of county school inspectorates, 19 are ethnic Rroma, and 21 do not belong to this ethnic community (are ethnic Romanians and Hungarians). In two counties (Botoșani and Tulcea) there are no school inspectors yet in charge with the education of Rromas. This strategic program made possible, on one hand, the organization in the counties of the education for Rromas (including school recovery and tuition of their native language, the Romany language) and, on the other hand, the efficient carrying out of the strategic plans of the MER in this field.

3. A *third strategic program* of the Ministry of Education and Research is the *formation of Rroma teachers to coopt young Rromas (secondary school graduates with school leaving diploma) as unqualified teachers to work with classes of Rroma children as primary school teachers or teachers for the native Romany language*.

The program was extended in the last three years to “preform” the potential Rroma teachers of Romany language following the initialization of short-term (three weeks) intensive summer courses of the type organized with the financial help of governmental and non-governmental organizations or embassies. For example, the refresher courses for Romany language in Satu Mare (summer 1999) or those from Călimănești (summer of 2000) were organized with the financial contribution of the Department for the Protection of the National Minorities of the Romanian Government, SON Bucharest (Soros Foundation Bucharest), CRGC (Center of Resources for the Rroma Communities) from Cluj-Napoca,

the Embassy of Great Britain, the Embassy of France, the “Romani CRISS” Rroma organization and the Ministry of National Education.

In the summer of 2001, the intensive summer courses of Romany language are financed by the UNICEF for a number of 55 unqualified Rroma teachers.

The higher education of Romany teachers is achieved in a more restraint frame at the Faculty of Foreign Languages and Literature (University of Bucharest), Department for Romany language and literature with an increased number of students from October 2000, at the initiative of the program “Education 2000+” of SON Bucharest and the Department for Minorities of our ministry. It is also achieved at the College for Open university “CREDIS” of the University of Bucharest, where in 2000-2001 academic year 62 unqualified teachers who teach Romany language in schools (55 of them are Rromas, 7 are Hungarians and Romanians) were admitted to the department for double specialization as pre-school teachers and Romany teachers.

The program “Education 2000+” of SON Bucharest supported financially and logistically the inauguration of the open university for Rromas (editing of university courses in Romany language and literature, support of schooling expenses, transportation and board in Bucharest for the period of sessional examinations for 30 Rroma students for a period of three years). The “Providence” Foundation has also given 2 scholarships for young gypsies.

The program was structured starting from the reality that the affective coordinate cannot be neglected, namely, that many gypsies want that the teachers of their children be ethnic Rroma. In this way the motivation of ethnic Rroma children to attend school also increases.

4. A *fourth strategic program* was *collaboration with domestic and foreign Rroma and non-Rroma NGOs* that are preoccupied with the education of Rromas. During the period of reference the General Directorate for Education in the Languages of Minorities of the Ministry of Education and Research maintains relations of partnership with over 80 NGOs and institutions. We mention: the Foundation for an Open Society (through SON Centers Bucharest and CRGC Cluj-Napoca), Romani CRISS, the Organizations “Save the Children!”, the Project for Ethnic Relations (USA through its office in Târgu Mureş), Organization of the Baptist Church “Providence”, the Organization „Caritas” of Satu Mare, Rromas’ Party, DFNM – Government of Romania, Şatra – ASTRA, Association of Students and Young Antiracist Rromas, GLAR (Work

Group of Rroma Associations), “Phoenix” Foundation Bucharest, AIDROM Bucharest, Romani Union (Germany), “Rromani Baxt” (France), MEDE, Embassies of France, Great Britain and Germany in Bucharest, OSCE Warsaw, UNICEF, etc.

5. The *fifth strategic plan* was the *elaboration of the instruments of work in school (Syllabuses and textbooks) with the involvement of the Rroma teachers*. Thus, beside the textbooks elaborated by us, there are syllabuses elaborated by Rromas or in partnership.

6. The *sixth strategic program* of the Ministry of Education and Research concerning education for Rromas was the creation of a database. For the fluidization of information concerning the facilities created by the Ministry for the education of Rromas and in order to put at the disposal of Rroma school inspectors within the county school inspectorates and the NGOs a fast interactive instrument of work, the “Interactive Information Bulletin on the Education of the Rromas” was elaborated monthly. It is distributed by electronic way to school inspectorates, NGOs and Rroma activists in Romania and abroad.

7. The *seventh strategic program* was the strengthening of the process of teaching the Romany language in schools and the consolidation of the network of Romany teachers. Thus, if in 1992-1993 the Romany language was studied by only 368 Rroma pupils. Today this language is taught at national level as a native language by 200 Rroma and non-Rroma teachers (approx. one fifth are Romanian or Hungarian teachers), and the number of pupils who study it is over 11,000. From the counties that remarked themselves in the introduction of 3-4 lessons of the native Romany language (week) for a class or group of Rroma children we mention: Mureş, Dolj, Iaşi, Bacău, Ialomiţa, Timiş, Bihor, Satu Mare, Maramureş, Sălaj, Suceva, Olt, Vaslui, Harghita, Huneadoara, Arad, Alba, Vrancea, Giurgiu, Caraş-Severin, Mehedinţi, Galaţi, Covasna, Dâmboviţa, Brăila, Botoşani, Teleorman.

8. The *eight strategic program* of the Ministry of Education was the *cultivation of the Romany language through extracurricular activities* during the summer holidays (camps of Romany language, camps of intercultural education, when 200 places were given in camps by the seaside) and within the national contest of Romany language (initiated in the summer of 2000 at Brăila at the proposal and financial help of the “Phoenix” Foundation).

In April 2001, the Ministry of Education and Research organized the national contest of Romany language at Bacău, where from 22 counties

the best 43 Roma students who study Romany language in school competed with each other.

At the same time, for the summer of 2001, Roma children were given 250 places in the Camps of Romany Language and Culture by the seaside.

9. The *ninth strategic program* of the Ministry of Education and Research concerning education for Rromas is preoccupation for *school recovery education* (liquidation of illiteracy, completing of studies and vocational education through the Program “second chance” carried out with the organization SON Bucharest - “Education 2000+ Centre”), including the structuring of an intensive education and low attendance (schoolable or adult Rromas). The course is being revised. At present the Ministry of Education and Research is making efforts to amend the Law on Education from this perspective.

As a conclusion, if we agree with the fact that there are successful strategic programs promoted by the Ministry of Education and Research in the last three and a half years concerning the schooling of Rromas, then we have to reveal that each institution and persons has the secret at hand. It presumes the desire to do something concrete for the Rromas, with the Rromas and for the Rromas, to have a dialogue and permanent consultation between the decision-makers and the community of Rromas; the desire to give up prejudices, to cultivate the respect for each other, the necessity to make flexible and subtle legislative canons; the maturity to understand that at the decision-making level of governmental and local structures there must exist Roma officials to manage Roma problems; affirmative measures (positive discrimination).

## 7. RUSSIAN (LIPPOVAN) LANGUAGE

- School Inspectorates that have organized the study of the Russian native language:
  - School Inspectorate of Tulcea County
  - School Inspectorate of Brăila County
  - School Inspectorate of Suceava County
  - School Inspectorate of Constanța County
- Representative localities: Tulcea, Carcaliu, Sarichioi, Jurilovca, Brăila, Ghindărești, Lipoveni, Mitocu Dragomirnei, Rădăuți, Manolea etc.
- Number of pupils studying the Russian language and literature (native language) in 1999/2000 school year: 1,630
- Number of teachers teaching Russian as mother tongue: 29

After 1989 education in the Russian language as mother tongue could begin again, after being banned in the sixties. Beginning with 1990, classes and groups were established for the study of the mother tongue in the above-mentioned counties, due to the interest of the Community of the Russian-Lippovan, who live in the largest number in Tulcea County (Danube Delta).

It must be mentioned that the organization of education provided in mother tongue was facilitated by the tradition existing in teaching Russian as modern language and by the existence of qualified teachers, trained within the Romanian higher education institutions, at sections of Russian language and literature.

The enthusiastic group of ethnic Lippovan higher educational and secondary school teachers emotionally and favourably contributed with the elaboration of curricula for primary, middle and secondary school education to the above mentioned. The Primer, Reading books for grades II-III, and two anthologies of literary texts for grades II-IV and V-VIII, the textbook for Russian language and literature for grade VI, as well as an anthology for grades IX-XIII (secondary and vocational schools) were elaborated on the bases of these curricula. The new textbook for Russian language and literature for grade VIII is being published at the Didactical and Pedagogical Publishing House.

In order to preserve their identity, the Russian-Lippovan community considers a priority the acquisition of the mother tongue in the schools of the localities with Russian population. Thus, competent teachers with

experience in middle school education were asked to elaborate the schedule for grades I-IX, the analytical curricula for Russian as mother tongue and the curricula for the History and Traditions of the Russian-Lippovan Minority. The latter is the merit of the deputy of this minority in the Parliament of Romania.

In order to co-ordinate this activity, the teaching staff meets frequently in the field and in Bucharest, at the headquarters of the Russian-Lippovan community in Romania, where the representatives of all the four counties, where Russian is studied as the mother tongue, participate. The most important of them may be considered the Conference form Brăila in the autumn of 1998.

At the request of the Community of the Russian-Lippovans and to improve the co-ordination of the study of the Russian as mother tongue in the already mentioned counties, the leadership of the Ministry of National Education approved a post of specialized inspector within the County School Inspectorate of Brăila County. The post was occupied following a competitive examination.

To ensure the necessary number of teachers, beginning with 1990/1991 school year, Russian-Lippovan pupils were enrolled at the Normal Schools from Tulcea and Suceava and could study their mother tongue. Some of them were appointed pre- and primary schoolteachers in localities inhabited by Russian-Lippovan population. Even at present there are Russian-Lippovan pupils who study their mother tongue at the Normal Schools from Suceava.

Each year the teachers take part at refresher courses at the "A. S. Puşkin" Institute in Moscow organized on the basis of the Inter-governmental Programme of cultural and scientific co-operation.

During the last years students of Russian-Lippovan nationality took part in the International Olympic Contest of Russian language in Moscow obtaining important prizes. In 1998, six of them returned with four gold and two silver medals. The Ministry of National Education rewarded both teachers and pupils with important sums of money for their results.

The progress made in the domain of education in Russian language is, without doubt, the result of the good co-operation between the educational directorate of the Ministry of National Education and the Community of Russians-Lippovans from Romania and its representative in the Parliament.

### III. DEPARTMENT FOR SPECIAL PROBLEMS IN PRE-UNIVERSITY EDUCATION

This department within the General Directorate for Education in the Languages of Minorities was established concomitant with the organizational scheme of the Ministry of Education and Research, starting from pragmatic grounds and the de facto situation in pre-university education in Romania.

From the point of view of educational policies, the programatic reasons are to be found in the Government Program of the SDPR, Chapter VI: "Education, research and culture – strategic factors of development" which delimit in a particular way the population categories that need programs for protection and educational maintenance: cultural minorities, persons who live in underdeveloped regions, young and adult illiterates, migrating populations, persons without permanent residence, ragamuffins, long-term unemployed, immigrants, refugees due to war or natural calamities etc.

The object of activity of this department is shaped by concrete situations from the world of schools: the presence and emergence of school abandon from various reasons, different forms of expulsion from school, non-participation in the institutionalized educational process, constant shortening of the schooling period for different categories of children and youth, lack of educational space for ragamuffins, interruption of the professional course etc.

In this context it must be remarked that the provocation pre-university education in Romania must face, are the center of policies regarding, on one hand, the increase of competitiveness of the labor force in Romania through the superior performances of learning, and on the other hand, regarding directly the attainment of standards of integration into the European structures. Among them the ones on education have priority.

Consequently, the activity of the compartment centered on some main coordinates:

- accomplishing of a quantitative and qualitative analyses to identify and evaluate the situation of vulnerable groups of population from

the point of view of their participation in the compulsory schooling process, especially of the Roma children, school abandoning, elimination of the dangerous forms of working of minors, attendance in secondary education of young adults with interrupted schooling, the educational situation of ragamuffins etc.;

- articulation of a global strategy of the ministry on solving the above mentioned problems and the identification of the means to solve them;
- achievement of an efficient partnership relation between the MER and the non-governmental organizations whose objective of activity is the vulnerable groups of population, with other social factors and/or specialized international organisms;
- elaboration of medium and long-term national programs for groups that are vulnerable from an educational viewpoint;
- implementation of projects at national level in collaboration with the above-mentioned partners, their monitoring and evaluation.

The department took over the achievements obtained in the previous period, especially the ones regarding Roma children as a basis to its activity.

In January-May 2001, the activity was concentrated on carrying out of punctual or nationwide analysis regarding school abandon (example: **School abandon in the Valley of Jiu between 1996-2000**) and the identification of milestones for strategic “scenarios” to be submitted to the attention of decision-makers. In this context we mention the participation of the MER at the debates concerning the **Strategy of the Government of Romania at the Improvement of the Situation of the Romas (MEDE program)** and the implication of the department in the activities of the program.

The preoccupation of the department to diagnose the schooling of the Romas is outlined in the project entitled “**School Attendance of Roma Children**”. The MER, UNICEF Office in Romania, the Institute of Research of the Quality of Life and the Institute of Educational Studies contribute to the carrying out of the project. In its first phase the project shall identify the low rate of attendance and school abandon, it shall identify the strategic solutions to improve the situation of this category of children.

The participation of the MER in the “**Development of the capacity of Roma communities to withdraw children from dangerous places**

**of work and to integrate them in the national educational system”** and “**Start for School**”, must be also mentioned here. The ministry assumes the projects initiated by ECHOSOC and respectively the UNICEF Office in Romania as direct partners implicated in the educational, logistic and technical field.

The MER also endorsed projects initiated by the specialized NGOs. We mention for example the “**The Project of Mutual Assistance for Youth in Difficulty**” initiated by the Group for Social Initiative for Romania and the project of the Foundation “Appeal for Help” entitled “**Health of Our Children**”. It must be specified that both projects embrace all the categories of children excluded for different reasons.

The Ministry of Education and Research, through its specialized department, is in the preparatory phase to commence certain projects with international financing for the above mentioned groups within the framework of the Socrates-Comenius 2.1 and Grundvig 3, with the participation of central and local public authorities, domestic and international NGOs.

**IV. EXCERPTS  
FROM THE LEGISLATION  
REGULATING THE EDUCATION  
OF NATIONAL MINORITIES  
IN ROMANIA**

**Contents:**

1. The Constitution of Romania (excerpts)
2. Law on Education (excerpts)
3. Instructions on the study of the mother tongue for pupils belonging to national minorities and attend schools with tuition in Romanian
4. Methodology concerning the application of the instructions on the study of the mother tongue for pupils belonging to national minorities and attend schools with tuition in Romanian

# 1. THE CONSTITUTION OF ROMANIA (excerpts)

The Constitution of Romania, approved by referendum on December 8, 1991, contains the following provisions, relevant for the rights of persons belonging to minorities:

## „TITLE I – General principles

Article 4 – Unity of the people and equality among citizens

- (2) Romania is the common and indivisible homeland of all its citizens, without any discrimination on account of race, nationality, ethnic origin, language, religion, sex, opinion, political adherence, property or social origin.

Article 6 – Right to identity

- (1) The State recognizes and guarantees the right of persons belonging to national minorities, to the preservation, development and expression of their ethnic, cultural, linguistic and religious identity.
- (2) The protecting measures taken by the Romanian State for the preservation, development and expression of the identity of persons belonging to national minorities shall conform to the principles of equality and non-discrimination in relation to the other Romanian citizens.

## TITLE II – Fundamental rights, freedoms and duties

### *CHAPTER I – Common provisions*

Article 16 – Equality of rights

- (1) Citizens are equal before the law and public authorities, without any privilege or discrimination.

Article 20 – International human rights treaties

- (1) Constitutional provisions concerning the citizens' rights and liberties shall be interpreted and enforced in conformity with the Universal Declaration of Human Rights, with the covenants and other treaties Romania is a party to.
- (2) Where any inconsistencies exist between the covenants and treaties on fundamental human rights Romania is a party to, and internal laws, the international regulations shall take precedence.

### *CHAPTER II – Fundamental rights and freedoms*

Article 29 – Freedom of conscience

- (1) Freedom of thought, opinion, and religious beliefs shall not be restricted in any form whatsoever. No one shall be compelled to embrace an opinion or religion contrary to his own convictions.
- (2) Freedom of conscience is guaranteed; it must be manifested in a spirit of tolerance and mutual respect.
- (3) All religions shall be free and organized in accordance with their own statutes, under the terms laid down by law.
- (4) Any forms, means, acts or actions of religious enmity shall be prohibited in the relationships among the cults.
- (5) Religious cults shall be autonomous from the State and shall enjoy support from it, including the facilitation of religious assistance in the army, in hospitals, prisons, homes and orphanages.
- (6) Parents or legal tutors have the right to ensure, in accordance with their own convictions, the education of the minor children whose responsibility devolves on them.

Article 30 – Freedom of expression

- (7) Any defamation of the country and the nation, any instigation to a war of aggression, to national, racial, class or religious hatred, any incitement to discrimination, territorial separatism, or public violence shall be prohibited by law.

Article 32 – Right to Education

- (3) The right of persons belonging to national minorities to learn their mother tongue, and their right to be educated in this language are guaranteed; the ways to exercise these rights shall be regulated by law.
- (4) Public education shall be free, according to the law.
- (8) The State shall ensure the freedom of religious education, in accordance with the specific requirements of each religious cult. (...)

Article 37 – Right of association

- (1) Citizens may freely associate into political parties, trade unions and other forms of association.
- (2) Any political parties or organizations which, by their aims or activity, militate against political pluralism, the principles of a State governed by the rule of law, or against the sovereignty, integrity or independence of Romania shall be unconstitutional.

*CHAPTER III – Fundamental duties*

Article 50 – Faithfulness towards the country

- (1) Faithfulness towards the country is sacred.

Article 51 – Observance of the Constitution and laws

The observance of the Constitution, of its supremacy and of the laws is binding.

**TITLE III – Public authorities**

*CHAPTER I – Parliament*

Article 59 – Election of the Chambers

- (2) Organizations of citizens belonging to national minorities, which fail to obtain in the elections the number of votes for representation in Parliament, have the right to one Deputy seat each, under the terms of the electoral law. Citizens of a national minority are entitled to be represented by one organization only.

*CHAPTER V – Public administration*

Section 2 – Local public administration

Article 19 – Basic principles

Public administration in territorial-administrative units is based on the principle of local autonomy and decentralization of public services.

*CHAPTER VI – Judicial authority*

Section 1 – Courts of law

Article 127 – Right to have an interpreter

- (1) Procedure shall be conducted in Romanian.
- (2) Citizens belonging to national minorities, as well as persons who cannot understand or speak Romanian have the right to take cognizance of all acts and files of the case, to speak before the Court and formulate conclusions, through an interpreter; in criminal trials, this right shall be ensured free of charge.

**TITLE VI – Revision of the Constitution**

Article 148 – Limits of revision

- (1) The provisions of this Constitution with regard to the national, independent, unitary and indivisible character of the Romanian State, the Republican form of government, territorial integrity, independence of the judiciary, political pluralism and official language shall not be subject to revision.”



## 2. LAW ON EDUCATION

– Law No. 84/1995\* republished –  
(excerpts)

### Chapter XII

#### Education for persons belonging to national minorities

Art. 118. – Persons belonging to national minorities have the right to study and receive instruction in their mother tongue, at all levels and forms of education with appropriate request, according to the present law.”

Art. 119. – (1) Taking into account local needs, groups, classes, sections or school units with teaching in the languages of national minorities may be established, at request and in accordance with the provisions of this law.

(2) Paragraph (1) of this article shall be implemented without prejudice to the learning of the official language and the teaching in this language.

Art. 120. – (1) In primary schools Romanian Language and Literature is taught according to curricula and textbooks specially conceived for the respective minority. In middle schools Romanian Language and Literature is taught according to identical curricula as for grades with tuition in Romanian, but from special textbooks. In secondary schools Romanian Language and Literature curricula and textbooks are identical as for grades with tuition in Romanian.

(2) In primary schools with tuition in the languages of national minorities, the History of the Romanians and the Geography of Romania are taught in these languages, according to identical curricula and textbooks as for the grades with tuition in Romanian; it is compulsory to transcribed and acquired the toponymy and Romanian proper names. In

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\* Republished under Art. II of Law No. 151/1999 on passing Government Edict of Urgency No. 36/1997 for the amendment of Law on Education No. 84/1995 published in the Official Gazette of Romania, Part I, No. 370 of August 3, 1999, where the articles and paragraphs received a new numbering and certain names were actualized.

Law No. 84/1995 was republished in the Official Gazette of Romania, Part I, No. 1 of January 5, 1996 and was modified by Government Edict of Urgency No. 36/1997, published in the Official Gazette of Romania, Part I, No. 152 of July 14, 1997 and by Law No. 151/1999.

middle schools and in secondary schools, the History of the Romanians and the Geography of Romania are taught in Romanian, according to the same curricula and the same textbooks as for the grades with tuition in Romanian. Examination in the History of the Romanians and the Geography of Romania shall be taken in the language in which it was studied.

(3) In curricula and textbooks of world history and the History of the Romanians the history and the traditions of national minorities in Romania shall be also reflected.

(4) In middle school the subject of study the History and the traditions of national minorities shall be introduced, at request, in the mother tongue.

Art. 121. – Pupils belonging to national minorities that attend schools with tuition in Romanian shall be granted, at request and according to the present law, the study of the Language and the literature of the mother tongue as well as the history and traditions of the respective national minority, as school subjects.

Art. 122. – In public vocational, secondary, and specialized post-secondary education where specialist training is provided in the mother tongue, at request and according to the present law, it is compulsory to acquire the special terminology in Romanian language as well.

Art. 123. – (1) Within higher educational institutions run by the state, groups, sections, colleges, faculties teaching in mother tongue may be organized, according to the law, at request. In this case, the acquiring of the specialized terminology in Romanian language shall be assured. At request and according to law, multicultural higher educational institutions can be established. The languages of teaching shall be determined in the foundation law.

(2) Persons belonging to national minorities shall have the right to set up and manage their own private higher educational institutions according to the law.

(3) Institutions of higher education with multicultural structures and activities shall be encouraged for promotion of harmonious inter-ethnic relations and of integration both at national and European level.

