

Media and Information Literacy Policies in Romania (2013)

**ASOCIATIA
EDUMEDIA**

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1. Dimension	(short) Historical background
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The present media education policy in Romania has in focus the computer and information literacy to be integrated into formal and adult education. Historically, these policy guidelines were created as a result of the technological progress and increase in the use of technology as well as of European policy. Digital and information literacy has been mentioned as key competence for compulsory education in Romania ever since 2003¹. After the 2006 Recommendation on key competences for lifelong learning² of the European Parliament and Council, Romania took the steps to integrate Information and Communications Technology (ICT) education in the national school curriculum. According to the INET study³ the “*Romanian curricula is slowly, but increasingly, responding to the changes in the Romanian and EU marketplace: ‘It started clearly aligning with EU policies and trends in advance of its expected EU membership (in the early 2000s)’*”. The new 2011 National Education Law (NEL) reiterates the support for ICT education and e-learning.

Starting 2004 media literacy education – focussing on the knowledge and skills to read and use information media with a critical view - has been present in the national curriculum as a separate optional subject for high school education. The *Competence into Mass Media* is not the result of proactive national policy but the result of the advocacy of one local NGO⁴ that also developed the media education textbook for the course and support materials for high school teachers ever since 1997. During the last six years additional media literacy modules were integrated in the civic education (e.g. 2007, Social Studies, 12th grade) and in mother tongue curricula under the form of learning objectives and methodological suggestions. No dedicated national education structures to promote or put media education into practice exist in the country. Media literacy education in schools is developed separately from the ICT and computer

¹ The Reform of Compulsory Education in Romania”, Ministry of Education and Research, Bucharest, 2003.

² Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC), http://www.bmukk.gv.at/medienpool/15190/key_comp_lifelong_learning.pdf

³ ICT Skills Demand And Supply Analysis, Evans H., Kamrath M., Andrei OGREZEANU, OGREZEANU Andreea, Stoica C., Pythia International, Bucharest, 2011, p.10-11.

⁴ ActiveWatch Romania, www.activewatch.ro

education and especially at secondary level as mentioned above. The more active interest to promote and develop media literacy lies with the non-formal educators in NGOs and some training centers. Judging from the present public debate on the issue, media education is understood as the solution to the risks on the Internet (Safer internet funded programs) or as a solution to counteract the effects of violent audiovisual content on children (the main approach of the National Audiovisual Council - NAC). In the spring of 2013 - during a public debate organised by the Romanian National Audiovisual Council on the topic of minor protection against TV violence - the present minister publicly admitted the need for media education in the school curriculum. However, it is not clear to what form of media education he referred to.

Recent education policy guidelines⁵ show the interest of the Romanian government to support more training programs and materials to raise the Romanians’ ICT skills, and especially those of the teaching staff. The very same year Romania engaged in the Digital Agenda for Europe 2020 strategy. [The Digital Agenda for Romania](#) (ADpR) is a partnership agreement between four public institutions, companies and civil society organisations⁶ to support digital inclusion in Romania. The 2011 INET (Integrated Network for Education and Technology) study points out an interesting distinction related to the status of ICT training in Romania: *“the general population of Romania consistently ranks “last” in Europe in terms of broad IT skills (i.e. ICT “literacy”). However, Romania ranks “first” in Europe, in terms of per capita density of certified IT “specialists” (and is ranked 6th in the world – ahead of countries such as the United States and Russia).”* And it concludes: *“Romania, at the university level and in its way of teaching ICT specialists, it is doing an outstanding job. However, at the pre-university level and in its way of educating the general population in ICT familiarity, it is failing miserably”.*⁷

Starting the year 2000 the Ministry of National Education is concerned with the pupils’ access to information and so encourages the teachers’ training for information and documentation skills. The transformation of the school libraries into Centers for Documentation and Information (CDIs) is linked directly to the objectives of the

⁵ <http://www.gov.ro/upload/articles/117322/program-de-guvernare-2013-20161.pdf>

⁶ (1) The Ministry of Communication and Information Society – which has the lead role, (2) the Ministry of National Education, (3) the Ministry of Culture and National Patrimony and (4) the National Audiovisual Council (C.N.A.).