(4) All Romanian citizens can register and study at all educational forms teaching in Romanian or in the languages of national minorities irrespective to his mother tongue or to the language in which they studied previously.

Art. 124. – In education at all levels entrance and graduation (school leaving) examinations can be taken in the language in which the respective subject matters have been studied, according to the present law.

Art. 125. – The Ministry of National Education provides the training and the further training of the teaching staff, as well as the school textbooks and other didactic material.

Art. 126. – The teaching staff belonging to national minorities shall be proportionally represented in the managing boards of educational units and institutions with classes, sections and groups providing tuition in the languages of national minorities, in compliance with their professional competence.

### 3. INSTRUCTIONS\*

#### on the study of the mother tongue for pupils belonging to national minorities and attend schools with tuition in Romanian

On the strength of the Law on Education No. 84/1995 and Order No. 4646 of the Minister of National Education pupils belonging to national minorities who study in schools teaching in Romanian have the possibility to study their mother tongue.

Article 180, Title VII of the Law on Education stipulates: “The parent or the lawfully instituted guardian shall decide on the minor child's right to choose the language of study at school.”

##### I. **The study of the mother tongue**

1. The study of the mother tongue shall begin with the first class of the primary school.
2. Should a pupil or more (group/class) not have studied his/their mother tongue previously and would he/they wish to join a study group/class in function, other than the first class, he/they have to prove knowledge of the mother tongue of the respective level by taking a language test. The test shall be taken with the teacher of the mother tongue from the school and does not concern the beginners (first class).

##### II. **Number of pupils and study formations**

1. Study formations shall include grades and groups in accordance with Article 158 of the Law on Education No. 84/1995 and the Order No. 4150/1998 of the Minister of National Education, Appendices 1-2/d.
2. According to Law on Education No. 84/1995, Title V, Chapter I, Article 158 paragraph 2, the county school inspectorates shall submit for approval all the requests concerning study formations with the number of pupils under the established limit. In localities with a reduced number of pupils, (under 10 per cycle) simultaneous education may be organized under the terms provided.

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\* Instructions approved by the Order of the Minister of National Education No. 3533/31.03.1999

### III. Number of lessons for the study of the mother tongue

1. In the grades I-IX the number of lessons devoted to the study of the mother tongue shall be 3-4 lessons per week.
2. Considering that these lessons are part of the framework plan for grades I-VIII, school principals will include these lessons in the timetable of the school.

### IV. Appointment of the teaching staff

1. In grades I-IV the mother tongue shall be taught, as a rule, by teachers who know the pupils' mother tongue. The teacher of the class shall have priority in the teaching of these lessons, if he or she speaks the language and belongs to the respective community. Since the mother tongue lessons are not part of the compulsory work quota of the teachers in schools with tuition in the Romanian language, they shall be paid by the hour.
2. In case the teacher of the class does not speak or wish to teach the mother tongue, the lessons may be distributed to another appointed teacher or supply teacher of the school who speaks the language. The lessons are included in that teacher's work quota in case the respective teacher does not have a full work quota in the school, or they may be remunerated by the hour if exceeding the maximum obligation.
3. In grades V-VIII, in vocational schools and high schools the mother tongue lessons shall be taught by teachers specialized in that subject or personnel without a special qualification, but who can prove with documents or by testing a good command of the mother tongue that they are to teach.

### V. Content of the teaching

Pupils belonging to various national minorities attending schools with tuition in Romanian shall study their mother tongue on the basis of teaching curricula approved by the ministry and of school textbooks elaborated on their strength or authorized in accordance with Order No. 3811/1998 of the Minister of National Education.

The purpose in the study of the mother tongue is to put into practice the general and operational objectives of the educational reform in Romania.

Teachers shall have the right to select from the textbooks, texts which they consider adequate for the pupils' level of knowledge, recommending for supplementary reading those which cannot be studied in the number of lessons provided.

### VI. Attendance and assessment of pupils

1. The assessment of the pupils' knowledge is in conformity with the methodology of assessment. In grades V-XII, the pupils shall have a written paper (essay) every semester in the study of the mother tongue.
2. The capacity examination in the study of the mother tongue for this category of pupils shall be effected in accordance with the decision of the board of directors, following the compulsory consultation of the parents.

### VII. The study of Romany as mother tongue

Considering the specific character of education for the Gypsy population, the following supplementary provisions shall be observed:

1. *The study of the Romany language as mother tongue* is carried out in conformity with the provisions of Chapter I, 1, 2. In the case of pupils whose parents frequently change their domicile, these can begin to study in any class at any moment of the school year irrespective of whether they have permanent residence in the respective locality.

Likewise, the study of the Romany language can be introduced at all levels at any moment of the school year, including the case of gypsy pupils who do not speak the language and wish to study it.

The parents of the pupils can submit the request for the study of the Romany language individually or collectively. The school management and the teaching staff have no right to influence the options of the pupils and the parents concerning the study of the Romany language as mother tongue.

2. *Appointment of the teaching staff*

In the case of a limited number of teachers qualified in Romany language – in their absence – the lessons of Romany language as mother tongue shall be assured by Gypsy high school graduates (with a certificate of final examination in a secondary school).

In exceptional cases, these lessons may be taught by high school graduates without a certificate of final examination in a secondary school or with graduates with at least 10 grades. Having in view the existing financial regulations, their payment can be assured by non-governmental organizations that set as a goal the schooling of the Gypsy population.

### 3. *Assessment*

- 1) The Gypsy pupils shall choose or not – according to their will – the Romany language as a supplementary subject at the capacity examination.
- 2) In grades V-XII the semestrial written paper (essay) in Romany language is optional.

### VIII. **Final provisions**

1. County school inspectorates and the management of schools shall have the obligation to inform parents and pupils of various ethnic groups on the present *Instructions* so that they may knowingly benefit of their rights.
2. School principals shall communicate in advance to the school inspectorates they belong to, the required number of textbooks for mother tongue, having permanently in view the special printing conditions (once every four years for each title) for reduced number of copies.
3. County school inspectorates shall have the obligation to provide schoolbooks for minorities, transmitting correctly and in time the number of textbooks required.
4. The Department for the Education of National Minorities of the Ministry of National Education, through its specialized inspectors, shall grant support in the correct and efficient unfolding of the process of teaching the mother tongues of the national minorities. This shall be ensured in collaboration with all the responsible and interested factors inside and outside the educational network.
5. The present *Instructions* make void the *Instructions* approved by Order No. 4787/1996 of the Minister, as well as any other dispositions or regulations contrary to the present *Instructions*.

## 4. **METHODOLOGY**

### **on the application of the instructions\* on the study of the mother tongue for pupils belonging to national minorities who attend Romanian Schools**

As provided by Law on Education No. 84/1995, republished in Official Gazette No. 606/10.12.1999, part I, Art. 121, “Pupils belonging to national minorities, who study in educational units with tuition in Romanian language, shall have the possibility to study their mother tongue and the history and the traditions of the respective national minority as a school subject, at request, under the conditions of the present law”.

Starting from this legal basis, conscious of the importance of learning the mother tongue to preserve, develop and express the identity of persons belonging to national minorities (the right to identity being guaranteed by Art. 6.1 of the Constitution of Romania), the Ministry of National Education took a series of measures that aim to ensure the access to the study of the mother tongue in schools with tuition in Romanian language. As orders and notifications issued in this field comprise a longer period, it is indispensable to resume them in a single public act with a coherent and unitary regulation.

#### ***I. The language and the literature of the mother tongue***

##### **1. The status of the subject “Mother tongue and literature” in schools with tuition in Romanian language**

In accordance with Order No. 4150 of the Minister of National Education on the national curricula (Appendix I, par. 1.1.5. on Common trunk), Order No. 3207/03.02.1999 on the application of the new Framework plans for education beginning with 1999/2000 school year and Order No. 3113/31.01.2000 on facilitating the access to the study of the mother tongue for pupils belonging to national minorities who study in schools with tuition in Romanian language (Art. 1 and Art. 4.),

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\* Approved by Order No. 3533 of March 31, 1999, of the Minister of National Education.

- a.) Lessons of *The language and the literature of the mother tongue* are part of the **common trunk** of the framework plans and, consequently, these lessons are included compulsorily in the timetables of schools;
- b.) The number of lessons devoted for this subject is 3-4 hours per week in each year of study.
- c.) The subject *The language and the literature of the mother tongue cannot be included in the category "at the disposal" of the school*, with the exception of the case when the pupils ask to extend their knowledge of the mother tongue and already have insured 3-4 hours per week at this subject.
- d.) After the option was expressed, the study of the mother tongue becomes compulsory during the entire primary and middle school cycle, and after a new option during the entire secondary school cycle.

## 2. Who has the right to study the mother tongue?

Any pupil who considers, or whose parents or legally appointed guardian consider that the mother tongue or the nationality of the pupils is not the Romanian has this right. It is banned to condition the access to the study of the mother tongue by a declaration on nationality, as Art. 6 of the Constitution of Romania guarantees the right to identity, and the personal data of censuses are confidential. Since the affiliation to a nationality or to a mother tongue cannot be checked, it is self-evident that any pupil of any nationality can study *the language and the literature of the mother tongue* if he/she and the parent or legally appointed guardian consider this is for the advantage of the pupil.

Any pupil has the right to begin the study of the mother tongue in any grade from the level of beginners.

In case a pupil or several pupils (group/form) did not study the mother tongue previously and wish to join an already existing study group/form other than beginners, they must prove knowledge of the mother tongue of the respective level by taking a language test.

## 3. Who and in which way can ask the setting up of groups or classes for the study the mother tongue?

According to Art. 180 of the Law on Education No. 84/1995, republished, "the parent or the legally appointed guardian shall decide on the right of the minor to study in Romanian language or in the language of a

national minority". By extending the idea, the same paragraph can be applied when the study of the mother tongue is concerned. Parents, guardians or pupils who consider that their mother tongue or nationality is other than the Romanian, or who consider themselves of other nationality, but wish to study the respective language as mother tongue, can ask to study the mother tongue.

The procedures to ask for the study of the mother tongue are different, but each aim at facilitating the access to the study of the mother tongue and the prevention of bureaucracy according to the criterion of good faith.

- a.) The easiest and most frequently used method is to go ahead the request of pupils and parents. In schools with tuition in Romanian language, where it is known that there are pupils belonging to national minorities, the schools organize the framework for the study of the mother tongue. The pupils only need to enrol to the respective lessons (the parents or guardians have the possibility to withdraw the child from the respective subject if he/she does not agree with the option of the child).
- b.) The parent of the legally appointed guardian requests *orally* the introduction of the study of the mother tongue at the meeting of the Committee of Parents. The request is registered in the minutes of the meeting and the school is obliged to take the necessary measures to create the framework for the study of the mother tongue.
- c.) The pupil, the parent or the legally appointed guardian submits *in writing* a request for the introduction of the study of the mother tongue to the respective school.
- d.) The parents who consider due to various reasons that their request is better represented by the associations and the alliances of the respective minorities, in compliance with Order No. 3113/31.01.2000 of the Minister of National Education shall inform *orally* the association or the alliance about it. The associations and the alliances of the respective national minorities or ethnic group nominate the pre-university educational units in which the parents and pupils are interested in the study of the mother tongue and send a notice in this respect to the educational unit and the county school inspectorate. The association or the alliance of the respective national minority or ethnic group shall draw up a list with the parents who request that their children study the mother tongue on the basis of oral declarations, on their own responsibility. If the respective school questions the authenticity of

the respective list, it may request to be verified. In this case an impartial committee formed of representatives of the county school inspectorate, the Control Body of the Ministry of National Education and the General Directorate for Education in the Languages of National Minorities of the Ministry of National Education shall analyze the authenticity of the list and take the necessary steps. The association or the alliance in question has the right to delegate an observer to the procedure of verifying the authenticity of the lists.

#### **4. When must these requests be submitted?**

At any time between January 1 and May 31 as the requests concern the following school year.

#### **5. What must the school, the school inspectorate and the Ministry of National Education do after acknowledging the request?**

In accordance with Order No. 4150/13.07.1998 of the Minister of National Education, Appendix I, par. 2/d, the school shall set up the forms or groups for the study of the mother tongue as follows:

- a.) The study is organized in forms (15-25 pupils) or groups (7-15 pupils)
- b.) In the case of a reduced number of pupils (under 10 pupils/cycle), the school shall notify the county school inspectorate on this fact, and the latter shall submit a request to the Ministry of National Education for the approval of setting up groups of study with an insufficient number of pupils
- c.) In case of reduced number of pupils at several cycles (for ex. 3 pupils in grade I, 3 pupils in grade II and 2 pupils in grade III), simultaneous education can be organized respecting the procedure of the former paragraph.

In case in which in a school there are less than 7 applications, the school shall report the situation to the county school inspectorate. The inspectorate shall propose for approval to the MNE the concrete modality of setting up groups or forms for the study of the mother tongue at locality or county level (the regulation and establishment of this particular case see below at I.9.c. *The setting up of groups or forms for the study of the mother tongue at locality or county level*).

In case until May 31 (the deadline for the requests) the pupil has already chosen a large number of optional subjects, he/she shall have to

renounce to some of them. This means that together with the 3-4 lessons of mother tongue (in grades VI-VII 4-5 lessons, including the lessons of the History and traditions of national minorities – see below Chapter II), the maximum number of hours per week cannot be exceeded.

#### **6. Who will teach the subject the Language and literature of the mother tongue?**

In grades I-IV, the lessons of the mother tongue shall be usually taught by the teachers who know the mother tongue of the pupils. The teacher of the form has priority in teaching these lessons, if he/she speaks the language and belongs to the respective community. As in schools with tuition in Romanian language the mother tongue lessons are not part of the compulsory work quota of the teachers, the lessons can be paid by the hour.

In case the teacher of the form does not know or does not wish to teach the mother tongue, these lessons may be distributed to another titular teacher or substitute teacher of the school who speaks the language. The lessons may be included in that teacher's work quota in case the respective teacher does not have a full work quota in the school, or they may be remunerated by the hour if exceeding the maximum obligation.

In grades V-VIII, in vocational schools and in high schools the mother tongue lessons shall be taught by specialist teachers or personnel without a specialist qualification, but who can prove with documents or by testing that they have a good command of the mother tongue that they are to teach.

#### **7. What is taught during these lessons?**

Pupils belonging to various national minorities attending schools with tuition in Romanian shall study the mother tongue on the basis of teaching curricula approved by the ministry, of the school textbooks elaborated in compliance with them, or the authorized textbooks in conformity with Order No. 3811/1998 of the MNE.

During the study of the mother tongue the general and the operational objectives of the educational reform in Romania shall be put into practice.

Teachers shall have the right to select from the textbooks, the texts which they consider adequate for the pupils' level of knowledge, recommending for supplementary reading those which cannot be studied in the number of lessons provided.

## 8. How are the pupils assessed?

After stating the option for the study of the mother tongue, the pupils shall take an evaluation test in order to assess exactly the starting level.

The so-called evaluation during the school year is in conformity with the methodology of assessment. In grades V-XII, the pupils shall be given a written paper per semester in the mother tongue.

The capacity examination in the mother tongue for this category of pupils shall depend on the latitude of the school management, with the compulsory consultation of the parents and pupils.

In each case, one should keep in mind that some pupils start from a very low level of knowledge the study of their mother tongue.

## 9. Special cases

### *a.) Minorities that do not have a standard language*

Pupils who belong to a national minority that does not have a standard language, and whose language the linguists consider as a dialect of a standard language, have the right to study the respective standard language. This is the case of the German minority formed of Saxons, Swabians, etc. that has always studied in schools with tuition in German. (The same situation is valid for the Carashovenians, who can choose Croatian, the Chango-Hungarians, who can choose the study of the Hungarian language if they want to, the Ruthenians, Hutzuls, etc. who can choose the study of the Ukrainian and for all those who consider themselves in the same situation.)

### *b.) The study of Romany as mother tongue*

Considering the specific character of education for the Gypsy populations, the following additional provisions shall be observed:

1. The study of the Romany language can begin in any year of study or at any moment of the school year irrespective of whether they have permanent residence in the respective locality.

Likewise, the study of Romany as mother tongue can be introduced at all levels or at any moment of the school year, including the case of Gypsy pupils who do not speak the language and wish to study it.

2. Appointment of the teaching staff

In case of a limited number of teachers qualified in Romany language or in their absence, Gypsy high school graduates (with school leaving certificate) shall teach the lessons.

In exceptional cases, Gypsy high school graduates without school leaving certificate or graduates of at least 10 grades shall teach the lessons. Their payment can be assured, in conformity with the financial regulations in force, by non-governmental organization that set as a goal the schooling of the Gypsy population.

### 3. Assessment

– The Gypsy pupils shall choose or not the Romany language as a supplementary subject at the capacity examination according to their option.

– In grades V-XII, the written term paper (essay) in Romany language is compulsory.

### *c.) The setting up of groups or grades for the study of the mother tongue at locality or county level*

Usually, the study of the mother tongue is ensured at the school where the pupil studies. Still, in extreme situations, in case the total number of pupils who request the study of the mother tongue is very low (under 7 pupils), the pupils shall be distributed to a school in the locality where they can take part at courses of the mother tongue in conformity with Order 4699/14.10.1999 of the MNE (on setting up forms with tuition in Greek). In case even at the level of the locality the number of the pupils is less than 5-6, (which would justify the approval of the MNE to set up a group for the study of the mother tongue), the pupils who wish to study their mother tongue can be transferred to the closest school in the county where the respective mother tongue is studied. (For example in the case of the Greeks, the pupils from the schools of Constanța and Brăila Counties, as well from the municipality of Bucharest study their mother tongue at one school in Constanța, Brăila and Bucharest.)

In this special case, the hours assigned for the study of the mother tongue (3-4 per week) shall be distributed on two days (2 hours one day + 1-2 hours on another day). The subject is recorded in the catalogue of the school where the pupils study and in the timetable of the school. The report on the school progress of the pupils is sent by the school where the respective forms or groups are organized to the school where the pupil is enrolled.

#### ***d.) The situation of the pupils who live in two minority cultures***

One of the special cases is the situation when the request for the study of the mother tongue comes from pupils who are already included in the education for national minorities. The pupils who usually come from mixed marriages and live in two minority cultures (for example the German and Hungarian cultures) have the right to study both languages. For example, a pupil, who studies in a group/form with tuition in German, has the right to request to study the Hungarian as mother tongue. Likewise, the Gypsy pupil who studies in a group/form with tuition in Hungarian or another minority language has the right to request the study of the Romany as mother tongue. In this case, the procedure to access to mother tongue is identical with the access to the study of the mother tongue in schools with tuition in Romanian language (see above). In order to prevent the overburdening of pupils, the provisions of Art. 1 of Order No. 3812/10.05.1999 on the application of the educational framework-plans for middle and secondary education in the languages of national minorities shall be implemented. In accordance with the above mentioned article, the groups and forms in question “can function on the basis of their own scheme of timetable in which the maximum number of hours per week shall be equivalent with the maximum number of hours in schools with tuition in Romanian language”. This means that the number of hours is reduced at the decision of the school.

#### ***II. The history and the traditions of national minorities***

As provided by Law on Education No. 84/1995, republished in Official Gazette No. 606/10.12.1999, part I, Art. 121, “Pupils belonging to national minorities, who study in educational units with tuition in Romanian language, shall have the possibility to study their mother tongue and the history and the traditions of the respective national minority as a school subject, at request, under the conditions of the present law”, as well as Order No. 4796/10.09.1997 of the MNE “pupils belonging to different national minorities or who study in schools with tuition in Romanian, at request, shall study the History and traditions of minorities as a subject”. The request to study the mother tongue automatically means the study of the History and traditions of minorities too.

Setting up of groups/forms at these subjects is similar to the setting up of groups/forms for the study of the Literature and language of the mother tongue (see chapter I, par. 5 above).

According to Order No. 3250/12.03.1999 of the MNE on the application of the Framework-plan for grades I-VIII in 1999/2000 school year provided that compulsory education is of eight grades (appendix II), the subject is part of the common trunk of the educational Framework-plan.

According to Order No. 4796/10.09.1997 of the MNE the subject the “History and the traditions of national minorities shall be taught in the *mother tongue* in one hour per week in grades VI and VII for all the national minorities”. This means that each pupil who studies his/her mother tongue as a subject shall automatically study the History and the traditions of national minorities.

#### ***III. Religion***

In conformity with Order No. 4646/23.09.1998, paragraph f.) “Religion shall be taught to pupils belonging to national minorities in the mother tongue of the pupil. The alliances and the representatives of the religious denominations are invited to contribute by ensuring the specialized personnel. In school with tuition in the Romanian language this provision is valid for pupils who study the subject Language and literature of the mother tongue. In this case there is no need for further requests on behalf of the parents. The school is obliged to contact the religious denominations in order to ensure the qualified personnel.

#### ***IV. Final provisions***

1. County school inspectorates, the school inspectorate of the municipality of Bucharest and the management of schools shall inform the parents and the pupils of different ethnic groups on the present Methodology that shall be posted permanently in a visible and protected place so that they may knowingly benefit of their rights.

2. School principals shall communicate in advance to the county school inspectorates they belong to the required number of textbooks for the mother tongue, having permanently in view the special printing conditions (once every four years for each title) in case of reduced number of printed copies.



3. County school inspectorates and the educational units shall have the obligation to provide textbooks for minorities, transmitting correctly and in time the number of textbooks required.

4. The General Directorate for Education in the Languages of National Minorities of the Ministry of National Education through its specialist inspectors shall grant support in the correct and efficient unfolding of the teaching process of the mother tongues of the national minorities by collaborating with all the responsible and interested factors inside and outside the educational network.

5. The present Methodology, elaborated in a spirit as to enforce the present legislation, represents a framework for the entire educational network in Romania as far as the implementation without delay of the positive measures assumed by the Ministry of National Education is concerned.