⁷ ICT Skills Demand And Supply Analysis, Evans H., Kammrach M., Andrei OGREZEANU, OGREZEANU Andreea, Stoica C., Pythia International, Bucharest, 2011, p.10-11.

Ministry to develop information literacy to ensure access to information.

During the last years film education programmes took off in informal educational settings, sometimes with the support of the Ministry of Education.

comments:

At state institutions level the focus remains on ICT education and e-learning and less on developing media education policy from the multi-literacy point of view. There could be several reasons to explain the lack of interest. The ICT policy is easier to put into practice as it follows on the tracks of the other subject matters. The development of ICT policy answers to immediate needs to develop students’ ICT skills that are being evaluated during the final highschool exam. It seems that the policy-makers’ general attitude towards teachers’ training for media literacy is (1) not to consider it at all or (2) to find reasons against. Both the training and introducing media education in the classroom are perceived as a burden to add up to the teachers’ tight schedule. This one reason could explain the Ministry lack of motivation to open the debate on media education and set national policy guidelines.

2. Dimension	Legal policy framework
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So far media education in its wider cultural and critical understanding has not been officially defined in national policy documents. In the absence of media education policy no legal public authority to oversee media education exists and no mechanisms to facilitate inter-ministerial relations on this issue either. At present – as far as **formal education** is concerned - the media education policy in Romania focuses on the integration of ICT education and e-learning in formal and adult training. Digital and information literacy has been mentioned as key competence for compulsory education in Romania ever since the 2003 Report on the Reform of Compulsory Education in Romania⁸. Coincidentally or not, once the European Parliament and Council 2006 Recommendation on key competences for lifelong learning⁹ was issued, Romania took the steps to integrate Information and Communications Technology (ICT) education in

⁸ “The Reform of Compulsory Education in Romania”, Ministry of Education and Research, Bucharest, 2003.

⁹ Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC), http://www.bmukk.gv.at/medienpool/15190/key_comp_lifelong_learning.pdf

the national school curriculum. Article 68, (1d) of the 2011 National Education Law¹⁰ acknowledges digital literacy¹¹ as key competence for primary and secondary education. Alineate (3) of the same article emphasizes that ICT classes are optional for primary education and compulsory for general secondary education. The [Ministry of National Education](#) (MNE) in Romania elaborated an ICT curriculum, equipped schools with IT labs and computers and is concerned with developing teachers’ training programs that embed ICT and e-learning knowledge. The Tehnology of Information and Communication (ICT) subject is present in the highschool core curriculum with 1 to 4 hours per week along foru highschool years.

The issues related to developing info-documentary skills and information literacy are tackled in the 2011 MNE document *Milestones for preparing and implementing a local education strategy for information and developing an information literacy of pupils – referential of pupils’ info-documentary skills*¹². The document introduces the concept of ‘education for information’ and the development of information literacy as part of the training process for pupils’ key skills. The information literacy is defined as “*individual capacity to understand when the information is needed and the ability to identify, to spot, to assess and to use efficiently the information obtained in order to answer to the information request*”. In the same document doubled by ‘digital literacy’ that is a *set of necessary attitudes and skills to handle and to communicate efficiently information and knowledge in a variety of media and formats* (definition apud Paul Gisler - 1997).

The National Education Law and several other subject curriculum documents that have media and learning relevance focus on the use of media in the classroom (media-based learning) and ICT education; and less on media literacy education. One conclusion in the Romanian chapter of the second MEDEAnet research report¹³ writes that “*most of the 2012 policy upgrades have ICT training and e-learning in focus and there has not yet been any mention of media literacy in its wider understanding. In practice teachers willing to innovate with new media-based teaching and learning methods have to deal with a lack of institutional support. Many others still need basic*

¹⁰ The Romanian National Education Law, no.1/2011, <http://www.edu.ro/index.php/legaldocs/14847>

¹¹ Mainly in the sense of acquiring technical knowledge and skills to use the computer and navigate on the Internet.

¹² Approved by Order of the Ministry of National Education (OMEN 5556/2011) as a framework document for the implementation of the National Education Law 1/2011.

¹³ “Charting Media and Learning in Europe 2012”, MEDEAnet, 2013, <http://www.medeanet.eu/report>

training in order to integrate media education strategies in the classroom and the culture of peer-collaboration among teachers is not generalised at the system level".