László Murvai  
Director General

## **V. ORDERS OF THE MINISTER ON EDUCATION FOR NATIONAL MINORITIES**

### **Contents:**

- Order No. 3207/1999 of the Minister of National Education
- Order No. 3250/1999 of the Minister of National Education
- Order No. 3638/2001 of the Minister of Education and Research
- Order No. 3670/2001 of the Minister of Education and Research
- Notification No. 30303/2001
- Notification No. 30706/2001
- Specification No. 9122/2000
- Order No. 3084/2000 of the Minister of National Education
- Order No. 3113/2000 of the Minister of National Education
- Order No. 3294/2000 of the Minister of National Education
- Order No. 3479/2000 of the Minister of National Education
- Notification No. 27804/2000
- Note No. 28260/2000

**ORDER**  
**No. 3207 of 3.02.1999**

**on the application of the new curricula  
for primary, middle and secondary education  
beginning with 1999/2000 school year**

Considering that the syllabus is essential, regulating part of the **National Curriculum**,

Bearing in mind the necessity to accelerate the real reform, of essence of the pre-university education in Romania, in order to assure the quality of educational activities in the Romanian educational system, its compatibility with other educational systems and its impact on the reform of the Romanian society on the whole,

Considering the necessity that education in Romania contributes to developing of an active, competent, motivated and creative personality, capable to express an opinion and make decisions,

On account of public discussions and negotiations with interested factors on the proposals of the Ministry of National Education regarding the **new Framework-plans for Secondary and Vocational Education**, published in April of the current year,

Under the conditions of the gradual application of the new **Framework-plans for Primary and Middle School Education**, in accordance with Order No. 4150 from July 13, 1998 of the Minister of National Education,

As provided by Law on Education No. 84/1995, Articles 127 and 128,

As provided by Government Order No. 690/1997 on the organization and functioning of the Ministry of National Education, supplemented by Government Order No. 57/1998,

## THE MINISTER OF NATIONAL EDUCATION

rules:

**Art. 1.** Approves the **Framework-plans for grades IX-XII**, part of the present Order (**Appendix I**).

**Art. 2.** Beginning with 1999/2000 school year, the new **Framework-plans**, which are part of the present Order (**Appendix I**), shall be applied.

**Art. 3.** The **Methodology** on the application of the new **Framework-plans** for grade IX is part of the present Order (**Appendix II**).

**Art. 4.** Grades X, XI and XII in secondary education continue to function in 1999/2000 school year, in conformity with the **syllabus** for secondary education approved by the **Order No. 4634/03.08.1995 of the Minister of Education** and in conformity with **Order No. 4150 from July 13, 1998 of the Minister of National Education**. In compliance with this order, secondary schools dispose of autonomy in organizing the scheme of their timetables, on the condition to observe Order No. 4634 from August 3, 1995 of the Minister of Education in the case of subjects prescribed for school leaving examination.

**Art. 5.** For grade IX the new **curricula**, which is part of the new **National Curricula**, shall be applied beginning with 1999/2000 school year. The curricula for grades X, XI and XII are revised and lightened curricula, and they will be lightened further more. The curricula for grade X will be elaborated until February 15. The new curricula for the entire secondary education will be elaborated until May 30, 1999.

**Art. 6.** The content of the lessons at the decision of the school are regulated by a special **Order** of the Minister of National Education. In the case of curricula fields like Arts, Physical Training and Sports, technology, in schools where there exist human and material resource, the secondary schools can include in the **School Offer extracurricular** activities as well (artistic, physical training, information technology) which are included in the norm.

**Art. 7.** The Framework-plan for grades IX-XII in the languages of national minorities include in the curricula field Language and communication the subject the Native Language and literature, with the same

number of lessons allotted, depending on profile and specialization, as for Romanian language and literature.

**Art. 8. Religion**, as a school subject, was regulated in accordance with the law in force. In accordance with **Government Edict of Urgency No. 36/1997**, religion is a school subject within the syllabus. In conformity with Law on Education No. 84/1995, Art. 127 paragraph 2, school subjects can be compulsory, Optional subjects or facultative. The amended text of Government Edict of Urgency No. 36/1997, passed by the Senate states: "Art. 9 (1) Curricula of primary, middle school, secondary, and vocational education include religion as a school subject, in conformity with the regulations of the Ministry of National Education". The amended text of Government Edict of Urgency No. 36/1997, passed by the Chamber of Deputies states: "Art. 9 (1) Curricula of primary, middle school, secondary, and vocational education include religion as a school subject, are part of the common trunk. The pupil chooses the church and denomination subject with parental consent or the consent of his/her legally appointed guardian. (2) At the written request of the parents or the legal guardian, the pupil may not attend the religion lessons..." The study of Religion shall be defined right after the promulgation of the Law on Education under its modified form.

**Art. 9.** The demand to increase the number of lessons at certain subjects requested by the professional associations (and in the case of Romanian language and literature, history, etc.) was solved through public discussions with the committees of experts. As the number of lessons cannot increase in an unlimited way, different solutions were chosen, which take into consideration the principles which assure differentiated periods of time and agreement of the curriculum with the type, profile and specialization. Thus, at certain specializations and years of study, the number of lessons for Romanian language and literature, History, etc. is more numerous than in the initial proposals and the number of lessons existing in the syllabi in force for 1998/1999 school year.

**Art. 10.** The **Framework-plan for grades I-VIII** is approved in its revised form, in which **two lessons within the common trunk is allotted for the second foreign language beginning with grade V (Appendix III)**. In grades I-IV pupils will be able to study one foreign language, introduced compulsorily with grade III and/or in grades I. and II. In grades I and II, the foreign language is studied at the level of oral communication. In grades III and IV, the Optional subjects lessons from the

filed of Language and communication can be used to extend the knowledge of the foreign language or other courses/subjects/themes related to the Romanian language or the Native language. The content and methodology of Optional subjects is regulated by a special **Order** of the minister.

**Art. 11.** The **Framework-plan for grades I-VIII (Appendix III)** becomes valid beginning with 1999/2000 school year.

**Art. 12.** The Secretariat of State for Pre-university Education, the Secretariat of State for Education in the Languages of National Minorities, the General Educational Directorate for Pre-university Education, the specialized directorates within the Ministry of National Education, the National Council for Curriculum, the County School Inspectorates and the School Inspectorate for the Municipality of Bucharest, the school and secondary school boards shall observe the present Order.

**Andrei MARGA**  
Minister

Floare Comșea  
Secretary of State

József Kötő  
Secretary of State

Horia Gavrilă  
Secretary of State

Liliana Preoteasa  
Director General

Laszlo Murvai  
Director General

D. Georgescu  
Counselor

## Explanations on the Framework-plan

### 1. General Considerations

For grades I-VIII the syllabus was conceived as a **Framework-plan**. It contains a **common trunk** (subjects and number of lessons common for all the pupils), offering, at the same time, the possibility for schools to assure for pupils **differentiated period of time**.

For secondary schools, the Ministry for National Education conceived **Framework-plans differentiated** according to types, profiles and specializations that allow a real diversification of the periods of time, answering thus the interests and aptitudes of teenager pupils.

Grade IX, the first year of secondary education, remains still a year for orientation. For all the specializations within the academic (theoretical) and the technological field, the common trunk is almost the same. This assures the possibility of a correct orientation/reorientation for the pupil, a common basis of knowledge and capacity so that the pupil can decide which the specialization to chose.

The curricular fields established by the Framework-plan for compulsory education are maintained at the level of secondary schools as well. Their proportion within the curricula as a whole changes a lot according to the profile of the secondary school. In the school-leaver grades the importance of the curricular fields which are connected with the profile of the school and the specialization chosen by the pupil grows, while the presence of other curricular fields diminishes.

The final decisions on the Framework-plans for secondary education take into consideration the necessity that in the secondary school the pupils have adequate periods of time to obtain a *training of higher secondary type in all curricular fields*, by keeping certain *equilibrium between their importance in the plan*.

The relations between the common trunk and the curricula chosen by the school – from among the curricular fields and different subject included in it – aim at assuring the horizontal and vertical coherence connected with different profiles and specializations.

The percentage of the curriculum at the choice of the school grows gradually. From approximately 20% in grade IX, to approximately 40-45% in grade XII, thus the importance of the real profile and the specialization grows.

The curricula is lightened and made flexible by:

- growth of the importance of subjects and activities which are in the curricula at the choice of the school;
- renouncing at the excessively theoretical character of the curricula and textbooks parallel with the growth of the applied character of knowledge and teaching activities;
- stimulation of the motivation for learning of the pupils;
- growth of the responsibility of the pupils and the school for the quality and the finality of the educational process.

## *2. Types and specializations*

The secondary school has the function to accomplish the personality of the teenager expressed under the terms of “general culture”. On the other hand, the contemporary world does not allow the Renaissance-type encyclopedism, but implies a **general culture oriented towards precise fields of activity**. It is necessary that the secondary school offers knowledge and capacity included in the concept of “general knowledge”, as well as competence which makes possible orientation and active insertion in a social medium that is mainly characterized by the accelerated rhythm of changes. Therefore, the syllabi aim at ensuring that the pupil has an adequate level of self-knowledge and the possibility to make compatible the personal interests of training with the offer of the school and the predictable evolution of the social medium.

Bearing in mind the characteristics of the age and without neglecting the functional elements of general culture, the secondary school shall consist of **types, profiles** and **specializations** as follow:

### **I. Theoretical (academic) type:**

Specializations:

- philology
- social sciences
- mathematics-informatics
- sciences

### **II. Technological type:**

- **technical profile**, specializations:
  - electronics and automation
  - electrotechnics
  - telecommunication
  - mechanics
  - public works – constructions
  - textile – leather
  - food industry
  - chemistry and environmental protection
- **economic profile**, specializations:
  - economic
  - food and tourism
- **administrative profile**
- **agricultural profile**
- **silvicultural and forestry profile**
- **alpine agriculture**

### **III. Vocational type:**

- **sports profile**
- **military profile**
- **theological profile**
- **artistic profile**, specializations:
  - fine arts
  - architecture
  - music
  - theatre
  - choreographic
- **pedagogical profile**, specializations:
  - librarian-documentalist
  - instructor-animator, instructor for extra-curricular activities
  - educator.

This structure of the secondary school presumes a **generative model** common for designing of specific plans, as well as for designing of curricula and textbooks in accordance with the specific feature of each profile and each specialization.

### 3. Principles of the elaboration of the Framework-plan

The elaboration of the Framework-plan for secondary education was based on the same principles and criteria as for the compulsory education:

- **The principle of cultural selection** (respectively, the modality of selection of the fields of knowledge and grouping in curricular areas). At secondary level this principle aims at harmonizing:
  - the characteristics of the pupils, his skills and personal interests expressed in his option for a type and specialization;
  - the extensive and continuous diversification of the fields of knowledge;
  - the permanence of basic competence of the personality and of the values associated to it, characteristic to a democratic society.It resulted in seven curricular areas, the same with the ones of compulsory education.
- **The principle of coherence** aiming at the **homogeneous and equilibrated character** of the allotted time, bears in mind the vertical and horizontal integration of the curricular areas within each type and each profile, expressed in the percentile relation between the curricular areas and the subjects studied both at horizontal and vertical levels. Within the common trunk a sufficient number of lessons were allotted for Romanian language and literature and a foreign language at all types and profiles, together with the subjects which contribute to the development of basic professional and civic competence. At the same time, the *weight of the specialization in the curricular area is approximately the same within each specialization.*
- **The principle of functionality** presumes the organization in **curricular cycles** that have in view the characteristics of the pupil's age, interests and motivation. The principle of functionality, strengthened with a series of internal organizational strategies of the curriculum, determined the fact that the educational process consists of curricular levels. These represent the periodicity of schooling that coincides with the structure of the educational system, with the aim of focusing the major objectives of each stage and of regulating the educational process by the modification of the curricula. The introduction of the curricular cycles has in view, mainly, to assure continuity at the moment of passing from one level to another by:

- transfer of didactic methods;
- establishment of explicit connections at the level of the curriculum;
- a better correlation between the psychological age and the structure of the curriculum.

- **The principle of equality of chances** has in view the offer of equivalent opportunities under the condition of having differentiated school periods. Associated with the didactical criterion, this principle sets the problem of the common trunk. Consequently, the Framework-plans allow the accomplishment of an adequate relation between the common trunk and the curricula at the decision of the school, bearing in mind the specialization within each educational type.

**The common trunk** represents the minimum number of lessons prescribed by the Ministry of National Education for each compulsory subject apart. In order to draw up the schemes of timetable according to grades and groups beside the lessons included in the common trunk, those prescribed *by the curricula at the decision of the school*, in compliance with the options of the pupils and the human and material resources of the school, shall be also added.

- The application of **the principle of flexibility through differentiated individual school periods** is achieved by the *offers of Optional subject packages* at central and local level for each curricular field.

**The schemes of timetable** represent concrete modalities by which the grades and schools can draw up the programme based on the options that have in mind the curriculum at the decision of the school.

This option has in view:

- the allotment of the lessons in the curricula at the decision of the school prescribed for a certain curricular area to one or more subjects from that field;
- option for the content of these lessons.

- **The principle joining to the society** has in view the assurance of premises needed by the secondary school graduate to choose to:

- continue his studies in post-secondary education;
- continue his studies in higher education;
- integrate into the labour market.

This principle determines the establishment of *optional subjects packages* that allow both **training for higher educational specialization** and a **medium level** specialization that aims at integrating into the labour market.

4. Framework-plans for secondary education (appendices)

ACADEMIC (THEORETICAL) SECONDARY SCHOOL

Curricular fields	Subjects	Grade IX	
		Common trunk	Curriculum of the school
1. Language and communication	Romanian language and liter.	4	+2
	Mother tongue (1 <sup>st</sup> )	2	
	Foreign language (2 <sup>nd</sup> )	2	
	Latin	1	
	<b>TOTAL</b>	<b>11</b>	
2. Mathematics and sciences	Mathematics	2	+2
	Physics	2	
	Chemistry	2	
	Biology	2	
	<b>TOTAL</b>	<b>10</b>	
3. Man and society	History	2	+2
	Geography	1	
	Social and human sciences	1	
	Religion/history of religions		
	<b>TOTAL</b>	<b>6</b>	
4. Arts	Musical education	1	+1
	Artistic education		
	<b>TOTAL</b>		
5. Physical education and sports	Physical education	1	+1
	<b>TOTAL</b>	<b>2</b>	
6. Technology	Technological education / IT	1	
	<b>TOTAL</b>	<b>1</b>	
7. Counseling and orientation	Counseling and orientation		+1
	<b>TOTAL</b>	<b>1</b>	
<b>TOTAL</b>		<b>24</b>	<b>+10</b>
<b>Minimum/maximum number of hours</b>		<b>32-34</b>	

SPECIALIZATION: PHILOLOGY

Grade X		Grade XI		Grade XII	
Common trunk	Curriculum of the school	Common trunk	Curriculum of the school	Common trunk	Curriculum of the school
4	+3	4	+3	4	+5
3		3		3	
2		2		2	
1		2		2	
<b>13</b>		<b>14</b>		<b>16</b>	
2	+2	2	+3		+4
1					
1					
1					
<b>7</b>	<b>5</b>	<b>4</b>			
2	+2	2	+3	2	+3
1		1		1	
2		2		2	
<b>7</b>		<b>8</b>		<b>8</b>	
1	+2	1	+2		+2
<b>3</b>	<b>3</b>	<b>2</b>			
1		1		1	
<b>1</b>	<b>1</b>	<b>1</b>			
	+1		+1		+1
<b>1</b>	<b>1</b>	<b>1</b>			
	+1		+1		+1
<b>1</b>	<b>1</b>	<b>1</b>			
<b>24</b>	<b>+10</b>	<b>23</b>	<b>+11</b>	<b>22</b>	<b>+12</b>
<b>31-33</b>		<b>31-33</b>		<b>30-33</b>	

**ACADEMIC (THEORETICAL) SECONDARY SCHOOL**

Curricular fields	Subjects	Grade IX	
		Common trunk	Curriculum of the school
1. Language and communication	Romanian language and liter.	4(3+1)	
	Mother tongue (1 <sup>st</sup> )	2	
	Foreign language (2 <sup>nd</sup> )	2	
	Latin	1	
	<b>TOTAL</b>	<b>9</b>	
2. Mathematics and sciences	Mathematics	4	+2
	Physics	2	
	Chemistry	2	
	Biology	2	
	<b>TOTAL</b>	<b>12</b>	
3. Man and society	History	1	+2
	Geography	1	
	Social and human sciences	1	
	Religion/history of religions		
	<b>TOTAL</b>	<b>5</b>	
4. Arts	Musical education		+1
	Artistic education		
	<b>TOTAL</b>	<b>1</b>	
5. Physical education and sports	Physical education	1	+1
	<b>TOTAL</b>	<b>2</b>	
6. Technology	Technological education / IT	2	+1
	<b>TOTAL</b>	<b>3</b>	
7. Counseling and orientation	Counseling and orientation		+1
	<b>TOTAL</b>	<b>1</b>	
<b>TOTAL</b>		<b>25</b>	<b>8</b>
<b>Minimum/maximum number of hours</b>		<b>31-33</b>	

**SPECIALIZATION: MATHEMATICS-INFORMATICS**

Grade X		Grade XI		Grade XII	
Common trunk	Curriculum of the school	Common trunk	Curriculum of the school	Common trunk	Curriculum of the school
4(3+1)		3		3	
2		2		2	
2		2		2	
<b>8</b>		<b>7</b>		<b>7</b>	
4	+2	4	+4	4	+5
3		3		3	
2		2		1	
2		1		1	
<b>13</b>		<b>14</b>		<b>14</b>	
1	+2	1	+2	2	+2
1		1			
1		1			
<b>5</b>		<b>5</b>		<b>4</b>	
	+1		+1		+1
<b>1</b>		<b>1</b>		<b>1</b>	
1		1			+1
<b>1</b>		<b>1</b>		<b>1</b>	
2	+2	2	+2	2	+3
<b>4</b>		<b>4</b>		<b>5</b>	
	+1		+1		+1
<b>1</b>		<b>1</b>		<b>1</b>	
<b>25</b>	<b>8</b>	<b>23</b>	<b>10</b>	<b>20</b>	<b>13</b>
<b>31-33</b>		<b>31-33</b>		<b>30-33</b>	



APPENDIX II

2. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
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**FRAMEWORK-PLAN FOR GRADES I-VIII  
for the education of national minorities**

Valid in 1999-2000 school year

<i>Curricular field/Subject</i>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
<b>I. Language and communicat.</b>	<b>11-13</b>	<b>11-13</b>	<b>11-13</b>	<b>11-13</b>	<b>11-14</b>	<b>12-13</b>	<b>12-13</b>	<b>13-14</b>
1. Romanian language and lit.	4	4	4	4	5	4	4	4
2. Mother tongue and literature	7-8	7-8	5-7	5-7	5	4	4	4
3. Foreign language (1 <sup>st</sup> )	–	–	2-3	2-3	2-3	2-3	2-3	2-3
4. Foreign language (2 <sup>nd</sup> )*	–	–	–	–	2	2	2	2
5. Latin language	–	–	–	–	–	–	–	1
6. Optional subjects	0-2	0-2	0-2	0-2	0-1	0-1	0-1	–
<b>II. Mathematics and natural sciences</b>	<b>3-4</b>	<b>3-4</b>	<b>4-6</b>	<b>4-6</b>	<b>4-6</b>	<b>6-8</b>	<b>7-10</b>	<b>7-10</b>
1. Mathematics	3-4	3-4	3-4	3-4	3-4	4	4	4
2. Natural sciences	–	–	1-2	1-2	1-2	2-3	–	–
3. Physics	–	–	–	–	–	1-2	1-2	1-2
Chemistry	–	–	–	–	–	–	1-2	1-2
Biology	–	–	–	–	1-2	1-2	1-2	1-2
4. Optional subjects	–	–	0-1	0-1	0-1	0-1	0-1	0-1
<b>III. Man and society</b>	<b>1</b>	<b>1</b>	<b>2-3</b>	<b>3-5</b>	<b>3-5</b>	<b>3-5</b>	<b>5-7</b>	<b>6-7</b>
1. Civic education	–	–	1-2	1-2	–	–	–	–
Civic culture	–	–	–	–	0-1	0-1	1-2	1-2
2. History and geography	–	–	–	–	2-3	2-3	2-3	–
History of the Romanians	–	–	–	–	–	–	–	2
Geography of Romania	–	–	–	{ 1-2	–	–	–	2
History and traditions of minorities	–	–	–	–	–	1	1	–
3. Religion	1	1	1	1	1	1	1	1
4. Optional subjects	–	–	0-1	0-1	0-1	0-1	0-1	0-1
<b>IV. Arts</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>
1. Artistic education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	{ 1-2
2. Musical education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	–
3. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>V. Physical educat. and sports</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Physical education	2-3	2-3	2-3	2-3	1-2	1-2	1-2	1-2

\* The teaching of the second foreign language is established by the school boards.

<b>VI. Technology</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Practical abilities	1-2	1-2	1-2	1-2	–	–	–	–
2. Technological education	–	–	–	–	1-2	1-2	1-2	1-2
3. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>VII. Counseling and orientation</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Counseling and orientation	–	–	–	–	1-2	1-2	1-2	1-2
2. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>Minimum no. of hours/week</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>32</b>	<b>32</b>
<b>Maximum no. of hours/week</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>31</b>	<b>33</b>	<b>34</b>	<b>34</b>

## FRAMEWORK-PLAN FOR GRADES I-VIII

Valid beginning with 1999-2000 school year

<i>Curricular field/Subject</i>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
<b>I. Language and communicat.</b>	<b>7-9</b>	<b>7-9</b>	<b>7-9</b>	<b>7-9</b>	<b>9-10</b>	<b>8-9</b>	<b>8-9</b>	<b>8-9</b>
A. Romanian language and lit.	7-8	7-8	5-7	5-7	5	4	4	4
B. Foreign language (1 <sup>st</sup> )	–	–	2-3	2-3	2-3	2-3	2-3	2-3
C. Foreign language (2 <sup>nd</sup> )	–	–	–	–	2	2	2	2
D. Latin language	–	–	–	–	–	–	–	1
E. Optional subjects	0-2	0-2	0-2	0-2	0-1	0-1	0-1	0-1
<b>II. Mathematics and natural sciences</b>	<b>3-4</b>	<b>3-4</b>	<b>4-6</b>	<b>4-6</b>	<b>4-6</b>	<b>6-8</b>	<b>7-10</b>	<b>7-10</b>
1. Mathematics	3-4	3-4	3-4	3-4	3-4	4	4	4
2. Natural sciences	–	–	1-2	1-2	1-2	2-3	–	–
3. Physics	–	–	–	–	–	–	1-2	1-2
Chemistry	–	–	–	–	–	–	1-2	1-2
Biology	–	–	–	–	–	–	1-2	1-2
4. Optional subjects	–	–	0-1	0-1	0-1	0-1	0-1	0-1
<b>III. Man and society</b>	<b>1</b>	<b>1</b>	<b>2-3</b>	<b>3-5</b>	<b>3-5</b>	<b>3-5</b>	<b>4-6</b>	<b>6-7</b>
1. Civic education	–	–	1-2	1-2	–	–	–	–
Civic culture	–	–	–	–	0-1	0-1	1-2	1-2
2. History and geography	–	–	–	–	2-3	2-3	2-3	–
History of the Romanians	–	–	–	{ 1-2	–	–	–	2
Geography of Romania	–	–	–	–	–	–	–	2
3. Religion	1	1	1	1	1	1	1	1
4. Optional subjects	–	–	0-1	0-1	0-1	0-1	0-1	0-1
<b>IV. Arts</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>
1. Artistic education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	{ 1-2
2. Musical education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	–
3. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>V. Physical educat. and sports</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Physical education	2-3	2-3	2-3	2-3	1-2	1-2	1-2	1-2
2. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>VI. Technology</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Practical abilities	1-2	1-2	1-2	1-2	–	–	–	–
2. Technological education	–	–	–	–	1-2	1-2	1-2	1-2
3. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
<b>VII. Counseling and orientation</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
1. Counseling and orientation	–	–	–	–	1-2	1-2	1-2	1-2
2. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1

Minimum no. of hours/week	18	18	20	21	22	24	27	28
Maximum no. of hours/week	20	20	22	23	26	28	29	30

**ORDER**  
**No. 3250 of 12.02.1999**  
**on the application of the Framework-plan**  
**for grades I-VIII in 1999/2000 school year**

Taking into consideration that the proposals of the Ministry of National Education regarding the Framework-plan for the reform of primary and middle school education published by the Order No. 4150 of the minister from July 13, 1998 and revised by Order from February 3, 1999 are completed in the perspective of a compulsory education of nine grades,

In the context of maintaining in 1999/2000 school year, in accordance with the law, of the compulsory education of eight grades, grade VIII being the last grade of middle school,

In accordance with Law on Education No. 84/1995, Articles 127 and 128,

In accordance with Government Decision No 690/1997 on the organization and functioning of the Ministry of National Education, completed by Government Decision No. 57/1998,

**THE MINISTER OF NATIONAL EDUCATION**

rules:

**Art. 1.** Under the condition of maintaining the compulsory education of eight grades, in accordance with the law, the optional lesson from the curricular area of Language and communication shall be allotted in grade VIII to Latin, as a lesson included in the common trunk, according to the explanations from Appendix I, which is part of the present order.

**Art. 2.** Under the condition of maintaining the compulsory education of eight grades, in accordance with the law, for 1999/2000 school year the lessons allotted for Natural sciences are distributed as follow:

Grade V: 1-2 lessons – Biology (Botanics);

Grade VI: 1-2 lessons – Physics

1-2 lessons – Biology (Zoology).

The table of Appendix I contains the specifications.

**Art. 3.** Under the condition of maintaining the compulsory education of eight grades, in accordance with the law, the subject the History and the traditions of minorities shall be studied in grades VI and VII, in one lesson per week in each of the two years.

In the education in the languages of national minorities, the Native language and literature is studied in grades V-VIII and in secondary school in an equal number of hours with the number of lessons allotted for Romanian language and literature.

The table of Appendix II, part of this order, contains the specifications.

**Art. 4.** The Framework-plans for integrated arts and sports education, as well as for special education (grades I-VIII), approved by Order No. 4324 from August 23, 1998 and 4323 from August 23, 1998 are modified by including Articles 1, 2 and 3 of the present Order.

**Art. 5.** The Secretariat of State for Pre-university Education, the Secretariat of State for Education in the Languages of National Minorities, the General Educational Directorate for Pre-university Education, the specialized directorates within the Ministry of National Education, the National Council for Curriculum, the County School Inspectorates and the School Inspectorate for the Municipality of Bucharest, the school boards shall observe the present Order.

**Andrei Marga**  
Minister

Floare Comșea  
Secretary of State

József Kötő  
Secretary of State

Horia Gavrilă  
Secretary of State

Liliana Preoteasa  
Director General

Laszlo Murvai  
Director General

Dakmara Georgescu  
Counselor

Doina Chilărescu  
Director General

Alexandru Țion  
Director

Lucia Gliga  
Director

Matei Cerchez  
Director of National Council  
for Curriculum

Counsel

## ORDER No. 3638 of 11.04.2001

### on the application of the educational framework-plans for grades I-VIII in 2001-2002 school year

Taking into consideration that the educational framework is a regulating component of the national curriculum,

Bearing in mind the necessity to accelerate the real reform of pre-university education in Romania, to ensure the quality of educational actions in the Romanian educational system,

Considering the fact that education in Romania must contribute at the formation of an active, motivated and creative personality, capable to make choices and decision,

Following the public discussions and negotiations with the interested factors concerning the proposals of the Ministry for Education and Research on the application the framework-plans approved by Orders No. 3207/1999 of the Minister of National Education,

On the basis of Art. 127 and 128 of the Law on Education No. 84/1995, republished with the subsequent modifications and completions,

On the basis of Government Edict No. 23/2001 on the organization and functioning of the Ministry for Education and Research,

#### THE MINISTER OF EDUCATION AND RESEARCH

rules:

**Art. 1.** In 2001-2002 school year the educational framework-plans for grades I-VIII shall be applied, as presented in Appendix No. 1, which is integral part of the present Order.

**Art. 2.** In conformity with Article 9 of the Law on Education No. 84/1995, republished with the subsequent modifications and completions, “(1) Curricula of primary, middle school, secondary, and vocational education include religion as a school subject, part of the common trunk. The pupil chooses the church and denomination subject with parental consent or the consent of his/her legally appointed guardian. (2) At the written request of the parents or the legal guardian, the pupil may not attend the religion lessons.” In this last situation, the pupils shall choose an optional subject instead of the subject religion.

**Art. 3.** In schools with tuition in the languages of national minorities, the framework-plans shall be applied in conformity with Appendix 2, thus:

– the Romanian language and literature is studied in 4 lessons per week in grades I-IV and VI-VIII and in 5 lessons per week in grade V;

– the language and the literature of the native language is studied in a number of lessons equal with the study of the Romanian language and literature stipulated in the general framework-plan;

– the history and the traditions of national minorities is studied in a lesson per week in grades VI-VII;

– the study of the second foreign language in grades V-VIII is introduced at the decision of the school, for this subject two lessons may be allotted per week;

– all the other subjects included in the framework-plans for grades I-VIII are compulsory and studied in conformity with the time allotted in Appendix 2.

**Art. 4.** In 2001-2002 school year the integrated tuition of the Natural Sciences in grade V, in a number of schools established by the Institute of Educational Science and the Ministry for Education and Research.

**Art. 5.** The system of the Curriculum at the decision of the school in grades I-VIII.

At the level of compulsory education the framework-plan includes a common zone for all the pupils – the common trunk, represented by a minimal number of lessons specified in the framework-plan of each subject. During the lessons included the common trunk the Syllabus shall be studied excluding the elements noted with asterisk (\*).

The lessons assigned in the framework-plan for each subject over the minimal number of lessons (if there is such), can be assigned in the scheme of timetable for extended or profound studies. Together with the optional lessons these represent the Curriculum at the decision of the school.

In case of option for extended studies, the syllabus shall be studied including the elements noted with asterisk (\*).

The lesson for profound studies are proposed by the school for those pupils who during the preceding years did not succeed to acquire the minimum knowledge prescribed in the syllabus and which, as a consequence, need to be made up for. In case of option for extended knowledge, one or more lessons from the range destined for the respective subject for acquiring the syllabus from the common trunk shall be assigned for them.

To meet the number of lessons per week assigned in the framework-plan, in the offer of the school optional lessons, extended and, depending on the case, profound studies shall be also introduced.

The scheme of timetable for each grade shall comprise at least one compulsory optional lesson, established after the process of consultation.

The optional, extended and profound studies have the same significance both in primary and middle education. It must be mentioned that those subjects that do not have a range of lessons, no lessons can be assigned for extended and profound studies.

**Art. 6.** (1) In secondary school education groups can be organized for the intensive learning of the first foreign language. In this case the scheme of timetable shall include beside the two lessons allocated for the first foreign language, two more hours per week: one lesson of extended study and one optional lesson.

(2) In middle school education choir and sports activities can be organized, beyond the daily program or on Saturdays. These activities can be included in the norm of the teacher, one hour per week for each group.

**Art. 7.** Schools with integrated art or sports training syllabuses shall observe the general regulations included in the present order and shall function in compliance with the Framework-plan for each school type included in Appendices 3, 4 and 5 of the present Order. Education with supplementary art program functions in compliance with regulations included in Appendix 6.

**Art. 8.** The Secretariat of State for Pre-university Education, General Directorate for Education in the Languages of Minorities, General Directorate for Pre-university Education, the specialized directorates within the Ministry of Education and Research, the National Council for Curriculum, the county school directorates and that of the municipality of Bucharest, the leaderships of secondary schools shall carry out the present Order.

**Ecaterina Andronescu  
Minister**

Vasile Molan  
Secretary of State

Liliana Preoteasa  
Director General

László Murvai  
Director General

Cristina Icociu  
Director General

Mihaela Singer  
Chairman of the NCC

## FRAMEWORK-PLAN FOR GRADES I-VIII

for the education in the languages of national minorities  
valid in 2001-2002 school year

Maximum no. of hours/week	24	24	26	27	29	31	33	32
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<i>Curricular field/Subject</i>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
<b>I. Language and communication</b>	<b>11-12</b>	<b>11-12</b>	<b>11-14</b>	<b>11-14</b>	<b>12-13</b>	<b>10-11</b>	<b>10-11</b>	<b>11-12</b>
Romanian language and liter.	4	4	4	4	5	4	4	4
Mother tongue and literature	7-8	7-8	5-7	5-7	5	4	4	4
Foreign language 1	–	–	2-3	2-3	2-3	2-3	2-3	2-3
Latin language	–	–	–	–	–	–	–	1
<b>II. Mathematics and natural sciences</b>	<b>3-4</b>	<b>3-4</b>	<b>4-6</b>	<b>4-6</b>	<b>5-6</b>	<b>8</b>	<b>10</b>	<b>9-10</b>
Mathematics	3-4	3-4	3-4	3-4	4	4	4	4
Natural sciences	–	–	1-2	1-2	–	–	–	–
Physics	–	–	–	–	–	2	2	2
Chemistry	–	–	–	–	–	–	2	2
Biology	–	–	–	–	1-2	2	2	1-2
<b>III. Man and society</b>	<b>1</b>	<b>1</b>	<b>2-3</b>	<b>3-5</b>	<b>3-5</b>	<b>4-6</b>	<b>5-7</b>	<b>6-7</b>
Civic education	–	–	1-2	1-2	–	–	–	–
Civic culture	–	–	–	–	0-1	0-1	1-2	1-2
History	–	–	–	} 1-2	1-2	1-2	1-2	2
Geography	–	–	–		1-2	1-2	1-2	2
History and traditions of minorities	–	–	–	–	–	1	1	–
Religion*	1	1	1	1	1	1	1	1
<b>IV. Arts</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>
Artistic education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	} 1-2
Musical education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	
<b>V. Physical education and sports</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>1-2</b>
<b>VI. Technology</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>	<b>1-2</b>
Practical abilities	1-2	1-2	1-2	1-2	–	–	–	–
Technological education	–	–	–	–	1-2	1-2	1-2	1-2
<b>VII. Counseling and orientation</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Total number of hours assigned for the common trunk subjects	20	20	22	23	26	28	31	30
Optional subjects	1-4	1-4	1-4	1-4	1-3	1-3	1-2	1-2
<b>Minimum no. of hours/week</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>32</b>	<b>31</b>

**ORDER**  
**No. 3670 of 17.04.2001**

**on the application of the educational framework-plans  
for secondary education in 2001-2002 school year**

Taking into consideration that the educational framework is a regulating component of the national curriculum,

Bearing in mind the necessity to accelerate the real reform of pre-university education in Romania, to ensure the quality of educational actions in the Romanian educational system,

Considering the fact that education in Romania must contribute at the formation of an active, motivated and creative personality, capable to make choices and decision,

Following the public discussions and negotiations with the interested factors concerning the proposals of the Ministry for Education and Research on the application the framework-plans approved by Orders No. 3207/1999 of the Minister of National Education,

On the basis of Art. 127 and 128 of the Law on Education No. 84/1995, republished with the subsequent modifications and completions,

On the basis of Government Edict No. 23/2001 on the organization and functioning of the Ministry for Education and Research,

**THE MINISTER OF EDUCATION AND RESEARCH**

rules:

**Art. 1. The framework-plan for the education of grades IX-XII**, theoretic (**Appendix 1**), technological (**Appendix 2**) and vocational (**Appendix 3**) is approved, which is integral part of the present Order.

**Art. 2.** In 2001-2002 school year **the educational framework-plans** which are integral part of the present Order are applied for grades IX, X and XI.

Grade IX of pedagogical secondary schools with specialization as pre-school and primary school teacher shall function in 2001-2002

school year according to the syllabus of grade IX vocational training, pedagogical profile.

Grade XII continues to function in 2001-2002 school year according to the syllabus approved by Order No. 4634/1995 of the Minister of Education, Order No. 8325/1990 of the Minister of Education and Science and Order No. 4150/1998 of the Minister of National Education.

**Art. 3.** The syllabuses used for grades IX, X and XI in 2001-2002 school year revised and decongested, shall be published until August 1, 2001.

**Art. 4.** The framework-plans for grades IX-XII for **education in the languages of national minorities** include in the curricular area *Language and Communication* the subject *Native Language and Literature* for which, depending on the profile and specialization, the same number of lessons are allotted as for *Romanian Language and Literature*. In education in the languages of national minorities the study of the second foreign language is at the decision of the school, irrespective of specialization.

**Art. 5.** In conformity with Article 9 of the Law on Education No. 84/1995, republished with the subsequent modifications and completions, "(1) Curricula of primary, middle school, secondary, and vocational education include *Religion* as a school subject, part of the common trunk. The pupil chooses the church and denomination subject with parental consent or the consent of his/her legally appointed guardian. (2) At the written request of the parents or the legal guardian, the pupil may not attend the religion lessons." In this last situation, the pupils shall choose an optional subject instead of the subject religion.

**Art. 6. (1) The lessons from the Curriculum at the decision of the school are used, first of all, for subjects from the curricular area corresponding to specialization.**

In **the curricular offer** of the secondary school, the optional subjects shall be grouped in **optional packages**, which correspond to certain directions of formation in agreement with the managerial objectives and plan of development of the school. In each of the offered packages in grade IX, the subjects proposed for the following years shall be also stated. Thus a coherent educational line shall be ensured and thus the student can choose the package that corresponds to his aspirations.

In case in which certain students observe that the package does not correspond to their aspirations, they can ask the leadership of the school to modify their initial options for another package. According to concrete

conditions, the leadership of the school can decide the manner in which the request is dealt with.

It is possible that due to an inadequate number of options for certain packages, these be not applicable at the level of grade IX. In this case, for the year to come, the leadership of the school shall either diversify the initial package for grade X, within the packages that have been selected and done beginning with grade IX, or shall propose a new package that partially recovers the preceding package and starts with grade X.

In 2001-2002 school year optional packages shall be proposed which start with grade IX, respectively grade X. For grade XI, the offer of Curriculum at the Decision of the School can be done on packages or on subjects, depending on the Curriculum of the Secondary School.

(2) The optimization of the process of drawing up the schemes of timetable of grades, shall be done as follows:

The Council for the Curriculum of the secondary school elaborates the **Curricular offer**, which includes:

- presentation of the finalities and objectives of the secondary school;
- number of forms for each specialization and grade;
- subjects of common trunk and the number of lessons allotted to them through the framework-plan for the existing specializations;
- optionals/optional packages the school is able to offer;
- methodology of selection and option concerning the curriculum at the decision of the school;
- modalities of evaluation of the students at the compulsory subjects.

The offer made to the student must cover at least twice the number of lessons as to his possibility to opt for them.

Following the approval of the School Inspectorate, the offer of the secondary school shall be made public. Each secondary school shall spread its offer, perhaps under the form of a leaflet, on a large geographical area, in order to ensure a corresponding number of students for its finalities and objectives.

The curricular offer shall be made public and presented *until the end of April* of each year. The students shall present their options for the following years at the secretariat of the secondary school each school year until *June*. Once the option for a certain subject is expressed, it is compulsory for the period of time the respective subject was projected.

Students that were admitted in grade IX, must present their options during the first week after the final results of the entrance examinations

were posted at the respective secondary school. Subsequently the school shall classify the options, re-evaluate the resources it disposes of and draws up the rolls of forms and groups of students, as well as their weekly timetable.

**Art. 7.** (1) In secondary school education **choir and sports activities** can be organized, beyond the daily program or on Saturdays. These activities can be included in the norm of the teacher, one hour per week for each group.

(2) For specialization in **Fine arts** in vocational schools, weekly two lessons shall be added for the respective **workshop**.

(3) The organization of forms for leading sportsmen signed on at sports clubs or associations is approved. These students shall be schooled in compliance with the provisions of sports education plans. The forms can be organized at county level, usually one form at a secondary school with sports program, observing the following situation:

- the admittance of students is done in compliance with the general norms set up by the MER and the results obtained at the ability examinations; each pupil shall take the examination in the branch of sport he/she practices;
- the branches of sport and the level of performance of the athlete students that are going to participate at the entrance examination shall be determined by the Council of Administration of the respective secondary school;
- students are admitted in these forms according to the order of their general average mark obtained at the examination and the branch of sport included in the offer of the school;
- pupils enrolled in these forms can take professional certificate and specific examinations during the final school-leaving examination, under similar conditions with the students from the secondary school with sports profile.

**Art. 8.** In secondary education, **forms with intensive study of mathematics and computer sciences** can be organized. Three more lessons of computer sciences can be allotted to these forms.

**Art. 9.** In conformity with Art. 10 of the **Law on Education** No. 84/1995 republished, the "Minister of education can approve the organization of the educational units and institutions with tuition in languages of large international circulation. In these schools *Romanian Language*



and Literature and the History of the Romanians and the Geography of Romania are examined in Romanian language”.

**The intensive program for the study of languages of large international circulation** presumes the allocation of four lessons for the first modern language (this number also includes the lessons from the common trunk). Activity takes place in groups.

**The bilingual program** presumes the allocation in the scheme of timetable of a number of six lessons for the first modern language. This number of lessons also includes the lessons from the common trunk assigned through the framework-plan, as well as one lesson per week for the study of *History* (in grade X), *Geography* (in grade IX) and *Elements of Culture and Civilization* (in grades XI-XII) specific for the respective linguistic area. The study of the modern language in bilingual system is carried out in groups.

In case of the intensive / bilingual tuition of a modern language or in the case of forms of intensive mathematics-computer sciences, the total number of lessons per week cannot exceed 30, observing of the provisions of the present Order.

**Art. 10.** The Secretariat of State for Pre-university Education, General Directorate for Education in the Languages of Minorities, General Directorate for Pre-university Education, the specialized directorates within the Ministry of Education and Research, the National Council for Curriculum, the county school directorates and that of the municipality of Bucharest, the leaderships of secondary schools shall carry out the present Order.

**Ecaterina Andronescu**  
**Minister**

Vasile Molan  
Secretary of State

Liliana Preoteasa  
Director General

Murvai László  
Director General

Cristina Icoiciu  
Director General

Mihaela Singer  
Chairman of the NCC

Zoica Vlăduț  
Director NCDP

## **NOTIFICATION** **No. 30303 of 11.05.2001**

### **on the application of the educational framework-plans for 2001-2002 school year (excerpts)**

#### **For schools with tuition in the languages of national minorities**

1. Concerning Order No. 3638/2001 of the Minister of Education and Research, we make the following specifications:
  - ◆ The framework-plan specified in Appendix 2 or the above-mentioned order is applied to all groups, forms, sections and school units with tuition in the languages of national minorities.
  - ◆ In schools with tuition in Romanian language, the pupils belonging to national minorities can study, in terms of the law, their native language and literature as a school subject. The number of lessons assigned for this subject is 3-4 per week in each year of study. These lessons are part of the common trunk and are included in the scheme of timetable of the respective schools. Under these conditions the total number of lessons per week cannot exceed for these pupils the number of lessons approved in Appendix No. 1 of Order No. 3638/2001 of the Minister of National Education and Research.
2. Concerning Order No. 3670/2001 of the Minister of Education and Research, we make the following specifications:
  - ◆ In the case of education with tuition in the languages of national minorities, taking into consideration Art. 4 of the mentioned order, the total number of lessons per week can exceed the maximum number of lessons established in Appendix 1, 2 and 3 of the Order No. 3670/2001 of the Minister of Education and Research observing the stipulations of the mentioned order.

**NOTIFICATION**  
**No. 30706 of 16.05.2001**

**on the application of the educational framework-plans  
for 2001-2002 school year (excerpts)**

1. In education with tuition in the languages of national minorities, the total number of lessons per week can exceed the maximum number of lessons established in Order No. 3638/2001 of the Minister of Education and Research with 1-2 lessons, in case a second foreign language is studied.

**SPECIFICATIONS**  
**No. 9122 of 18.01.2000**

**on the Organization and Unfolding  
of the Pre-university Theological Education  
Integrated into the State Education, in Accordance  
with the Provisions of Law No. 84/1995 on Education**

The provisions of the republished Law on Education state:

- Art. 12.** Par. 1, 2 and 3
- Par. 1. The Ministry of National Education elaborates, builds and applies the global strategy of education, establishes the objectives of the educational system in its entirety as well as the educational objectives on levels and educational profiles based on consultations with other institutions and ministries involved.
  - Par. 2. The organization and content of education cannot be structured according to exclusive and discriminatory criteria of ideological, political, religious or ethnic nature. Those educational units and institutions that are established due to religious or linguistic need and in which instruction corresponds with the choice of parents or legally

- appointed guardians of the pupils are not considered to be structured according to exclusive and discriminatory criteria.
- Par. 3. The Ministry of National Education **consulting the factors interested in the organization of specific forms and types of education** is responsible for the elaboration of the curricula: syllabi, programmes and textbooks for pre-university education.