The Ministry of National Education shows interest in signing partnerships with other entities or social actors that deliver media education in various forms. Historically MNE has signed institutional partnerships to disseminate media education informal training and support materials among the teachers and schools. [ActiveWatch](#)¹⁴ benefitted from such partnership with MNE. The optional subject "Competence into Mass Media"¹⁵ was introduced in the national highschool curriculum back in 2004 also as an effect of ActiveWatch advocacy, pilot research and workshops that showed the potential of media education for the pupils. Starting 2011 the Ministry of Education signed a partnership agreement¹⁶ with Save the Children Romania for a period of three years to promote the responsible use of the Internet. In the recent years it seems that the Ministry of Education partnered in various actions and events for film literacy.

Outside the school system media education takes more varied forms and initiatives. Media literacy with a focus on the civic participation and critical thinking, film literacy, information literacy, safer internet and ICT skills are promoted and developed by various NGOs, film festival associations and training centers for different target groups - children, parents, teenagers, retired people or living in socially disadvantaged areas etc. These organizations contribute to the various definitions that make for the media education in Romania. The National Audiovisual Council (C.N.A.) - the national audiovisual regulator - is entitled by law to promote media education in the country. The audiovisual institution is present in the Media Literacy Expert Group of the European Commission through one of its representatives. More details about the role of these actors outside the school system will be provided later in the report.

comments:

The existing policy focuses too much on ICT education and e-learning and less on media literacy education. The media environment is much more present socially and culturally in our lives and the school practice should be adapted to this new realities.

¹⁴ Local Romanian human rights NGO, www.activewatch.ro

¹⁵ The Competence into Mass Media school curriculum, <http://www.edu.ro/index.php/articles/6343>

¹⁶ <http://www.salvaticopiii.ro/?id2=0001000400080009#Semnarea%20acordului%20cadru%20de%20colaborare%20cu%20Ministerul%20Educației.html>

ICT skills are useful but not enough to help teachers and pupils adapt their understanding to the new media practices.

3.1 Dimension	Capacity-building: teacher training
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In Romania there is no dedicated media education policy and as a result none that would address the issue of teacher training. Rather there are policy papers concerning teacher training that do mention ICT education and e-learning but no media literacy in its wider understanding. The 2012 updated National Education law mentions the *Didactic Master* program¹⁷ for teachers’ initial training, intended to become available to students with the 2014-2015 school year. The students and tertiary education alumni who decide to pursue a didactic profession will have the obligation to follow a two-years Didactic Master program that should have media education integrated modules¹⁸. In this concern the second MEDEAnet report makes reference to its problematic future implementation: *“Still it is not clear whether this provision is viable or will be effectively put into practice as there is at least one issue against: it brings along a series of changes that are not supported by the present norms and methodologies in place”*. The same MEDEAnet research in Romania revealed that initial teachers’ training on the pedagogic use of ICT tools are being taught at university level and in the pedagogic highschoools – that prepare educators for pré-primary, primary school education and school facilitators.

The national methodology¹⁹ for the **teachers’ continuous training** makes reference to the development of digital competences. However, the term ‘digital competence’ is not clearly defined, the methodology refers mainly to ICT education. *Casa Corpului Didactic* (CCDs) are the resource and education centres in which most teachers’ continuous training happen, organized in a network covering the whole country. Several ICT courses are taught in some of these centres but no centralized data are available in this regard. Other NGOs and education institutions provide continuous

¹⁷ Art. 238 (1) of the National Education Law, from <http://www.edu.ro/index.php/legaldocs/14847>

¹⁸ According to the Ministerial Order no.3841/2012 to approve the conditions for the organization of the Didactic Master, [http://www.lege-online.ro/lr-ORDIN-3841-2012-\(138001\).html](http://www.lege-online.ro/lr-ORDIN-3841-2012-(138001).html)

¹⁹ The Ministerial Order no. 5.561/2011 to approve the methodology for the teachers’ continuous training in preuniversity education, Art. 92, points (2b), (6), (7), http://www.isjci.ro/hm/2011/Dec11/grade%20%20%20rapoarte%202012%20afisare/Ordin%205561_2011.pdf

training for teachers on various topics. The Ministry of National Education recently (2013) approved the MediaSIS training course²⁰ aimed at teachers who want to improve their media and digital literacy. In 2013 the Politechnic University in Bucharest and its partners ended a two year project²¹ during which 2000 teachers were trained for e-learning and ICT skills.

The “Education for information” project brought a change in the status of school librarians. A category of didactical staff was created – the ‘teachers documentarist’ - to be employed in the schools/high schools with CDIs (Documentation and Information Centers). The main mission of this new category of staff is the training and the development of pupils’ info-documentary skills by activities (pedagogical, cultural) organized in CDIs, namely the definition and the implementation of a documentary policy at local level. The creation of this new category of didactic staff in the field of documentation and information sciences allowed for change to happen in initial training in the profile faculties (library and documentation and information sciences), also in the in-service training. The University of Bucharest is the first university that opened the initial training and professional reconversion section in the field of documentation and information sciences aiming at training the ‘teachers documentarist’.

The future governmental policy for teachers’ in-service training focuses still on ICT education and e-learning as the 2013-2016 Governmental Programme²² reveals. No other components of media literacy are considered in the document.

According to the education framework plans, and in line with the teachers’ case, the media education policy available for students is limited mainly to ICT education. The 2011 MEDEAnet report²³ published an overview of the presence of ICT education and media literacy in formal education, based on the education framework plans studied. The primary school curriculum (including the preparatory year) integrates ICT education on an optional basis²⁴. At this stage the pupils learn how to recognise the main external components of a computer, how to use the keyboard and the mouse and to operate with simple educational software, to look for information on the Internet and how to use digital photo and video cameras. The Information and Communications

²⁰ <http://www.activewatch.ro/en/media-education/mediasis-online-course/>

²¹ www.eprof.ro

²² <http://www.gov.ro/upload/articles/117322/program-de-guvernare-2013-20161.pdf>

²³ “Charting Media and Learning in Europe 2011”, MEDEAnet, 2012, <http://www.medeanet.eu/report>

²⁴ Education Framework Plan for primary education - the cycle for fundamental learning (the preparatory year, 1st and 2nd grade), from <http://administrasite.edu.ro/index.php/articles/c1003/>.

Technology (ICT) discipline is part of the core curriculum of all profiles (theoretic, vocational and technologic) and specialisations of secondary education (9th and 10th grade, 15-16 years old) and some specialisations of the upper (non-compulsory) secondary education. After the completion of high school, pupils have to pass the D exam - the evaluation of digital competences during the *bacalaureat* (the final exam)²⁵. As far as the ICT education is concerned, the 2011 INET report mentioned earlier makes some interesting remarks and recommendations. One is related to the fact that ‘*ICT education should not occur only in ICT classes*’. Rather it should ‘*become an enabler for studying other subjects and, as ICT is used to learn other subjects, new ICT skills can be acquired*’. Moreover the authors of the study consider that ‘the length of time ICT is planned to be taught (8 years) as part of a mandatory curriculum is exaggerated’. And they continue by writing that ICT ‘*should be reduced to 5 years (the junior-high plus the first year of high-school) and, over the longer term, as technological endowment and efficiency improvements allow, it could be reduced further to 4 years and/or the age of beginning mandatory ICT education lowered*’.

Media education focusing on the civic participation and critical thinking towards media messages is present in the national curriculum under the form of several modules integrated in the civic education in lower and upper secondary education and as a separate optional at highschool level.

In the framework documents on the preparation and the implementation of a local education strategy for the information and the development of pupils ‘information literacy’, a set of eight info-documentary skills was proposed (broken down into 66 sub-skills)²⁶:

- (1) Knowledge of info-documentary structures (+8 sub-skills)
- (2) Knowledge of different types of documents (+9 sub-skills)
- (3) Knowledge and use of instruments for access to information (+8 sub-skills)
- (4) Defining the research topic and its problematic (+8 sub-skills)
- (5) Selection of documents appropriate to the research topic (+6 sub-skills)
- (6) Collection and processing of relevant information in view of communication (+16 sub-skills)
- (7) The information communication in different forms (+6 sub-skills)

²⁵ Art. 77(4) of the Romanian National Education Law, no.1/2011, <http://www.edu.ro/index.php/legaldocs/14847>

²⁶ As presented in the *List of info-documentary skills* approved by OMEN 5556/2011 (Annex 2)

- (8) The information assessment, the research approach and the research product (+5 sub-skills)

comments:

Even though some media education is present in the curriculum still majority of the teachers lack the confidence and the training to teach it. Teachers’ training is key for the integration of media education in formal education. Policy makers and academia should take it into consideration when setting eventual media education policy. We agree with the authors of the 2011 INET report to limit the hours of mandatory ICT classes and teach the skills in order to use them for other educational activities.