**Art. 9.** Par. 3 and 4

- Par. 3. Religious denominations officially recognized by the state shall request that the Ministry of National Education organize special theological education to train personnel for the religious and social-missionary activities of cults only for secondary school graduates, proportionally to the percentage of the respective cult in the religious configuration of the country in accordance with the actualised official census. This education shall be established and function according to the law.
- Par. 4. Religious denominations officially recognized by the state have the right to establish and run their own private educational units and institutions according to the law.

**Art. 24.** Par. 1 and 2

- Par. 1. Secondary education functions usually with the following branches and profiles:
    - a. Theoretical branch with arts and technical profiles
    - b. Technological branch with technical, services, exploitation of natural resources, environmental protection profiles
    - c. Vocational branch with military, theological, sports, artistic and pedagogical profiles
  - Par. 2. Secondary schools have one or more profiles. Within these profiles forms with a more restricted specialization or forms for pupils with special skills and performances can be set up with the approval of the Ministry of National Education.
- Order No. 3207/03.02.1999 of the MNE
  - Order No. 4121/21.07.1999 of the MNE
  - Order No. 4176/23.07.1999 of the MNE
  - Order No. 5145/28.12.1999 of the MNE
  - Order No. 3032/11.01.2000 of the MNE

Taking into account these legal provisions, the specific social-missionary needs of religious denominations in their activity, the local needs, the specific material bases, the specialized human resources and the numeric percentage of each cult in the religious configuration of the country, the religious denominations officially recognized by the state can request from the Ministry of National Education that within pre-university theological units of secondary level forms with theological profile, as well as forms with profiles and specializations specified within the vocational, theoretic and technological branches function.

Yearly, the theological educational units shall present to the country school inspectorates (Municipality of Bucharest) their proposals together with the justification of the number of places necessary for each profile and specialization by observing the Methodology of the Ministry of National Education concerning the school network and schooling figures.

The Ministry of National Education shall approve these requests in accordance with its annual budget.

In case the requests of the religious denominations exceed the financial possibilities of the state, the Ministry of National Education can approve, at their request, the establishment and administration of their own educational units and forms in private system according to law.

The possible divergences between the proposal of the religious cults and the proposals of the country school inspectorates (Municipality of Bucharest) shall be analyzed and solved by the Ministry of National Education in co-operation with the Secretariat of State for Cults.

**Andrei Marga**  
**Minister**

**ORDER**  
**No. 3084 of 20.01.2000**

**on the extension of education in German language and  
the consolidation of the traditions of the German  
education in Romania**

The acquisition of modern languages is one of the tasks of the school. The **New National Curriculum** ensures that the pupils acquire two modern languages in middle and secondary school education, with the possibility to acquire – optionally – a third modern language as well.

In the years past, the number of parents and pupils who request the acquisition of the German language increases. Romania has a remarkable tradition in the tuition of the German language both as mother tongue and as a modern language.

By Order No. 3205 of the Minister for National Education of February 3, 1998, the **Programme for the extension of education in German language in schools, secondary schools and university** was elaborated and put into practice.

By the measures adopted by the Ministry of National Education, in 1998 and 1999 the possibility to study the German language within the educational framework in Romania increased.

In Bucharest the section of the “H. Oberth” Secondary School with school-leaving examination in German was consolidated. In 2000 the “Nikolaus Lenau” Secondary School in Timișoara shall organize the school leaving examination in German language. In the secondary schools of Bistrița and Mediaș the number of forms in German was increased. In 1999 the second secondary school with a German section was opened (“Alexandru Vlahuță” Secondary School) in Bucharest. Besides the “Samuel Brukenthal” Secondary School in Sibiu another secondary school offers tuition in German language. In Satu Mare the Secondary School was also extended.

In 1998 a **Centre for the Continuous Training in German Language** was set up in Mediaș with specialist assistance from Germany.

In 1999 the University of Bucharest together with the Goethe Institute finalized a course of professional retraining for unqualified teachers

and for the training of primary school teachers who teach in German language.

The “Babeş-Bolyai” University ensures complete studies in German language on twelve sections (History, Applied modern languages, Physics-Mathematics, Biology-Chemistry, Geography, Philosophy, Arts etc.) in one training line of master degree and a college for primary school teachers.

The establishment of forms with the tuition of the German language in an intensive and bilingual system with the possibility to take the examination for German Language Diploma second degree organized by the Permanent Conference of the Ministers of Education of the Federal States of Germany has been encouraged.

For the further extension of the acquisition of the German language – the language of an ethnic community and a widely used language – in pre-university teaching and for the consolidation of the tradition of education in German language in Romania, based on the legal prerogatives, on Government Order 690/1997 on the organization and functioning of the Ministry of National Education with subsequent modifications and completions

## THE MINISTER OF NATIONAL EDUCATION

rules:

1. **The School Inspectorates of Suceava, Constanța, Craiova, Maramureş and Iaşi Counties** shall explore the possibilities to set up forms with tuition in German language in a secondary school within their sphere of authority or forms with bilingual education in school year 2000/2001 and submit a project in this respect to the General Directorate of Pre-university Training of the Ministry of National Education until February 15, 2000.

2. **The School Inspectorate of Cluj County** shall extend the number of forms with tuition in German language at the “George Coşbuc” Secondary School in 2000/2001 school year and set up forms with bilingual education in other secondary schools.

3. **The School Inspectorate of Mureş County** shall extend the number of forms with tuition in German language at the “J. Haltrich” Secondary School in Sighişoara and consolidate the section at the “Al. Papiu Ilarian” Secondary School within the School Inspectorate of Mureş County in 2000/2001 school year. At the same time the School Inspec-

torate of Mureş County shall explore the possibility to introduce the German language in an intensive and bilingual system in middle and secondary schools.

4. **The School Inspectorate of Bistriţa County** shall consolidate the section with tuition in German language of the “L. Rebreanu” School and extend the number of forms with tuition in German as a modern language in an intensive and bilingual system.

5. **The College with University Degree of Bistriţa** shall take the necessary steps to organize the department with specialization in **Tourism** with secondary training in German in order to launch tourism in the region together with German and Austrian partners.

In the building assigned to the **College of Bistriţa** – in cooperation with the Ministry of National Education, the Democratic Forum of Germans in Romania, secondary schools and universities with tuition in German language – an exposition shall be organized to point out the valuable tradition of German education in Romania for the present generations.

Beginning with the year 2000 the **Arbeitskreis – Gundelsheim (Germany)** and the **Institute for German Studies** of the “Babeş-Bolyai” University organize a round-table conference entitled **The Saxon Communal Education in Transylvania – One of the First Educational Systems in Europe**. The papers of the conference shall be published in a volume.

6. School inspectorates, the managements of secondary schools and the rectors of the above-mentioned universities, the specialized directorates of the Ministry of National Education shall apply the present Order.

**Andrei Marga**  
**Minister**

Mircea Fronescu Secretary of State	Adrian Miroiu Secretary of State	József Kötő Secretary of State
Dakmara Georgescu Counsellor		Horia Gavrilă Secretary General
Liliana Preoteasa Director General	Madlen Şerban Director General	Marian Cărăuş Director General
Silvia Florea Inspector General		Christiane Cosmatu Director

**ORDER**  
**No. 3113 of 31.01.2000**

**on facilitating the access to the study of the mother  
tongue for pupils belonging to national minorities  
who study in schools with tuition in Romanian language**

In the spirit of the active policy for the maintenance, development and expression of identity for persons belonging to national minorities, for the promotion of mutual understanding and tolerance, the respect for the linguistic and cultural identity and diversity as well as to diminish the bureaucratic obstacles concerning access to the study of the mother tongue of pupils belonging to national minorities who study in schools with tuition in Romanian language;

In compliance with Law No. 84/1995, published in the Official Gazette of Romania, Part I, No. 606 of December 10, 1999;

Under the Orders of the Minister of National Education No. 4150/13.07.1998 and 3207/03.02.1999 on the application of the framework-plans;

Under Government Decision 690/1997 on the organization and functioning of the Ministry of National Education with subsequent modifications

**THE MINISTER OF NATIONAL EDUCATION**

rules:

Art. 1. Lessons of the mother tongue for pupils belonging to national minorities who study in schools with tuition in Romanian language are part of the common trunk of the framework plans and, consequently, they are included compulsorily in the timetables of schools;

Art. 2. In localities where there are no groups or forms for the study of the mother tongue of a national minority, the associations and the alliances of the respective national minority or ethnic community may name the pre-university units in which parents and pupils take an interest

in the study of the mother tongue and send an official communication in this respect to the educational unit and the county school inspectorate.

Art. 3. The list with the names of the parents who request that their children study the mother tongue shall be submitted to the management of the specified school either by the organization of the respective minority (ethnic group) or the committee of parents.

Art. 4. If pupils choose to extend their knowledge of the mother tongue, the schools can include supplementary hours at this subject of study in the category of hours at the disposal of the school.

Art. 5. The present order supplements the Orders of the Ministry of National Education No. 4646/23.09.1998 and No. 3533/31.03.1999 on the study of the mother tongue of pupils belonging to national minorities who study in schools with tuition in Romanian language.

**Andrei Marga**  
**Minister**

Kötő József  
Secretary of State

Mircea Corneliu Fronescu  
Secretary of State

Sánta Attila  
Counsellor

Murvai László  
Director General

Christiane Cosmatu  
Director

## **ORDER**

### **No. 3294 of 1.03.2000**

#### **on the support of young Gypsies to access to pre-university education, university colleges for pre-school and primary school teachers and universities**

In 1998, on the strength of the Orders of the Minister of National Education No. 3577/15.04.1998 and No. 5083/26.11.1998, the young Gypsies were backed in order to study in a larger numbers in pedagogical secondary schools and universities.

Our fellow citizens, the Gypsies, continue to need an educational support to instruct the youth in crafts useful for the community and to develop a natural cultural and civic representation that is capable to represent and to integrate them democratically in the institutions of the democratic Romania.

Under the aegis of the Council of Europe, the High Commissioner on National Minorities of the OSCE and other organisms a beneficial action takes place in the sense of helping the Gypsies to instruct their youth and to form a democratic civic and cultural representation they need, including the road of affirmative actions (positive discrimination).

#### **THE MINISTER OF NATIONAL EDUCATION**

rules:

1. Under the authority of the school inspectorate, each *County School Inspectorate and the School Inspectorate of the Municipality of Bucharest* shall elaborate until March 31, 2000 the work schedule for the application of the Order of the MNE No. 4231/18.08.1999 on putting into practice of the "Programme for overcoming the marginalization, the social and professional exclusion of young people who abandoned compulsory education and do not have the minimal competence to enter work".

2. In 2000/2001 academic year **the pedagogical university colleges** organized by *the University of Bucharest, "Al. I. Cuza" University – Iași, "Babeş-Bolyai" University – Cluj-Napoca, University of Craiova,*

“Ovidius” University of Constanța, “Transylvania” University of Brașov receive 5 places each at the entrance examinations in 2000 for young Gypsies as separate places, in subsidized system.

3. The **University of Bucharest, “Al. I. Cuza” University – Iași, “Babeș-Bolyai” University – Cluj-Napoca** shall organize the entrance of young Gypsies on separate places in subsidized system. The respective universities shall establish the number of places.

4. The rectors’ offices of the **University of Bucharest, “Al. I. Cuza” University – Iași, “Babeș-Bolyai” University – Cluj-Napoca, the Universities of Timișoara, Sibiu, Craiova, “Ovidius” University of Constanța** receive 10 places in subsidized system for Gypsy candidates. The above mentioned rectors’ offices dispose of autonomy in the distribution of the places on faculties and departments and take decisions concerning enrolment.

5. Candidates who compete at all levels for the places set apart for Gypsies must present the written recommendation of the president of a legally registered civic, cultural or political Gypsy organization.

6. The above mentioned school inspectorates, university colleges of pre-school or primary school teachers and universities as well as the general directorates and the directorates of the Ministry of National Education shall implement the present order.

**Andrei Marga  
Minister**

Adrian Miroiu  
Secretary of State

Mircea Fronescu  
Secretary of State

József Kötő  
Secretary of State

Mihai Korka  
Counsellor

Dakmara Georgescu  
Counsellor

Horia Gavrilă  
Secretary General

C-tin Brătianu  
Director General

Liliana Preoteasa  
Director General

Madlen Șerban  
Director General

László Murvai  
Director General

Cristina Icociu  
Counsel

**ORDER  
No. 3479 of 28.03.2000**

**on the establishment of secondary school sections  
with tuition in German language in  
Suceava, Constanța, Craiova Counties**

Romania had one of the most powerful educational traditions in German language in Central and Eastern Europe.

The German language is one of the world languages in which many representative intellectuals of Romania studied.

The German language is one of the modern languages widely used.

Many parents in different counties of the country request more places in schools and secondary schools so that their children can study in German language.

During the last three years, the Ministry of National Education applied a programme for the extension of education in German language. A Centre for the Continuous Training in German Language was set up in Mediaș. Another secondary school in German language was established in Bucharest. The sections of several secondary schools with German tradition were extended; the final examination based on the Romanian-German agreement was introduced at the “N. Lenau” Secondary School in Timișoara. The “Babeș-Bolyai University in Cluj has 12 specializations based on complete studies in German language. Faculties and university colleges in the country have extended education in German language.

Starting from the general premises evoked above, in order to extend education in German language and to acquire German as a modern language, in accordance with its legal jurisdiction, under Government Decision No. 690/1997 with subsequent modifications

**THE MINISTER OF NATIONAL EDUCATION  
rules:**

1. The General School Inspectors of Suceava, Constanța and Dolj Counties are authorized to initiate and implement measures to re-

establish the traditions of education in German language in the above mentioned cities and to set up sections (forms) in German language at least in one secondary school in Suceava, Constanța and Craiova.

2. The General School Inspectors of Suceava, Constanța and Dolj Counties shall submit the project for the organization of the section in German language in one of the secondary schools of Suceava, Constanța and Craiova for approval until May 1, 2000 to the Director General of the General Directorate for Human Resources of the Ministry of National Education.

3. The Inspector General for German Language, the Director of the Directorate for German Language of the Ministry of National Education, the Director of the Directorate of Pre-university Education, the General School Inspectors of Suceava, Constanța and Dolj Counties shall implement the present order.

**Andrei Marga**  
**Minister**

Mircea Fronescu Secretary of State	József Kötő Secretary of State	Adrian Gorun Secretary General
Liliana Preoteasa Director General	László Murvai Director General	Madlen Șerban Director General
Dakmara Georgescu Counsellor	Marian Cărăuș Director General	C. Cosmatu Director
Silvia Florea Inspector	Counsel	

## NOTIFICATION

### No. 27804 of 1.03.2000

**on the application of Orders No. 3269/27.02.2000 and 3271/28.02.2000 of the Minister of National Education in education for minorities**

**Approved**  
**Andrei Marga**  
**Minister**

Taking into consideration the information received from the educational network on the application of the provisions of the Orders of the MNE No. 3269 of 27.02.2000 and 3271 of 28.02.2000 on the rationalization of expenses regarding the teaching staff of units of pre-university education and on economic and financial decentralization, as well as the reorganization of county school inspectorates and of the school inspectorate of the municipality of Bucharest, we inform you as follows:

1. In accordance with the provisions of Art. 126 of Law No. 84/1995, republished in 1999 and Art. 23. and Art. 26 of Law. No. 128/1997, we ask you to ensure a proportional representation of the teaching staff belonging to national minorities in leading posts at the level of educational units and at the level of school inspectorates in a manner that their percentage be maintained after the application of the above mentioned orders of the Minister of National Education.
2. In educational units with sections in the languages of national minorities under the guidance of a deputy headmaster, the deputy headmaster shall be nominated in compliance with the percentage of these forms in the school unit.
3. The legal provisions concerning the reduction with 5% shall be observed by bearing in mind the necessity to ensure inspectors for minority education. In case at a school inspectorate there is only one inspector who co-ordinates schools (kindergartens) with tuition in the languages of national minorities, his/her post cannot be reduced.
4. The provisions of Order No. 3269/27.02.2000 of the Minister of National Education shall not effect the independent juridical perso-



nality of educational units with tuition in the languages of national minorities.

5. The managements of county school inspectorates and of the educational units in question shall implement the present specifications.

József Kötő  
Secretary of State

Dakmara Georgescu  
Counsellor

Madlen Şerban  
Director General

László Murvai  
Director General

Chrisitane Cosmatu  
Director

Cristina Icociu  
Director

**NOTE**  
**No. 28260 of 9.03.2000**

**on the approval of the primer for special schools  
with tuition in the Hungarian language**

**Approved**  
**Andrei Marga**  
**Minister**

Art. 141 c) of Law No. 84/1995 on Education, republished, stipulates that the Ministry of National Education “approves the National Curriculum and the national system of assessment, ensures and supervises their observance”. Par. e) of the same article stipulates that the MNE “ensures the framework for the elaboration of textbooks...” Art. 41.2 mentions: “The integration of children with special educational demands is achieved through special educational units, in special groups or forms of common pre-school and school units, or in common educational units including the school units with tuition in the languages of national minori-

ties”. Art. 44 shows: “Special education disposes of curriculum, syllabi, textbooks and alternative didactical methodologies elaborated in compliance with the type and the degree of the handicap and approved by the Ministry of National Education.”

For the special education of children with deficiency in hearing belonging to the Hungarian national minority no textbook of Hungarian language and literature was elaborated. Consequently, the textbook proposed and the request of the Alliance of Hungarian Teachers in Romania addressed to the Ministry and the Council for Textbooks concerning the experimental use of the primer “Brumi betűvilága” – elaborated by a collective formed of psychologist Zsuzsanna Vargha and teacher Csilla B. Kiss with experience in the education of children defective in hearing and illustrated by graphic artist Júlia Makár – is timely.

The Department for the Education of National Minorities sustains the approval of the experimental use of this primer for ethnic Hungarian children defective in hearing and proposes for endorsement to the Ministry of National Education in order to be used in special schools for children defective in hearing with tuition in Hungarian language in Romania.

József Kötő  
Secretary of State

László Murvai  
Director General

Petru-Ioan Gârbea  
Director

## VI. STATISTICS ON EDUCATION FOR NATIONAL MINORITIES IN ROMANIA

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13. List of secondary schools and school sections providing tuition in the languages of national minorities in 2000/2001 school year

## 1. POPULATION BY NATIONALITY

– census of January 7, 1992 –

<b>Total population of Romania</b>	<b>22,810,035</b>		
out of which:			
Romanians	20,408,542	Slovaks	19,594
Hungarians	1,624,959	Bulgarians	9,851
Romas (Gypsies)	401,087	Jewish	8,955
Germans	119,462	Czechs	5,797
Ukrainians	65,764	Poles	4,232
Lippovan Russians	38,606	Greeks	3,940
Turks	29,832	Armenians	1,957
Serbs, Croats, Slovenes	33,493	Other nationalities*	8,602
Tartars	24,596	Unstated ethnic descent	766

## 2. PRE-UNIVERSITY EDUCATIONAL SYSTEM IN ROMANIA, by languages of tuition, in 2000/2001 school year

LANGUAGES OF TUITION	Total units and sections**	%	Total number of children and pupils	%
<b>Total country</b>	<b>24,355</b>	<b>100</b>	<b>4,032,127</b>	<b>100</b>
<b>Total minorities</b>	<b>2,714</b>	<b>11.1</b>	<b>208,013</b>	<b>5.1</b>
Hungarian	2,367	9.7	187,140	4.7
German	258	1.0	17,860	0.4
Ukrainian	15	0.06	775	–
Serbian	34	0.1	803	–
Slovak	34	0.1	1,229	–
Czech	3	0.01	136	–
Croatian	3	0.01	70	–

\* Including those persons who declared themselves to be Carashovenians and Csángós.

\*\* School units with special education for handicapped children are also included.

## 3. PRE-UNIVERSITY EDUCATIONAL SYSTEM IN ROMANIA, by educational levels and languages of tuition, in 2000/2001 school year

Language of tuition	Units	Sections	Total U + S	%	Total children and pupils*	%
1	2	3	4	5	6	7

### I. Pre-school education

<b>Total country</b>	<b>9,456</b>	<b>624</b>	<b>10,080</b>	<b>100</b>	<b>611,036</b>	<b>100</b>
<b>Total minorities</b>	<b>686</b>	<b>624</b>	<b>1,310</b>	<b>13.8</b>	<b>46,155</b>	<b>7.6</b>
Hungarian	646	475	1,121	11.8	40,086	6.6
German	17	135	152	1.6	5,119	0.8
Ukrainian	3	4	7	0.07	286	0.04
Serbian	6	9	15	0.1	315	0.05
Slovak	11	–	11	0.1	262	0.04
Czech	2	–	2	0.02	47	–
Croatian	1	1	2	0.02	40	–

### II. Primary education (grades I-IV)

<b>Total country</b>	<b>5,389</b>	<b>163</b>	<b>5,553</b>	<b>100</b>	<b>1,077,251</b>	<b>100</b>
<b>Total minorities</b>	<b>313</b>	<b>163</b>	<b>476</b>	<b>8.5</b>	<b>60,252</b>	<b>5.6</b>
Hungarian	299	151	450	8.1	54,574	5.0
German	1	6	7	0.1	4,766	0.4
Ukrainian	–	–	–	–	145	0.01
Serbian	2	1	3	0.05	213	0.02
Slovak	10	5	15	0.2	435	0.04
Czech	1	–	1	0.01	89	–

\* Pupils enrolled in special education for handicapped are also included (grades I-VIII).