3.2 Dimension	Capacity-building: <i>Teaching/training Materials and other relevant content</i>
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A 2012 change in the provisions of the National Education law²⁷ stipulates the set-up of the Virtual School Library and the E-learning School Platform that will include school curricula, examples of lessons, methodological guidelines and evaluation tests. The Ministry of Education will own the publication rights of all the materials so that all the teachers and pupils can access them for free and on a permanent basis. So far no action to put into practice the new provision was taken. Several e-platforms (as provided by the MNE, universities or other private organizations) are available for teachers’ use but it is not clear how useful teachers find them or the extent to which they use them.

Research in the field of media education is scarce and mainly initiated by the National Audiovisual Council (focus on the effects of violent content; this year survey in school – media competences among students) and private organizations like (ActiveWatch and Save the Children). PhD students become interested in digital literacy research but it is not clear how much academic research in the field of media education is there.

Libraries and media centres. Starting the year 2000 MNE organized in-service training courses for the pre-university education staff in the field of ‘education for

²⁷ Art.70, alin. 2, 3 and 4.

information literacy’²⁸. The beneficiary staff categories were managers of education units, teachers, and librarians interested in modernizing the info-documentary structures and the animation of the school libraries activity. The same year MNE started a large project for the modernization of the school libraries and turning them into centres of documentation and information (CDI). This has a double objective: enabling access to information, namely the promotion and the development of information literacy at the level of education units. More than 1200 education units benefited of this project, and today they have modern info-documentary structures. The process of developing info-documentary skills and information literacy is defined as an “integrated, stable, progressive and sustainable approach regarding the pupil in the pre-university education system during the entire school period” contributing to the school success of pupils and participating at life long training. This approach aims to develop autonomy in the process of information research, selection, processing and communication, as school approach as well as personal approach. The participation to the development of the 8 key skills determines the instruction profile of the student, especially the skill to learn ‘how to learn’ and the digital skill to use the new technologies, the communication in the mother tongue and foreign languages, by developing an autonomy in learning, developing the critical spirit, the team work, the trans-disciplinary approach of contents and supporting the didactical innovation. Within an activity of information research: the stages of documentary research: determining and understanding the topic/request, searching and selecting resources, of collecting, analyzing, processing and communication of information, the assessment of the process, the result and the research product, namely the self-assessment. It is taken into consideration the gradual and progressive training of pupils’ info-documentary skills by simple work sequences/ ‘simple work tasks’ up to projects that need a solution for more ‘complex tasks’ – needing to mobilize knowledge, skills and competences in the info-documentary field. The activities carried out in order to develop the information literacy: new situations of learning, diversified, providing fostering and interesting application conditions, the exercise and the value of pupils’ knowledge and skills allowing for: the training, the exercise, and the value of info-documentary skills.

²⁸ During the “Education for information” national project in which the Ministry of Education put the basis of CDIs in schools.

Resources. Unfortunately we could not find studies or statistics to offer us systematic data to understand the nature of the relevant resources available. Our further input on this topic is based on personal evaluation and knowledge. The Ministry of Education developed assessment and accreditation mechanisms for private and public providers of in-service training courses. The General Directorate for Management, Human Resources and National School Training Network in the MNE is the responsible body and the National Commission on Accreditation puts the mechanisms into practice. The Ministry of National Education approves all textbooks before they enter into use.

Universities involved in teacher training programs have produced mainly ICT and e-learning materials. The Ministry of Education has been part of various European-funded projects that have in focus the teachers’ training for ICT skills and as a result support materials. Majority of the private and public providers develop supporting materials (mainly in electronic formats) that are free to use. For instance ActiveWatch produces resource materials that focus on the transfer of knowledge and tools for teachers to use media education techniques in the classroom. The ‘Competence into Mass media’ textbook and the Teachers Guide are one example. They are support materials for the optional subject with the same name and the Ministry of Education approved the textbook. Presently the textbook is available for free in a few more print copies at ActiveWatch²⁹ and will be soon available online. Recently the Save the Children branch in Romania published a guide for responsible use of the Internet for teachers to use in their work. We can conclude partially that much of the resources available result from specific projects and not from policy.

3.3 Dimension	Capacity-building: funding
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We did not have access to data that could show the proportion in between the funding for media education and the total education system. Most probably such data is limited to ICT and e-learning programmes taking into consideration the almost lack of policy for media education. Majority of the funding for the ICT, safer Internet and other forms of media education as developed by public and private organizations come from the European Commission and European the structural funds programs.

²⁹ More ActiveWatch online resources are available at <http://www.activewatch.ro/en/media-education/resources/>, <http://www.activewatch.ro/en/media-education/publications/>

Media education projects - selection:

- The bilateral French-Romanian project "Education for information" – train the trainers in the field of documentary policies, training the managers of education units and teachers, in order to ensure access to information and include documentary policy as part of the project of institutional development.
- The training courses for the teachers on the media exploitation in the French courses "Exploitation et creation des medias en classe de FLE" ARPF (Romanian Association for French Teachers - Asociatia Romana a Profesorilor de Limba Franceza), MNE (Romanian Ministry of National Education - Ministerul Educatiei Nationale) and IFR (French Institute in Romania - Institutul Francez din Romania) with financial support of FIPF (International Federation of French Teachers); training provider - CLEMI Paris.
- eProf (the Politechnics University in Bucharest and partners), teachers' training for ICT skills, www.eprof.ro.
- MEDEAnet (2012-2014), European networking project for media education - research on media and learning in Romania, workshops & webinars, networking. ActiveWatch – local partner in Romania.
- Media4Me (2011 – 2012), European project for intercultural dialogue with the help of the media. ActiveWatch – local partner in Romania.
- SHARP - A Platform for Sharing and Represent (2009-2012, ActiveWatch), European project for increased participation in the lifelong learning of people of all ages regardless of their socio-economic background. ActiveWatch – local partner in Romania.
- OnAir (2008-2010), European media education project to help students and teachers in secondary schools to use the new media tools in the classroom. ActiveWatch – local partner in Romania.
- Are We Media Literate? (2007-2008, ActiveWatch), first media audience research in Romania to evaluate the level of media literacy at national level, OSI Foundation.
- Media Education for European Citizenship (EMECE) (2007-2009), Comenius, Lifelong Learning Program, EACEA. ActiveWatch – local partner in Romania.
- MediaSIS Follow-up - Methodological Guide for Teachers" (2005, ActiveWatch).

- MediaSIS – Mass Media Integrated System for High Schools (2004, ActiveWatch), PHARE funding program.
- Sigur.info, Save the Children Romania, Safer Internet Program etc.

4 Dimension	Role of actors (outside school system)
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Beginning 2008 the Romanian National Audiovisual Council (C.N.A) has the obligation by law³⁰ to promote and put media education into action with a focus on the use of audiovisual media services. The provisions of the audiovisual law make reference to the obligation of the National Audiovisual Council to ensure the increase in the public awareness over how to use audiovisual media services efficiently and securely through development and promotion of media education at all social categories level. However, the provision does not define the media education concept. It comes apparent from the actions that the CNA has taken so far (research, ad campaign, public debates and online communication, recent partnership with the Ministry of Education) that the institutional understanding of media education focuses on the protective approach from the harms of violent and pornographic TV content (protection of minors). However recently – in a pilot research exercise proposed by the European Commission to all member states - C.N.A. took the steps to assess the pupils’ media literacy (14 and 16 year old) also from the cultural practices point of view. The survey will be undergone in partnership with the Ministry of Education. Results are expected during the summer of 2014.

The few Romanian civil society organizations involved in actions for media and digital literacy – awareness campaigns, training programs, and resource production – do it at various degrees and with different goals. For instance Save the Children Romania is mainly involved in actions that campaign for the children’s responsible use of Internet. Their main goal is to make parents and teachers aware about the risks that children may be exposed to on the Internet³¹. ActiveWatch aims to contribute to a media literate citizen. The organization delivers research, production of media education materials for teachers and students, workshops and advocacy for media education in formal

³⁰ Article 10, (3i) of the Romanian Audiovisual Law, that was inserted in the law through Governmental Act on 3rd of December 2008 in order to upgrade it in line with the Audiovisual Media Services Directive (AVMSD).