Croatian	–	–	–	–	30	–
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Language of tuition	Units	Sections	Total U + S	%	Total children and pupils	%
1	2	3	4	5	6	7

### III. Middle school education (grades V-VIII)

<b>Total country</b>	<b>6,545</b>	<b>451</b>	<b>6,996</b>	<b>100</b>	<b>1,299,449</b>	<b>100</b>
<b>Total minorities</b>	<b>283</b>	<b>451</b>	<b>734</b>	<b>10.5</b>	<b>63,629</b>	<b>4.9</b>
Hungarian	275	359	634	9	58,273	4.5
German	4	68	72	1	4,716	0.4
Ukrainian	–	7	7	0.1	129	–
Serbian	3	12	15	0.2	143	0.01
Slovak	1	5	6	0.08	368	0.02

### IV. Secondary education (grades IX-XII/XIII)

<b>Total country</b>	<b>1,264</b>	<b>103</b>	<b>1,367</b>	<b>100</b>	<b>687,919</b>	<b>100</b>
<b>Total minorities</b>	<b>66</b>	<b>103</b>	<b>169</b>	<b>12.3</b>	<b>29,915</b>	<b>4.3</b>
Hungarian	56	84	140	10.2	26,207	3.8
German	6	19	25	1.8	3,197	0.5
Ukrainian	1	–	1	0.07	215	0.03
Serbian	1	–	1	0.07	132	0.01
Slovak	2	–	2	0.1	164	0.02
Croatian	–	–	–	–	–	–

### V. Vocational education

<b>Total country</b>	<b>84</b>	<b>9</b>	<b>93</b>	<b>100</b>	<b>239,550</b>	<b>100</b>
<b>Total minorities</b>	<b>1</b>	<b>9</b>	<b>10</b>	<b>10.7</b>	<b>5,900</b>	<b>2.5</b>
Hungarian	1	9	10	10.7	5,900	2.5
German	–	–	–	–	–	–

### VI. Post-secondary education

<b>Total country</b>	<b>98</b>	<b>8</b>	<b>106</b>	<b>100</b>	<b>82,117</b>	<b>100</b>
<b>Total minorities</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>13.2</b>	<b>2,162</b>	<b>2.6</b>
Hungarian	6	6	12	11.3	2,100	2.5
German	–	2	2	2	62	0.07

**4. EDUCATIONAL UNITS  
with tuition partially in the languages  
of national minorities,  
on educational levels,  
in 2000/2001 school year**

**I. Pre-school education**

MINORITY	Base	Section	Units	Total children	Total teaching staff
<b>TOTAL</b>	<b>3</b>	–	<b>2</b>	<b>152</b>	<b>7</b>
TURKISH	2	–	2	133	6
ITALIAN	1	–	–	19	1

**II. Secondary education**

MINORITY	Base	Section	Units	Total children	Total teaching staff
<b>TOTAL</b>	<b>2</b>	–	<b>2</b>	<b>332</b>	<b>23</b>
TURKISH	1	–	1	284	17
CROATIAN	1	–	1	48	6

**5. NUMBER OF STUDENTS ENROLLED  
in 2000/2001 academic year**

**I. Public institutions of higher education**

<b>Total students</b>	<b>382,478</b>
<b>Total minorities</b>	<b>21,355</b>
Hungarians	18,230
Germans	1,401
Other nationalities	1,724

**II. Private institutions of higher education**

<b>Total students</b>	<b>150,674</b>
<b>Total minorities</b>	<b>6,159</b>
Hungarians	5,151
Germans	456
Other nationalities	552

**III. Total number of students**

<b>Total number of students enrolled</b>	<b>533,152</b>
<b>Total minorities</b>	<b>27,514</b>
Hungarians	23,381
Germans	1,857
Other nationalities	2,276

**6. NUMBER OF STUDENTS ENROLLED  
(FROM THE COUNTRY)  
in higher education,  
on nationalities and localities,  
at the beginning of 2000/2001 academic year**

– PUBLIC EDUCATION –

Locality*	Nationality			
	Total	Hungarian	German	Other minorities
0	1	2	3	4
Alba Iulia	5,509	293	5	5
Arad	3,437	129	9	12
Oradea	15,469	2,643	46	7
Braşov	12,790	990	4,359	33
Reşiţa	1,963	33	47	36
Cluj-Napoca	45,315	8,907	170	158
Constanţa	13,793	7	1	555
Craiova	22,394	1	–	29
Petroşani	4,866	560	207	42
Iaşi	39,364	74	2	46
Baia Mare	3,656	282	11	–
Tg. Mureş	5,743	1,963	19	3
Ploieşti	5,948	5	–	–
Sibiu	11,904	149	167	15
Timişoara	31,498	1,902	651	566
Bucureşti	98,220	242	23	208

\* Only those localities figure in the table where students belonging to other nationalities than the Romanian are also enrolled.

**7. NUMBER OF STUDENTS ENROLLED  
(FROM THE COUNTRY)  
in higher education,  
on nationalities and localities,  
at the beginning of 2000/2001 academic year**

– PRIVATE EDUCATION –

Locality*	Nationality			
	Total	Hungarian	German	Other minorities
0	1	2	3	4
Arad	4,973	561	76	12
Oradea	602	36	2	–
Braşov	4,754	1,309	27	2
Cluj-Napoca	3,049	1,010	5	–
Constanţa	2,274	–	–	100
Iaşi	12,353	372	–	2
Baia Mare	2,712	677	32	8
Sibiu	1,517	4	7	–
Timişoara	8,165	549	194	182
Lugoj	4,893	211	–	5
Bucureşti	89,045	420	46	226

\* Only those localities figure in the table where students belonging to other nationalities than the Romanian are also enrolled.

**8. TEACHING STAFF\***  
**on educational levels and languages of tuition,**  
**in the pre-university education in**  
**the languages of national minorities,**  
**in 2000/2001 school year**

Language of tuition	Total, out of which:	Pre-school teachers	Primary school teachers	Teachers
Total country	266,979	34,023	57,717	175,239
Total minorities	12,698	2,033	2,706	7,959
Hungarian	11,948	1,940	2,608	7,400
German	491	60	53	378
Ukrainian	66	8	3	55
Serbian	48	8	8	32
Slovak	131	14	29	88
Czech	4	2	2	–
Croatian	10	1	3	6

\* Including the educational staff from the special primary and middle school education.

**9. ACCOUNT ON THE NUMBER OF PUPILS**  
**who study in schools providing education**  
**in Romanian language and study,**  
**by request, their mother tongue**  
**in 2000/2001 school year**

Mother tongue	No. of units	Total pupils	out of which:			Total teaching staff
			grades I-IV	grades V-VIII	grades IX-XIII	
<b>Total</b>	<b>203</b>	<b>27,476</b>	<b>12,771</b>	<b>14,304</b>	<b>401</b>	<b>500</b>
Hungarian	31	673	178	351	144	36
Ukrainian	49	7,121	3,499	3,622	–	75
Russian (Lippovan)	8	1,811	731	1,057	13	21
Turkish	4	2,875	1,515	1,360	–	71
Polish	5	294	130	154	10	9
Bulgarian	4	434	111	141	182	9
Serbian	12	481	193	288	–	9
Slovak	1	57	–	44	13	3
Czech	5	128	9	119	–	5
Croatian	8	502	210	292	–	12
Greek	3	116	37	77	2	4
Romany	66	12,557	5,960	6,597	–	200
Armenian	1	13	7	6	–	1
Italian	–	–	–	–	–	–
German	6	424	191	196	37	39



**10. SYNTHETIC NUMBER OF STUDENTS**  
**from short and long term studies (RS+CS+ID),**  
**Romanian citizens, according to their ethnic origin,**  
**at the beginning of 2000/2001 academic year**

**“Babeş-Bolyai” University of Cluj-Napoca**

No.	FACULTY	Total (in Romanian, Hungarian, German)					
		Total	Romanians	Hungarians	Germans	Romas	Others
01	Faculty of Mathematics and Informatics	1555	1103	443	9	–	–
02	Faculty of Physics	803	627	172	4	–	–
03	Faculty of Chemistry and Chemical Engineering	1232	979	250	3	–	–
04	Faculty of Biology and Geology	1002	678	321	2	1	–
05	Faculty of Geography	2227	1564	640	13	–	10
06	Faculty of Law	1188	983	188	1	10	6
07	Faculty of Philology	2300	1720	551	7	–	22
08	Faculty of History and Philosophy	2062	1382	642	6	37	–
09	Faculty of Psychology and Pedagogy	1789	1224	556	2	7	–
10	Faculty of Economics	3837	3443	376	4	6	8
11	Faculty of European Studies	1065	972	88	5	–	–
12	Faculty of Political and Administrative Studies	1425	1089	282	33	21	–
13	Business School	463	285	177	–	–	1
14	Faculty of Sports	921	753	162	1	5	–
15	Faculty of Orthodox Theology	526	523	–	–	–	3
16	Faculty of Greek Catholic Theology	401	393	4	2	–	2
17	Faculty of Reformed Theology	202	–	202	–	–	–
18	Faculty of Roman Catholic Theology	150	–	150	–	–	–
	TOTAL	23153	17423	5500	81	105	44

In Romanian						In Hungarian					In German				
Total	Romanians	Hungarians	Germans	Romas	Others	Total	Romanians	Hungarians	Germans	Romas	Total	Romanians	Hungarians	Germans	Others
1148	1073	74	1	–	–	367	1	366	–	–	40	29	3	8	–
650	610	38	2	–	–	129	–	129	–	–	24	17	5	2	–
1031	938	73	2	–	–	171	–	171	–	–	48	41	6	1	–
736	657	78	–	1	–	239	–	239	–	–	27	21	4	2	–
1775	1509	255	3	–	8	341	1	340	–	–	111	54	45	10	2
1188	983	188	1	10	6	–	–	–	–	–	–	–	–	–	–
1758	1626	108	2	–	22	349	–	349	–	–	193	94	94	5	–
1384	1314	33	3	34	–	582	–	582	–	–	96	68	27	1	–
1329	1297	24	–	8	–	662	6	654	–	2	19	15	–	4	–
3211	2900	292	1	16	2	85	–	85	–	–	–	–	–	–	–
1242	1143	88	9	–	2	–	–	–	–	–	–	–	–	–	–
154	981	45	1	27	–	315	5	309	1	–	115	56	40	19	–
406	343	63	–	–	–	120	–	120	–	–	–	–	–	–	–
670	617	46	–	7	–	127	1	125	1	–	–	–	–	–	–
569	569	–	–	–	–	–	–	–	–	–	–	–	–	–	–
459	452	3	2	–	2	–	–	–	–	–	–	–	–	–	–
–	–	–	–	–	–	219	–	219	–	–	–	–	–	–	–
–	–	–	–	–	–	182	2	180	–	–	–	–	–	–	–
18592	17012	1408	27	103	42	3888	16	3868	2	2	673	395	224	52	2

**11. SYNTHETIC NUMBER OF STUDENTS  
from short and long term studies (RS),  
Romanian citizens, according to their ethnic origin,  
at the beginning of 2000/2001 academic year**

**“Babeş-Bolyai” University of Cluj-Napoca**

No.	FACULTY	Total (in Romanian, Hungarian, German)					
		Total	Romanians	Hungarians	Germans	Romas	Others
01	Faculty of Mathematics and Informatics	1525	1117	401	7	–	–
02	Faculty of Physics	849	635	211	3	–	–
03	Faculty of Chemistry and Chemical Engineering	1196	923	270	3	–	–
04	Faculty of Biology and Geology	884	629	252	2	1	–
05	Faculty of Geography	1656	1192	456	8	–	–
06	Faculty of Law	994	835	149	–	7	3
07	Faculty of Philology	2106	1580	505	6	–	15
08	Faculty of History and Philosophy	2 062	1 382	642	4	34	–
09	Faculty of Psychology and Pedagogy	2 010	1 318	678	4	10	–
10	Faculty of Economics	3 296	2 900	377	1	16	2
11	Faculty of European Studies	1 242	1 143	88	9	–	2
12	Faculty of Political and Administrative Studies	1 484	1 042	394	21	27	–
13	Business School	526	343	183	–	–	–
14	Faculty of Sports	797	618	171	1	7	–
15	Faculty of Orthodox Theology	569	569	–	–	–	–
16	Faculty of Greek Catholic Theology	459	452	3	2	–	2
17	Faculty of Reformed Theology	219	–	219	–	–	–
18	Faculty of Roman Catholic Theology	182	2	180	–	–	–
	TOTAL	22056	16680	5179	71	102	24

**12. SYNTHETIC NUMBER OF STUDENTS  
enrolled in profound and master studies,  
on ethnic composition, at the beginning  
of 2000/2001 academic year**

**“Babeş-Bolyai” University of Cluj-Napoca**

No.	FACULTY	Total (in Romanian, Hungarian, German)					
		Total	Romanians	Hungarians	Germans	Romas	Others
01	Faculty of Mathematics and Informatics	111	87	24	–	–	–
02	Faculty of Physics	53	41	12	–	–	–
03	Faculty of Chemistry and Chemical Engineering	71	61	10	–	–	–
04	Faculty of Biology and Geology	100	85	15	–	–	–
05	Faculty of Geography	58	48	9	1	–	–
06	Faculty of Law	26	25	1	–	–	–
07	Faculty of Philology	173	128	45	–	–	–
08	Faculty of History and Philosophy	254	224	29	1	–	–
09	Faculty of Psychology and Pedagogy	74	55	15	4	–	–
10	Faculty of Economics	107	96	10	1	–	–
11	Faculty of European Studies	132	117	15	–	–	–
12	Faculty of Political and Administrative Studies	23	22	1	–	–	–
13	Business School	37	30	7	–	–	–
14	Faculty of Sports	28	20	8	–	–	–
15	Faculty of Orthodox Theology	30	30	–	–	–	–
16	Faculty of Greek Catholic Theology	18	18	–	–	–	–
17	Faculty of Reformed Theology	26	–	26	–	–	–
18	Faculty of Roman Catholic Theology	11	–	11	–	–	–
	TOTAL	1332	1087	238	7	–	–

### **13. LIST OF SECONDARY SCHOOLS AND SCHOOL SECTIONS providing tuition in the languages of national minorities in 2000/2001 school year**

#### **IN HUNGARIAN LANGUAGE**

##### **A. SECONDARY SCHOOLS IN HUNGARIAN LANGUAGE**

###### **Alba County**

1. "Bethlen Gábor" Academic Secondary School – Aiud
2. The Roman Catholic Theological Secondary School – Alba Iulia

###### **Arad County**

- "Csiki Gergely" Industrial School Group – Arad

###### **Bihar County**

1. "Ady Endre" Academic Secondary School – Oradea
2. "Lorántffy Zsuzsanna" Reformed Theological Secondary School – Oradea
3. "Szent László" Roman Catholic Theological Secondary School – Oradea

###### **Braşov County**

1. "Áprily Lajos" Academic Secondary School – Braşov
2. "Zajzoni Rab István" Academic Secondary School – Săcele

###### **Cluj County**

1. The Reformed Theological Secondary School – Cluj-Napoca
2. "Samuel Brassai" Unitarian Theological Secondary School – Cluj-Napoca
3. The Roman Catholic Theological Secondary School – Cluj-Napoca
4. "Báthory István" Academic Secondary School – Cluj-Napoca

###### **Covasna County**

1. "Székely Mikó" Academic Secondary School – Sfântu Gheorghe
2. "Mikes Kelemen" Academic Secondary School – Sfântu Gheorghe
3. "Bod Péter" Pedagogical Secondary School – Târgu Secuiesc
4. "Nagy Mózes" Academic Secondary School – Târgu Secuiesc
5. The Reformed Theological Secondary School – Sfântu Gheorghe
6. The Reformed Theological Secondary School – Târgu Secuiesc

###### **Harghita County**

1. "Márton Áron" Academic Secondary School – Miercurea Ciuc
2. "Nagy István" Secondary School of Music and Arts – Miercurea Ciuc
3. "Segétő Mária" Roman Catholic Theological Secondary School – Miercurea Ciuc
4. "Tamási Áron" Academic Secondary School – Odorheiu Secuiesc
5. "Palló Imre" Secondary School of Arts – Odorheiu Secuiesc
6. "Bányai János" Industrial School Group – Odorheiu Secuiesc
7. "Kós Károly" School Group – Odorheiu Secuiesc
8. The Sanitary School Group – Odorheiu Secuiesc
9. "Eötvös József" School Group – Odorheiu Secuiesc
10. "Benedek Elek" Pedagogical Secondary School – Odorheiu Secuiesc
11. "Salamon Ernő" Academic Secondary School – Gheorgheni
12. "Gábor Áron" School Group – Vlăhiţa
13. "Petőfi Sándor" Academic Secondary School – Dăneşti
14. "Puskás Tivadar" Academic Secondary School – Ditrău
15. The Agricultural Secondary School – Sânmartin
16. The Academic Secondary School – Corund
17. "Dr. Borsos Fortunat" Academic Secondary School – Zetea
18. The Agricultural School Group – Joseni
19. "Sf. Elisabeta" Roman Catholic Theological Secondary School – Lunca de Sus
20. The Reformed Theological Secondary School – Odorheiu Secuiesc
21. The Unitarian Theological Secondary School – Cristuru Secuiesc
22. "Baróti Szabó Dávid" School Group – Odorheiu Secuiesc

###### **Maramureş County**

- "Németh László" Academic Secondary School – Baia Mare

###### **Mureş County**

- The Reformed Theological Secondary School – Târgu Mureş

###### **Satu Mare County**

1. The Reformed Theological Secondary School – Satu Mare
2. "Ham Janos" Roman Catholic Theological Secondary School – Satu Mare
3. "Iosefus Calantius" Roman Catholic Theological Secondary School – Carei
4. "Kölcsey Ferenc" National College – Satu Mare

###### **Sălaj County**

- The Reformed Theological Secondary School – Zalău

Timiș County

1. “Bartok Bela” Academic Secondary School – Timișoara
2. The Roman Catholic Secondary School – Timișoara

Municipality of Bucharest

- “Ady Endre” Academic Secondary School

B. SECONDARY SCHOOL SECTIONS IN HUNGARIAN LANGUAGE

Arad County

- “Gheorghe Lazăr” Academic Secondary School – Pecica

Bihar County

1. “Mihai Eminescu” Academic Secondary School – Oradea
2. “Petőfi Sándor” Academic Secondary School – Săcuieni
3. “Iosif Vulcan” Normal School – Oradea
4. The Secondary School of Arts – Oradea
5. The Industrial School Group - Oil Industry – Marghita
6. The Industrial School Group – Salonta
7. The Agricultural School Group – Valea lui Mihai
8. The Agricultural School Group – Oradea

Bistrița-Năsăud County

- “Andrei Mureșanu” Academic Secondary School – Bistrița

Brașov County

1. “Constantin Brâncoveanu” Industrial School Group – Brașov
2. The Energetic School Group – Brașov
3. “Ștefan Octavian Iosif” School Group – Rupea

Cluj County

1. “Brassai Sámuel” Academic Secondary School – Cluj-Napoca
2. “Apáczai Csere János” Academic Secondary School – Cluj-Napoca
3. “Andrei Mureșanu” Academic Secondary School – Dej
4. “Octavian Goga” Academic Secondary School – Huedin
5. “Petru Maior” Academic Secondary School – Gherla
6. “Mihai Viteazul” Academic Secondary School – Turda
7. The Secondary School of Music – Cluj-Napoca
8. “Maranatha” Adventist Theological Secondary School – Cluj-Napoca
9. The Electro-technical School Group – Cluj-Napoca

10. “O. Ghibu” Academic Secondary School – Cluj-Napoca

Covasna County

1. “Oltul” School Group – Sfântu Gheorghe
2. The Economic, Administrative and Catering School Group – Sfântu Gheorghe
3. “Puskás Tivadar” Industrial School Group – Sfântu Gheorghe
4. The Secondary School of Arts – Sfântu Gheorghe
5. The Agricultural School Group – Sfântu Gheorghe
6. “Gábor Áron” Industrial School Group – Târgu Secuiesc
7. “Kőrösi Csoma Sándor” School Group – Covasna
8. “Baróti Szabó Dávid” Industrial School Group – Baraolt
9. “Apor Péter” Industrial-Agricultural School Group – Târgu Secuiesc
10. “Perspectiva” Industrial School Group – Sfântu Gheorghe

Harghita County

1. “Venczel József” School Group – Miercurea Ciuc
2. “Székely Károly” School Group – Miercurea Ciuc
3. “Johannes Kájoni” Economic, Administrative and Catering School Group – Miercurea Ciuc
4. “L. Rebreanu” School Group – Bălan
5. “Orbán Balázs” Academic Secondary School – Cristuru Secuiesc
6. The School Group – Gheorgheni
7. “Batthyány Ignác” School Group – Gheorgheni
8. The Agricultural School Group – Gheorgheni
9. “O. C. Tăslăuanu” Academic Secondary School – Toplița
10. The Building School Group – Miercurea Ciuc

Hunedoara County

1. “Traian” Academic Secondary School – Deva
2. The Academic Secondary School – Petroșani

Maramureș County

- “Dragoș Vodă” Academic Secondary School – Sighetu Marmăției

Mureș County

1. “Al. Papiu Ilarian” Academic Secondary School – Târgu Mureș
2. “Unirea” Academic Secondary School – Târgu Mureș
3. “Bolyai Farkas” Academic Secondary School – Târgu Mureș
4. “Mihai Eminescu” Pedagogical Secondary School – Târgu Mureș
5. The Secondary School of Arts – Târgu Mureș
6. “Avram Iancu” Industrial School Group – Târgu Mureș
7. “Gheorghe Șincai” Industrial School Group – Târgu Mureș

8. "Electromureş" Industrial School Group – Târgu Mureş
9. The Industrial School Group No. 1 – Târgu Mureş
10. The Industrial Chemistry School Group – Târgu Mureş
11. The Forestry School Group – Târgu Mureş
12. The Assembly Engineering School Group – Târgu Mureş
13. "Mircea Eliade" Academic Secondary School – Sighişoara
14. The School Group – Reghin
15. "Petru Maior" Industrial School Group – Reghin
16. The Forestry School Group – Sovata
17. The Academic Secondary School – Târnăveni
18. The Academic Secondary School – Band
19. The Academic Secondary School – Sângiorgiu de Pădure
20. The Academic Secondary School – Miercurea Nirajului

#### Satu Mare County

1. „Ioan Slavici” College – Satu Mare
2. The Industrial School Group – Tăşnad
3. The Food Industry School Group – Satu Mare
4. The Light Industry School Group – Satu Mare
5. The Forestry School Group – Satu Mare
6. The Economic School Group – Satu Mare
7. „Aurel Popp” Secondary School of Arts – Satu Mare
8. The Academic Secondary School – Carei
9. The Machine Building Industrial School Group No. 3 – Satu Mare
10. The Academic Secondary School – Tăşnad
11. The Agricultural School Group – Carei
12. The Machine Building Industrial School Group – Carei

#### Sălaj County

1. The Academic Secondary School – Zalău
2. "Gheorghe Şincai" Normal School – Zalău
3. "Simion Bărnuţiu" Academic Secondary School – Şimleu Silvaniei
4. The Industrial School Group – Cehu Silvaniei
5. The Industrial Secondary School – Crasna
6. The Industrial School Group – Sărmăşag
7. "Al. Papiu Ilarian" Industrial School Group – Zalău
8. "Iuliu Maniu" Industrial School Group – Zalău
9. The Agricultural School Group – Şimleu Silvaniei

#### Sibiu County

1. "Octavian Goga" Academic Secondary School – Sibiu

2. "Axente Sever" Academic Secondary School – Mediaş

## **IN GERMAN LANGUAGE**

### **A. SECONDARY SCHOOLS IN GERMAN LANGUAGE**

Arad County

“Adam Müller Gutenbrunn” Academic Secondary School – Arad

Braşov County

“Johannes Honterus” Academic Secondary School – Braşov

Satu Mare County

The Academic Secondary School with grades V-XII

Sibiu County

“Samuel Brukenthal” Academic Secondary School – Sibiu

Timiş County

“Nikolaus Lenau” Academic Secondary School – Timişoara

Municipality of Bucharest

“Hermann Oberth” Academic Secondary School – Bucharest

### **B. SECONDARY SCHOOL SECTIONS IN GERMAN LANGUAGE**

Bistriţa-Năsăud County

“Liviu Rebreanu” Academic Secondary School – Bistriţa

Braşov County

The Energetic Industrial School Group – Braşov

Caraş-Severin County

“Diaconovici-Tietz” Academic Secondary School – Reşiţa

Cluj County

“George Coşbuc” National College – Cluj-Napoca

Hunedoara County

“Decebal” Academic Secondary School – Deva

Mureş County

1. “Joseph Haltrich” Academic Secondary School – Sighişoara
2. “Al. Papiu Ilarian” Academic Secondary School – Târgu Mureş

Sibiu County

1. “Andrei Şaguna” Normal School – Sibiu
2. “Stepan Ludwig Roth” Academic Secondary School – Mediaş

3. “A. Şaguna” Academic Secondary School – Sibiu

4. “O. Ghibu” Academic Secondary School – Sibiu

Timiş County

“Coriolan Brediceanu” Academic Secondary School – Lugoj

Municipality of Bucharest

„Al. Vlahuţă” Academic Secondary School – Bucharest

## **IN CROATIAN LANGUAGE**

Caraş-Severin County

Bilingual Secondary School – Caraşova

## **IN SLOVAK LANGUAGE**

### **SECONDARY SCHOOL SECTIONS IN SLOVAK LANGUAGE**

Arad County

“J. Gregor-Tajovský” Industrial School Group – Nădlac

Bihor County

“Jozef Kozáček” Academic Secondary School – Budoï, Popeşti  
Commune

## **IN SERBIAN LANGUAGE**

### **SECONDARY SCHOOL IN SERBIAN LANGUAGE**

Timiş County

“Dositei Obradovici” Academic Secondary School – Timişoara

## **IN TURKISH LANGUAGE**

Constanţa County

“Kemal Atatürk” Moslem Theological Secondary School (bilingual  
teaching) – Medgidia

## **IN UKRAINIAN LANGUAGE**

### **SECONDARY SCHOOL IN UKRAINIAN LANGUAGE**

**VII. EXCERPTS  
FROM THE DOCUMENTS  
OF THE COUNCIL OF EUROPE  
ON PROBLEMS CONCERNING  
NATIONAL MINORITIES**

**Contents:**

1. European Charter of Local Self-Government
2. European Charter for Regional or Minority Languages
3. Framework Convention for the Protection of National Minorities

# 1. EUROPEAN CHARTER OF LOCAL SELF-GOVERNMENT\*

## PREAMBLE

The member States of the Council of Europe, signatory hereto,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Considering that one of the methods by which this aim is to be achieved is through agreements in the administrative field;

Considering that the local authorities are one of the main foundations of any democratic regime;

Considering that the right of citizens to participate in the conduct of public affairs is one of the democratic principles that are shared by all member States of the Council of Europe;

Considering that it is at local level that this right can be most directly exercised;

Convinced that the existence of local authorities with real responsibilities can provide an administration which is both effective and close to the citizen;

Aware that the safeguarding and reinforcement of local self-government in the different European countries is an important contribution to the construction of a Europe based on the principles of democracy and the decentralisation of power;

Asserting that this entails the existence of local authorities endowed with democratically constituted decision-making bodies and possessing a wide degree of autonomy with regard to their responsibilities, the ways and means by which those responsibilities are exercised and the resources required for their fulfilment,

Have agreed as follows:

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\* Adopted in Strasbourg on October 15, 1985, it came into force on September 1, 1988. Romania signed the Charter on October 4, 1994 and ratified it through Law No. 199 of November 17, 1997, "with the exception of Art. 7 Paragraph 2 of this European juridical instrument".



#### ARTICLE 1

The Parties undertake to consider themselves bound by the following articles in the manner and to the extent prescribed in Article 12 of this Charter.

#### **PART I**

#### ARTICLE 2

#### **Constitutional and legal foundation for local self-government**

The principle of local self-government shall be recognised in domestic legislation, and where practicable in the constitution.

#### ARTICLE 3

#### **Concept of local self-government**

1. Local self-government denotes the right and the ability of local authorities, within the limits of the law, to regulate and manage a substantial share of public affairs under their own responsibility and in the interests of the local population.

2. This right shall be exercised by councils or assemblies composed of members freely elected by secret ballot on the basis of direct, equal, universal suffrage, and which may possess executive organs responsible to them. This provision shall in no way affect recourse to assemblies of citizens, referendums or any other form of direct citizen participation where it is permitted by statute.

#### ARTICLE 4

#### **Scope of local self-government**

1. The basic powers and responsibilities of local authorities shall be prescribed by the constitution or by statute. However, this provision shall not prevent the attribution to local authorities of powers and responsibilities for specific purposes in accordance with the law.

2. Local authorities shall, within the limits of the law, have full discretion to exercise their initiative with regard to any matter which is not excluded from their competence nor assigned to any other authority.

3. Public responsibilities shall generally be exercised, in preference, by those authorities which are closest to the citizen. Allocation of responsibility to another authority should weigh up the extent and nature of the task and requirements of efficiency and economy.

4. Powers given to local authorities shall normally be full and exclusive. They may not be undermined or limited by another, central or regional, authority except as provided for by the law.<sup>1</sup>

5. Where powers are delegated to them by a central or regional authority, local authorities shall, insofar as possible, be allowed discretion in adapting their exercise to local conditions.<sup>2</sup>

6. Local authorities shall be consulted, insofar as possible, in due time and in an appropriate way in the planning and decision-making processes for all matters which concern them directly.

#### ARTICLE 5

#### **Protection of local authority boundaries**

Changes in local authority boundaries shall not be made without prior consultation of the local communities concerned, possibly by means of a referendum where this is permitted by statute.

#### ARTICLE 6

#### **Appropriate administrative structures and resources for the tasks of local authorities**

1. Without prejudice to more general statutory provisions, local authorities shall be able to determine their own internal administrative structures in order to adapt them to local needs and ensure effective management.

2. The conditions of service of local government employees shall be such as to permit the recruitment of high-quality staff on the basis of merit and competence; to this end adequate training opportunities, remuneration and career prospects shall be provided.

#### ARTICLE 7

#### **Conditions under which responsibilities at local level are exercised**

1. The conditions of office of local elected representatives shall provide for free exercise of their functions.

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<sup>1</sup> "Romania declares that on the concept of regional authority, stipulated in Art. 4 Paragraphs 4 and 5 of the European Charter, she understands, in compliance with the legislation in force, the county authority of local public administration." (Art. 2 of Law No. 199 for the ratification of the European Charter of Local Self-Government, adopted in Strasbourg on October 15, 1985).

<sup>2</sup> See Note 1.

2. They shall allow for appropriate financial compensation for expenses incurred in the exercise of the office in question as well as, where appropriate, compensation for loss of earnings or remuneration for work done and corresponding social welfare protection.

3. Any functions and activities which are deemed incompatible with the holding of local elective office shall be determined by statute or fundamental legal principles.

#### ARTICLE 8

##### **Administrative supervision of local authorities' activities**

1. Any administrative supervision of local authorities may only be exercised according to such procedures and in such cases as are provided for by the constitution or by statute.

2. Any administrative supervision of the activities of the local authorities shall normally aim only at ensuring compliance with the law and with constitutional principles. Administrative supervision may however be exercised with regard to expediency by higher-level authorities in respect of tasks the execution of which is delegated to local authorities.

3. Administrative supervision of local authorities shall be exercised in such a way as to ensure that the intervention of the controlling authority is kept in proportion to the importance of the interests which it is intended to protect.

#### ARTICLE 9

##### **Financial resources of local authorities**

1. Local authorities shall be entitled, within national economic policy, to adequate financial resources of their own, of which they may dispose freely within the framework of their powers.

2. Local authorities' financial resources shall be commensurate with the responsibilities provided for by the constitution and the law.

3. Part at least of the financial resources of local authorities shall derive from local taxes and charges of which, within the limits of statute, they have the power to determine the rate.

4. The financial systems on which resources available to local authorities are based shall be of a sufficiently diversified and buoyant nature to enable them to keep pace as far as practically possible with the real evolution of the cost of carrying out their tasks.

5. The protection of financially weaker local authorities calls for the institution of financial equalisation procedures or equivalent measures

which are designed to correct the effects of the unequal distribution of potential sources of finance and of the financial burden they must support. Such procedures or measures shall not diminish the discretion local authorities may exercise within their own sphere of responsibility.

6. Local authorities shall be consulted, in an appropriate manner, on the way in which redistributed resources are to be allocated to them.

7. As far as possible, grants to local authorities shall not be earmarked for the financing of specific projects. The provision of grants shall not remove the basic freedom of local authorities to exercise policy discretion within their own jurisdiction.

8. For the purpose of borrowing for capital investment, local authorities shall have access to the national capital market within the limits of the law.

#### ARTICLE 10

##### **Local authorities' right to associate**

1. Local authorities shall be entitled, in exercising their powers, to co-operate and, within the framework of the law, to form consortia with other local authorities in order to carry out tasks of common interest.

2. The entitlement of local authorities to belong to an association for the protection and promotion of their common interests and to belong to an international association of local authorities shall be recognised in each State.

3. Local authorities shall be entitled, under such conditions as may be provided for by the law, to co-operate with their counterparts in other States.

#### ARTICLE 11

##### **Legal protection of local self-government**

Local authorities shall have the right of recourse to a judicial remedy in order to secure free exercise of their powers and respect for such principles of local self-government as are enshrined in the constitution or domestic legislation.

## **PART II MISCELLANEOUS PROVISIONS**

### **ARTICLE 12 Undertakings**

1. Each Party undertakes to consider itself bound by at least twenty paragraphs of Part I of the Charter, at least ten of which shall be selected from among the following paragraphs:

- Article 2,
- Article 3, paragraphs 1 and 2,
- Article 4, paragraphs 1, 2 and 4,
- Article 5,
- Article 7, paragraph 1,
- Article 8, paragraph 2,
- Article 9, paragraphs 1, 2 and 3,
- Article 10, paragraph 1,
- Article 11.

2. Each Contracting State, when depositing its instrument of ratification, acceptance or approval, shall notify to the Secretary General of the Council of Europe of the paragraphs selected in accordance with the provisions of paragraph 1 of this article.

3. Any Party may, at any later time, notify the Secretary General that it considers itself bound by any paragraphs of this Charter which it has not already accepted under the terms of paragraph 1 of this article. Such undertakings subsequently given shall be deemed to be an integral part of the ratification, acceptance or approval of the Party so notifying, and shall have the same effect as from the first day of the month following the expiration of a period of three months after the date of the receipt of the notification by the Secretary General.

### **ARTICLE 13 Authorities to which the Charter applies**

The principles of local self-government contained in the present Charter apply to all the categories of local authorities existing within the territory of the Party. However, each Party may, when depositing its instrument of ratification, acceptance or approval, specify the categories of local or regional authorities to which it intends to confine the scope of the Charter or which it intends to exclude from its scope. It may also include further categories of local or regional authorities within the scope

of the Charter by subsequent notification to the Secretary General of the Council of Europe.

### **ARTICLE 14 Provision of information**

Each Party shall forward to the Secretary General of the Council of Europe all relevant information concerning legislative provisions and other measures taken by it for the purposes of complying with the terms of this Charter.

## **PART III ARTICLE 15 Signature, ratification and entry into force**

1. This Charter shall be open for signature by the member States of the Council of Europe. It is subject to ratification, acceptance or approval. Instruments of ratification, acceptance or approval shall be deposited with the Secretary General of the Council of Europe.

2. This Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date on which four member States of the Council of Europe have expressed their consent to be bound by the Charter in accordance with the provisions of the preceding paragraph.

3. In respect of any member State which subsequently expresses its consent to be bound by it, the Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date of the deposit of the instrument of ratification, acceptance or approval.

### **ARTICLE 16 Territorial clause**

Any State may, at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, specify the territory or territories to which this Charter shall apply.

Any State may at any later date, by a declaration addressed to the Secretary General of the Council of Europe, extend the application of this Charter to any other territory specified in the declaration. In respect of such territory the Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date of receipt of such declaration by the Secretary General.

Any declaration made under the two preceding paragraphs may, in respect of any territory specified in such declaration, be withdrawn by a notification addressed to the Secretary General. The withdrawal shall become effective on the first day of the month following the expiration of a period of six months after the date of receipt of such notification by the Secretary General.

#### ARTICLE 17 **Denunciation**

1. Any Party may denounce this Charter at any time after the expiration of a period of five years from the date on which the Charter entered into force for it. Six months' notice shall be given to the Secretary General of the Council of Europe. Such denunciation shall not affect the validity of the Charter in respect of the other Parties provided that at all times there are not less than four such Parties.

2. Any Party may, in accordance with the provisions set out in the preceding paragraph, denounce any paragraph of Part I of the Charter accepted by it provided that the Party remains bound by the number and type of paragraphs stipulated in Article 12, paragraph 1. Any Party which, upon denouncing a paragraph, no longer meets the requirements of Article 12, paragraph 1, shall be considered as also having denounced the Charter itself.

#### ARTICLE 18 **Notifications**

The Secretary General of the Council of Europe shall notify the member States of the Council of Europe of:

- a) any signature;
- b) the deposit of any instrument of ratification, acceptance or approval;
- c) any date of entry into force of this Charter in accordance with Article 15;
- d) any notification received in application of the provisions of Article 12, paragraphs 2 and 3;
- e) any notification received in application of the provisions of Article 13;
- f) any other act, notification or communication relating to this Charter.

In witness whereof the undersigned, being duly authorised thereto, have signed this Charter.

Done at Strasbourg, this 15th day of October 1985, in English and French, both texts being equally authentic, in a single copy which shall be deposited in the archives of the Council of Europe. The Secretary General of the Council of Europe shall transmit certified copies to each member State of the Council of Europe.

## **2. EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES\***

### **PREAMBLE**

The member States of the Council of Europe signatory hereto,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members, particularly for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Considering that the protection of the historical regional or minority languages of Europe, some of which are in danger of eventual extinction, contributes to the maintenance and development of Europe's cultural wealth and traditions;

Considering that the right to use a regional or minority language in private and public life is an inalienable right conforming to the principles embodied in the United Nations International Covenant on Civil and Political Rights, and according to the spirit of the Council of Europe Convention for the Protection of Human Rights and Fundamental Freedoms;

Having regard to the work carried out within the CSCE and in particular to the Helsinki Final Act of 1975 and the document of the Copenhagen Meeting of 1990;

Stressing the value of interculturalism and multilingualism and considering that the protection and encouragement of regional or minority languages should not be to the detriment of the official languages and the need to learn them;

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\* Adopted at Strasbourg on November 5, 1992. It came into force on March 1, 1998. Romania signed the Charter on July 17, 1995.

Realising that the protection and promotion of regional or minority languages in the different countries and regions of Europe represent an important contribution to the building of a Europe based on the principles of democracy and cultural diversity within the framework of national sovereignty and territorial integrity;

Taking into consideration the specific conditions and historical traditions in the different regions of the European States,

Have agreed as follows:

## **PART I General provisions**

### **ARTICLE 1 Definitions**

For the purposes of this Charter:

- a. "regional or minority languages" means languages that are:
  - i. traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population; and
  - ii. different from the official language(s) of that State; it does not include either dialects of the official language(s) of the State or the languages of migrants;
- b. "territory in which the regional or minority language is used" means the geographical area in which the said language is the mode of expression of a number of people justifying the adoption of the various protective and promotional measures provided for in this Charter;
- c. "non-territorial languages" means languages used by nationals of the State which differ from the language or languages used by the rest of the State's population but which, although traditionally used within the territory of the State, cannot be identified with a particular area thereof.

### **ARTICLE 2 Undertakings**

1. Each Party undertakes to apply the provisions of Part II to all the regional or minority languages spoken within its territory and which comply with the definition in Article 1.
2. In respect of each language specified at the time of ratification, acceptance or approval, in accordance with Article 3, each Party undertakes to apply a minimum of thirty-five paragraphs or sub-paragraphs

chosen from among the provisions of Part III of the Charter, including at least three chosen from each of the Articles 8 and 12 and one from each of the Articles 9, 10, 11 and 13.

### **ARTICLE 3 Practical arrangements**

1. Each Contracting State shall specify in its instrument of ratification, acceptance or approval, each regional or minority language, or official language which is less widely used on the whole or part of its territory, to which the paragraphs chosen in accordance with Article 2, paragraph 2, shall apply.

2. Any Party may, at any subsequent time, notify the Secretary General that it accepts the obligations arising out of the provisions of any other paragraph of the Charter not already specified in its instrument of ratification, acceptance or approval, or that it will apply paragraph 1 of the present article to other regional or minority languages, or to other official languages which are less widely used on the whole or part of its territory.

3. The undertakings referred to in the foregoing paragraph shall be deemed to form an integral part of the ratification, acceptance or approval and will have the same effect as from their date of notification.

### **ARTICLE 4 Existing regimes of protection**

1. Nothing in this Charter shall be construed as limiting or derogating from any of the rights guaranteed by the European Convention on Human Rights.

2. The provisions of this Charter shall not affect any more favourable provisions concerning the status of regional or minority languages, or the legal regime of persons belonging to minorities which may exist in a Party or are provided for by relevant bilateral or multilateral international agreements.

### **ARTICLE 5 Existing obligations**

Nothing in this Charter may be interpreted as implying any right to engage in any activity or perform any action in contravention of the purposes of the Charter of the United Nations or other obligations under in-

ternational law, including the principle of the sovereignty and territorial integrity of States.

ARTICLE 6  
**Information**

The Parties undertake to see to it that the authorities, organisations and persons concerned are informed of the rights and duties established by this Charter.

**PART II**  
**Objectives and principles pursued**  
**in accordance with Article 2, paragraph 1**

ARTICLE 7  
**Objectives and principles**

1. In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

- a. the recognition of the regional or minority languages as an expression of cultural wealth;
- b. the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;
- c. the need for resolute action to promote regional or minority languages in order to safeguard them;
- d. the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;
- e. the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;
- f. the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

g. the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;

h. the promotion of study and research on regional or minority languages at universities or equivalent institutions;

i. the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.

2. The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

3. The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

4. In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

5. The Parties undertake to apply, *mutatis mutandis*, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.

**PART III**  
**Measures to promote the use of regional or minority languages in public life in accordance with the undertakings entered into under Article 2, paragraph 2**

ARTICLE 8  
**Education**

1. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a.
  - i. to make available pre-school education in the relevant regional or minority languages; or
  - ii. to make available a substantial part of pre-school education in the relevant regional or minority languages; or
  - iii. to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or
  - iv. if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the application of the measures referred to under i to iii above;
- b.
  - i. to make available primary education in the relevant regional or minority languages; or
  - ii. to make available a substantial part of primary education in the relevant regional or minority languages; or
  - iii. to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
  - iv. to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient;
- c.
  - i. to make available secondary education in the relevant regional or minority languages; or
  - ii. to make available a substantial part of secondary education in the relevant regional or minority languages; or

- iii. to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
  - iv. to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;
- d.
    - i. to make available technical and vocational education in the relevant regional or minority languages; or
    - ii. to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or
    - iii. to provide, within technical and vocational education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
    - iv. to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;
  - e.
    - i. to make available university and other higher education in regional or minority languages; or
    - ii. to provide facilities for the study of these languages as university and higher education subjects; or
    - iii. if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;
  - f.
    - i. to arrange for the provision of adult and continuing education courses which are taught mainly or wholly in the regional or minority languages; or
    - ii. to offer such languages as subjects of adult and continuing education; or
    - iii. if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;
  - g. to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

h. to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

i. to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

2. With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

#### ARTICLE 9

##### **Judicial authorities**

1. The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

a. in criminal proceedings:

i. to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

ii. to guarantee the accused the right to use his/her regional or minority language; and/or

iii. to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or

iv. to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;

b. in civil proceedings:

i. to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

ii. to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii. to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations;

c. in proceedings before courts concerning administrative matters:

i. to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

ii. to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii. to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations;

d. to take steps to ensure that the application of sub-paragraphs i and iii of paragraphs b and c above and any necessary use of interpreters and translations does not involve extra expense for the persons concerned.

2. The Parties undertake:

a. not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

b. not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

c. not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

3. The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.



## ARTICLE 10

### **Administrative authorities and public services**

1. Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:

- a.
  - i. to ensure that the administrative authorities use the regional or minority languages; or
  - ii. to ensure that such of their officers as are in contact with the public use the regional or minority languages in their relations with persons applying to them in these languages; or
  - iii. to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages; or
  - iv. to ensure that users of regional or minority languages may submit oral or written applications in these languages; or
  - v. to ensure that users of regional or minority languages may validly submit a document in these languages;
- b. to make available widely used administrative texts and forms for the population in the regional or minority languages or in bilingual versions;
- c. to allow the administrative authorities to draft documents in a regional or minority language.

2. In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:

- a. the use of regional or minority languages within the framework of the regional or local authority;
- b. the possibility for users of regional or minority languages to submit oral or written applications in these languages;
- c. the publication by regional authorities of their official documents also in the relevant regional or minority languages;
- d. the publication by local authorities of their official documents also in the relevant regional or minority languages;
- e. the use by regional authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;

f. the use by local authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;

g. the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.

3. With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:

- a. to ensure that the regional or minority languages are used in the provision of the service; or
- b. to allow users of regional or minority languages to submit a request and receive a reply in these languages; or
- c. to allow users of regional or minority languages to submit a request in these languages.

4. With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:

- a. translation or interpretation as may be required;
- b. recruitment and, where necessary, training of the officials and other public service employees required;
- c. compliance as far as possible with requests from public service employees having a knowledge of a regional or minority language to be appointed in the territory in which that language is used.

5. The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

## ARTICLE 11

### **Media**

1. The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:

- a. to the extent that radio and television carry out a public service mission:

- i. to ensure the creation of at least one radio station and one television channel in the regional or minority languages; or
- ii. to encourage and/or facilitate the creation of at least one radio station and one television channel in the regional or minority languages; or
- iii. to make adequate provision so that broadcasters offer programmes in the regional or minority languages;
- b.
  - i. to encourage and/or facilitate the creation of at least one radio station in the regional or minority languages; or
  - ii. to encourage and/or facilitate the broadcasting of radio programmes in the regional or minority languages on a regular basis;
- c.
  - i. to encourage and/or facilitate the creation of at least one television channel in the regional or minority languages; or
  - ii. to encourage and/or facilitate the broadcasting of television programmes in the regional or minority languages on a regular basis;
- d. to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;
- e.
  - i. to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages; or
  - ii. to encourage and/or facilitate the publication of newspaper articles in the regional or minority languages on a regular basis;
- f.
  - i. to cover the additional costs of those media which use regional or minority languages, wherever the law provides for financial assistance in general for the media; or
  - ii. to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;
- g. to support the training of journalists and other staff for media using regional or minority languages.

2. The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a

language used in identical or similar form to a regional or minority language. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

3. The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

#### ARTICLE 12

#### **Cultural activities and facilities**

1. With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including *inter alia* the use of new technologies – the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

a. to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages;

b. to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;

c. to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;

d. to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;

e. to promote measures to ensure that the bodies responsible for organising or supporting cultural activities have at their disposal staff who have a full command of the regional or minority language concerned, as well as of the language(s) of the rest of the population;

f. to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

g. to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

h. if necessary, to create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing appropriate administrative, commercial, economic, social, technical or legal terminology in each regional or minority language.

2. In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

3. The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

#### ARTICLE 13

##### **Economic and social life**

1. With regard to economic and social activities, the Parties undertake, within the whole country:

a. to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

b. to prohibit the insertion in internal regulations of companies and private documents of any clauses excluding or restricting the use of regional or minority languages, at least between users of the same language;

c. to oppose practices designed to discourage the use of regional or minority languages in connection with economic or social activities;

d. to facilitate and/or encourage the use of regional or minority languages by means other than those specified in the above sub-paragraphs.

2. With regard to economic and social activities, the Parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible:

a. to include in their financial and banking regulations provisions which allow, by means of procedures compatible with commercial practice, the use of regional or minority languages in drawing up payment orders (cheques, drafts, etc.) or other financial documents, or, where appropriate, to ensure the implementation of such provisions;

b. in the economic and social sectors directly under their control (public sector), to organise activities to promote the use of regional or minority languages;

c. to ensure that social care facilities such as hospitals, retirement homes and hostels offer the possibility of receiving and treating in their own language persons using a regional or minority language who are in need of care on grounds of ill-health, old age or for other reasons;

d. to ensure by appropriate means that safety instructions are also drawn up in regional or minority languages;

e. to arrange for information provided by the competent public authorities concerning the rights of consumers to be made available in regional or minority languages.

#### ARTICLE 14

##### **Transfrontier exchanges**

The Parties undertake:

a. to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education;

b. for the benefit of regional or minority languages, to facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.

#### **PART IV**

## **Application of the Charter**

### **ARTICLE 15**

#### **Periodical reports**

1. The Parties shall present periodically to the Secretary General of the Council of Europe, in a form to be prescribed by the Committee of Ministers, a report on their policy pursued in accordance with Part II of this Charter and on the measures taken in application of those provisions of Part III which they have accepted. The first report shall be presented within the year following the entry into force of the Charter with respect to the Party concerned, the other reports at three-yearly intervals after the first report.

2. The Parties shall make their reports public.

### **ARTICLE 16**

#### **Examination of the reports**

1. The reports presented to the Secretary General of the Council of Europe under Article 15 shall be examined by a committee of experts constituted in accordance with Article 17.

2. Bodies or associations legally established in a Party may draw the attention of the committee of experts to matters relating to the undertakings entered into by that Party under Part III of this Charter. After consulting the Party concerned, the committee of experts may take account of this information in the preparation of the report specified in paragraph 3 below. These bodies or associations can furthermore submit statements concerning the policy pursued by a Party in accordance with Part II.

3. On the basis of the reports specified in paragraph 1 and the information mentioned in paragraph 2, the committee of experts shall prepare a report for the Committee of Ministers. This report shall be accompanied by the comments which the Parties have been requested to make and may be made public by the Committee of Ministers.

4. The report specified in paragraph 3 shall contain in particular the proposals of the committee of experts to the Committee of Ministers for the preparation of such recommendations of the latter body to one or more of the Parties as may be required.

5. The Secretary General of the Council of Europe shall make a two-yearly detailed report to the Parliamentary Assembly on the application of the Charter.

### **ARTICLE 17**

#### **Committee of experts**

1. The committee of experts shall be composed of one member per Party, appointed by the Committee of Ministers from a list of individuals of the highest integrity and recognised competence in the matters dealt with in the Charter, who shall be nominated by the Party concerned.

2. Members of the committee shall be appointed for a period of six years and shall be eligible for reappointment. A member who is unable to complete a term of office shall be replaced in accordance with the procedure laid down in paragraph 1, and the replacing member shall complete his predecessor's term of office.

3. The committee of experts shall adopt rules of procedure. Its secretarial services shall be provided by the Secretary General of the Council of Europe.

## **PART V**

### **Final provisions**

#### **ARTICLE 18**

This Charter shall be open for signature by the member States of the Council of Europe. It is subject to ratification, acceptance or approval. Instruments of ratification, acceptance or approval shall be deposited with the Secretary General of the Council of Europe.

#### **ARTICLE 19**

1. This Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date on which five member States of the Council of Europe have expressed their consent to be bound by the Charter in accordance with the provisions of Article 18.

2. In respect of any member State which subsequently expresses its consent to be bound by it, the Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date of the deposit of the instrument of ratification, acceptance or approval.

#### **ARTICLE 20**

1. After the entry into force of this Charter, the Committee of Ministers of the Council of Europe may invite any State not a member of the Council of Europe to accede to this Charter.

2. In respect of any acceding State, the Charter shall enter into force on the first day of the month following the expiration of a period of three months after the date of deposit of the instrument of accession with the Secretary General of the Council of Europe.

#### ARTICLE 21

1. Any State may, at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, make one or more reservations to paragraphs 2 to 5 of Article 7 of this Charter. No other reservation may be made.

2. Any Contracting State which has made a reservation under the preceding paragraph may wholly or partly withdraw it by means of a notification addressed to the Secretary General of the Council of Europe. The withdrawal shall take effect on the date of receipt of such notification by the Secretary General.

#### ARTICLE 22

1. Any Party may at any time denounce this Charter by means of a notification addressed to the Secretary General of the Council of Europe.

2. Such denunciation shall become effective on the first day of the month following the expiration of a period of six months after the date of receipt of the notification by the Secretary General.

#### ARTICLE 23

The Secretary General of the Council of Europe shall notify the member States of the Council and any State which has acceded to this Charter of:

- a. any signature;
- b. the deposit of any instrument of ratification, acceptance, approval or accession;
- c. any date of entry into force of this Charter in accordance with Articles 19 and 20;
- d. any notification received in application of the provisions of Article 3, paragraph 2;
- e. any other act, notification or communication relating to this Charter.

In witness whereof the undersigned, being duly authorised thereto, have signed this Charter.

Done at Strasbourg, this 5th day of November 1992, in English and French, both texts being equally authentic, in a single copy which shall be deposited in the archives of the Council of Europe. The Secretary General of the Council of Europe shall transmit certified copies to each member State of the Council of Europe and to any State invited to accede to this Charter.

### **3. FRAMEWORK CONVENTION FOR THE PROTECTION OF NATIONAL MINORITIES\***

The member States of the Council of Europe and the other States, signatories to the present framework Convention,

Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Considering that one of the methods by which that aim is to be pursued is the maintenance and further realisation of human rights and fundamental freedoms;

Wishing to follow-up the Declaration of the Heads of State and Government of the member States of the Council of Europe adopted in Vienna on 9 October 1993;

Being resolved to protect within their respective territories the existence of national minorities;

Considering that the upheavals of European history have shown that the protection of national minorities is essential to stability, democratic security and peace in this continent;

Considering that a pluralist and genuinely democratic society should not only respect the ethnic, cultural, linguistic and religious identity of each person belonging to a national minority, but also create appropriate conditions enabling them to express, preserve and develop this identity;

Considering that the creation of a climate of tolerance and dialogue is necessary to enable cultural diversity to be a source and a factor, not of division, but of enrichment for each society;

Considering that the realisation of a tolerant and prosperous Europe does not depend solely on co-operation between States but also requires transfrontier co-operation between local and regional authorities without prejudice to the constitution and territorial integrity of each State;

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\* Adopted at Strasbourg on February 1, 1995. It came into force on February 1, 1998, after 12 member states had ratified it. Romania ratified the Framework Convention through Law No. 33 of April 29, 1995, Published in "Monitorul Oficial", Part I, No. 82 of May 4, 1995.

Having regard to the Convention for the Protection of Human Rights and Fundamental Freedoms and the Protocols thereto;

Having regard to the commitments concerning the protection of national minorities in United Nations conventions and declarations and in the documents of the Conference on Security and Co-operation in Europe, particularly the Copenhagen Document of 29 June 1990;

Being resolved to define the principles to be respected and the obligations which flow from them, in order to ensure, in the member States and such other States as may become Parties to the present instrument, the effective protection of national minorities and of the rights and freedoms of persons belonging to those minorities, within the rule of law, respecting the territorial integrity and national sovereignty of states;

Being determined to implement the principles set out in this framework Convention through national legislation and appropriate governmental policies,

Have agreed as follows:

#### **SECTION I**

##### **ARTICLE 1**

The protection of national minorities and of the rights and freedoms of persons belonging to those minorities forms an integral part of the international protection of human rights, and as such falls within the scope of international co-operation.

##### **ARTICLE 2**

The provisions of this framework Convention shall be applied in good faith, in a spirit of understanding and tolerance and in conformity with the principles of good neighbourliness, friendly relations and co-operation between States.

##### **ARTICLE 3**

1. Every person belonging to a national minority shall have the right freely to choose to be treated or not to be treated as such and no disadvantage shall result from this choice or from the exercise of the rights which are connected to that choice.

2. Persons belonging to national minorities may exercise the rights and enjoy the freedoms flowing from the principles enshrined in the present framework Convention individually as well as in community with others.

## SECTION II

### ARTICLE 4

1. The Parties undertake to guarantee to persons belonging to national minorities the right of equality before the law and of equal protection of the law. In this respect, any discrimination based on belonging to a national minority shall be prohibited.

2. The Parties undertake to adopt, where necessary, adequate measures in order to promote, in all areas of economic, social, political and cultural life, full and effective equality between persons belonging to a national minority and those belonging to the majority. In this respect, they shall take due account of the specific conditions of the persons belonging to national minorities.

3. The measures adopted in accordance with paragraph 2 shall not be considered to be an act of discrimination.

### ARTICLE 5

1. The Parties undertake to promote the conditions necessary for persons belonging to national minorities to maintain and develop their culture, and to preserve the essential elements of their identity, namely their religion, language, traditions and cultural heritage.

2. Without prejudice to measures taken in pursuance of their general integration policy, the Parties shall refrain from policies or practices aimed at assimilation of persons belonging to national minorities against their will and shall protect these persons from any action aimed at such assimilation.

### ARTICLE 6

1. The Parties shall encourage a spirit of tolerance and intercultural dialogue and take effective measures to promote mutual respect and understanding and co-operation among all persons living on their territory, irrespective of those persons' ethnic, cultural, linguistic or religious identity, in particular in the fields of education, culture and the media.

2. The Parties undertake to take appropriate measures to protect persons who may be subject to threats or acts of discrimination, hostility or violence as a result of their ethnic, cultural, linguistic or religious identity.

### ARTICLE 7

The Parties shall ensure respect for the right of every person belonging to a national minority to freedom of peaceful assembly, freedom of association, freedom of expression, and freedom of thought, conscience and religion.

### ARTICLE 8

The Parties undertake to recognise that every person belonging to a national minority has the right to manifest his or her religion or belief and to establish religious institutions, organisations and associations.

### ARTICLE 9

1. The Parties undertake to recognise that the right to freedom of expression of every person belonging to a national minority includes freedom to hold opinions and to receive and impart information and ideas in the minority language, without interference by public authorities and regardless of frontiers. The Parties shall ensure, within the framework of their legal systems, that persons belonging to a national minority are not discriminated against in their access to the media.

2. Paragraph 1 shall not prevent Parties from requiring the licensing, without discrimination and based on objective criteria, of sound radio and television broadcasting, or cinema enterprises.

3. The Parties shall not hinder the creation and the use of printed media by persons belonging to national minorities. In the legal framework of sound radio and television broadcasting, they shall ensure, as far as possible, and taking into account the provisions of paragraph 1, that persons belonging to national minorities are granted the possibility of creating and using their own media.

4. In the framework of their legal systems, the Parties shall adopt adequate measures in order to facilitate access to the media for persons belonging to national minorities and in order to promote tolerance and permit cultural pluralism.

### ARTICLE 10

1. The Parties undertake to recognise that every person belonging to a national minority has the right to use freely and without interference his or her minority language, in private and in public, orally and in writing.

2. In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if those persons so request and where such a request corresponds to a real need, the Parties shall endeavour to ensure, as far as possible, the conditions which would make it possible to use the minority language in relations between those persons and the administrative authorities.

3. The Parties undertake to guarantee the right of every person belonging to a national minority to be informed promptly, in a language which he or she understands, of the reasons for his or her arrest, and of the nature and cause of any accusation against him or her, and to defend himself or herself in this language, if necessary with the free assistance of an interpreter.

#### ARTICLE 11

1. The Parties undertake to recognise that every person belonging to a national minority has the right to use his or her surname (patronym) and first names in the minority language and the right to official recognition of them, according to modalities provided for in their legal system.

2. The Parties undertake to recognise that every person belonging to a national minority has the right to display in his or her minority language signs, inscriptions and other information of a private nature visible to the public.

3. In areas traditionally inhabited by substantial numbers of persons belonging to a national minority, the Parties shall endeavour, in the framework of their legal system, including, where appropriate, agreements with other States, and taking into account their specific conditions, to display traditional local names, street names and other topographical indications intended for the public also in the minority language when there is a sufficient demand for such indications.

#### ARTICLE 12

1. The Parties shall, where appropriate, take measures in the fields of education and research to foster knowledge of the culture, history, language and religion of their national minorities and of the majority.

2. In this context the Parties shall *inter alia* provide adequate opportunities for teacher training and access to textbooks, and facilitate contacts among students and teachers of different communities.

3. The Parties undertake to promote equal opportunities for access to education at all levels for persons belonging to national minorities.

#### ARTICLE 13

1. Within the framework of their education systems, the Parties shall recognise that persons belonging to a national minority have the right to set up and to manage their own private educational and training establishments.

2. The exercise of this right shall not entail any financial obligation for the Parties.

#### ARTICLE 14

1. The Parties undertake to recognise that every person belonging to a national minority has the right to learn his or her minority language.

2. In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if there is sufficient demand, the Parties shall endeavour to ensure, as far as possible and within the framework of their education systems, that persons belonging to those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language.

3. Paragraph 2 of this article shall be implemented without prejudice to the learning of the official language or the teaching in this language.

#### ARTICLE 15

The Parties shall create the conditions necessary for the effective participation of persons belonging to national minorities in cultural, social and economic life and in public affairs, in particular those affecting them.

#### ARTICLE 16

The Parties shall refrain from measures which alter the proportions of the population in areas inhabited by persons belonging to national minorities and are aimed at restricting the rights and freedoms flowing from the principles enshrined in the present framework Convention.

#### ARTICLE 17

1. The Parties undertake not to interfere with the right of persons belonging to national minorities to establish and maintain free and peaceful contacts across frontiers with persons lawfully staying in other States, in particular those with whom they share an ethnic, cultural, linguistic or religious identity, or a common cultural heritage.



2. The Parties undertake not to interfere with the right of persons belonging to national minorities to participate in the activities of non-governmental organisations, both at the national and international levels.

#### ARTICLE 18

1. The Parties shall endeavour to conclude, where necessary, bilateral and multilateral agreements with other States, in particular neighbouring States, in order to ensure the protection of persons belonging to the national minorities concerned.

2. Where relevant, the Parties shall take measures to encourage trans-frontier co-operation.

#### ARTICLE 19

The Parties undertake to respect and implement the principles enshrined in the present framework Convention making, where necessary, only those limitations, restrictions or derogations which are provided for in international legal instruments, in particular the Convention for the Protection of Human Rights and Fundamental Freedoms, in so far as they are relevant to the rights and freedoms flowing from the said principles.

### SECTION III

#### ARTICLE 20

In the exercise of the rights and freedoms flowing from the principles enshrined in the present framework Convention, any person belonging to a national minority shall respect the national legislation and the rights of others, in particular those of persons belonging to the majority or to other national minorities.

#### ARTICLE 21

Nothing in the present framework Convention shall be interpreted as implying any right to engage in any activity or perform any act contrary to the fundamental principles of international law and in particular of the sovereign equality, territorial integrity and political independence of States.

#### ARTICLE 22

Nothing in the present framework Convention shall be construed as limiting or derogating from any of the human rights and fundamental freedoms which may be ensured under the laws of any Contracting Party or under any other agreement to which it is a Party.

#### ARTICLE 23

The rights and freedoms flowing from the principles enshrined in the present framework Convention, in so far as they are the subject of a corresponding provision in the Convention for the Protection of Human Rights and Fundamental Freedoms or in the Protocols thereto, shall be understood so as to conform to the latter provisions.

### SECTION IV

#### ARTICLE 24

1. The Committee of Ministers of the Council of Europe shall monitor the implementation of this framework Convention by the Contracting Parties.

2. The Parties which are not members of the Council of Europe shall participate in the implementation mechanism, according to modalities to be determined.

#### ARTICLE 25

1. Within a period of one year following the entry into force of this framework Convention in respect of a Contracting Party, the latter shall transmit to the Secretary General of the Council of Europe full information on the legislative and other measures taken to give effect to the principles set out in this framework Convention.

2. Thereafter, each Party shall transmit to the Secretary General on a periodical basis and whenever the Committee of Ministers so requests any further information of relevance to the implementation of this framework Convention.

3. The Secretary General shall forward to the Committee of Ministers the information transmitted under the terms of this article.

#### ARTICLE 26

1. In evaluating the adequacy of the measures taken by the Parties to give effect to the principles set out in this framework Convention the Committee of Ministers shall be assisted by an advisory committee, the members of which shall have recognised expertise in the field of the protection of national minorities.

2. The composition of this advisory committee and its procedure shall be determined by the Committee of Ministers within a period of one year following the entry into force of this framework Convention.

### SECTION V

#### ARTICLE 27

This framework Convention shall be open for signature by the member States of the Council of Europe. Up until the date when the Convention enters into force, it shall also be open for signature by any other State so invited by the Committee of Ministers. It is subject to ratification, acceptance or approval. Instruments of ratification, acceptance or approval shall be deposited with the Secretary General of the Council of Europe.

#### ARTICLE 28

1. This framework Convention shall enter into force on the first day of the month following the expiration of a period of three months after the date on which twelve member States of the Council of Europe have expressed their consent to be bound by the Convention in accordance with the provisions of Article 27.

2. In respect of any member State which subsequently expresses its consent to be bound by it, the framework Convention shall enter into force on the first day of the month following the expiration of a period of three months after the date of the deposit of the instrument of ratification, acceptance or approval.

#### ARTICLE 29

1. After the entry into force of this framework Convention and after consulting the Contracting States, the Committee of Ministers of the Council of Europe may invite to accede to the Convention, by a decision taken by the majority provided for in Article 20.d of the Statute of the Council of Europe, any non-member State of the Council of Europe

which, invited to sign in accordance with the provisions of Article 27, has not yet done so, and any other non-member State.

2. In respect of any acceding State, the framework Convention shall enter into force on the first day of the month following the expiration of a period of three months after the date of the deposit of the instrument of accession with the Secretary General of the Council of Europe.

#### ARTICLE 30

1. Any State may at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, specify the territory or territories for whose international relations it is responsible to which this framework Convention shall apply.

2. Any State may at any later date, by a declaration addressed to the Secretary General of the Council of Europe, extend the application of this framework Convention to any other territory specified in the declaration. In respect of such territory the framework Convention shall enter into force on the first day of the month following the expiration of a period of three months after the date of receipt of such declaration by the Secretary General.

3. Any declaration made under the two preceding paragraphs may, in respect of any territory specified in such declaration, be withdrawn by a notification addressed to the Secretary General. The withdrawal shall become effective on the first day of the month following the expiration of a period of three months after the date of receipt of such notification by the Secretary General.

#### ARTICLE 31

1. Any Party may at any time denounce this framework Convention by means of a notification addressed to the Secretary General of the Council of Europe.

2. Such denunciation shall become effective on the first day of the month following the expiration of a period of six months after the date of receipt of the notification by the Secretary General.

## ARTICLE 32

The Secretary General of the Council of Europe shall notify the member States of the Council, other signatory States and any State which has acceded to this framework Convention, of:

- a. any signature;
- b. the deposit of any instrument of ratification, acceptance, approval or accession;
- c. any date of entry into force of this framework Convention in accordance with Articles 28, 29 and 30;
- d. any other act, notification or communication relating to this framework Convention.

In witness whereof the undersigned, being duly authorised thereto, have signed this framework Convention.

Done at Strasbourg, this 1st day of February 1995, in English and French, both texts being equally authentic, in a single copy which shall be deposited in the archives of the Council of Europe. The Secretary General of the Council of Europe shall transmit certified copies to each member State of the Council of Europe and to any State invited to sign or accede to this framework Convention.

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Editura Studium, Cluj-Napoca

Redactor: Ioan Pop

Hârtie: 60 g/m<sup>2</sup>

Format: 61×86/32

Executat la S.C. Servicii Studium

ISBN 973-9422-18-7