³¹ <http://www.salvaticopiii.ro/?id2=000200010006#Internet%20mai%20sigur%20pentru%20copii.html>

education. Center for Independent Journalism includes aspects of media literacy (focus on the critical reception of media messages) into the training programs with various target groups (journalists, high school and university students, teachers, trade unions, public officials). Biblionet is a five-year program that helps Romanian libraries better serve their communities through training and technology³². The VIZAMEDIA project focuses on multimedia creation workshops for high school pupils – on technic and conception skills and making ‘audio’ and ‘video’ products (partners: the French Institut in Romania, MNE, EduMedia).

At least four of the main annual film festivals in Romania provide film workshops for students for several years now: Transylvania International Film Festival (EducaTIFF - training courses for teachers in the field of education for image/education for cinema and workshops dedicated to pupils), One World Romania (documentary film festival on human rights), NEXT Film Festival, Astra Film Festival. The online presentation of the Cinema-Edu describes a project for social and cinema education, that focuses on highschool pupils and open to teachers too. Film screening and debates with special guests are the main activities in the project.

The collaboration among the organizations working in the various media education field is low. One possible reason could be that most of the programs and actions they run vary in their approach and content. Moreover most of the organizations have been active in this field for less than ten years. Thus there are no significant communities of practice in the field of media education and no overlapping national structures that would bring together the various media literacies exist in Romania. One modest try to gather people around the topic of media education is the MediaSIS Romania open group on facebook initiated in 2012³³.

To our knowledge no organizations of media education teachers are present in Romania. Professional associations of specialists in the info-documentary field showed open concern for the promotion of information literacy: the Association of librarians in Romania (ABR), the Association to Support the Documentation and Information Centers (ARSCDI). The national conferences they propose are built around the idea of promoting and training ‘information literacy’.

³² <http://www.irex.org/project/biblionet-global-libraries-romania>, www.biblionet.ro

³³ <https://www.facebook.com/groups/mediaSIS/>

No specific high-profile events that show the importance of media education take place in Romania on a permanent basis. Sporadically roundtables and national conferences happened as in the case of the 2008 national round table ‘Media Education in Schools’ (organized by ActiveWatch) and the CDI national conferences ‘CDI in the dynamics of knowledge society’ (2012) and “CDI, vector of development of information literacy” (2013)³⁴. The 2013 C.N.A. debate on the protection of minors from violent television content brought into attention the need for media education in schools.

Comments:

The media education initiatives of the actors outside the school system are more varied but fairly new and separate. There is no cohesion among them, no strong community of practice to promote and develop media education activities. Only small profile organizations get involved in separate advocacy actions for media education. Still most of the innovative actions in the field of media education stem from the civil society organizations programs and informal education settings.

5 Dimension	Evaluation mechanisms (inside and outside school)
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No policies to test media accountability. No legal mechanisms to ensure and measure the efficiency of media education policies. No evaluation of media education resources (in the case of organizations - feedback forms). ICT skills are evaluated in the final high school exam (after the 12th grade). As a result no yearly report on evaluations mechanisms.

6 Dimension	Main concepts and legitimizing values
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Generally media education and media literacy are two not very popular concepts but on the way to become more visible. The stakes though lie with the form in which media education will become present in policy documents and in the practice inside and outside schools. The media education concept is used in relation to prevention from the risks on Internet and prevention from violent audiovisual content. At least one NGO

³⁴ The Ministry of National Education, CCD Sibiu (Teachers Training Centre of Sibiu), Institut Francais de Roumanie, Associations EduMedia, ABR (The Librarians Association in Romania), ARSCDI (The Romanian Association to Support the Centers for Documentation and Information).

promotes media education (with focus on information media, human rights and civic participation) for more than ten years but their institutional reach is limited. To this it adds the lack of policy to promote and legitimize the concept of media literacy for all forms of media and engagement. The prevention paradigm under the form of responsible use of the Internet and protection of minors against violent audiovisual content dominates the media education field in Romania and also the public debate. The first is put forward by the Sigur.info national project (fostered by Save the Children association). The policy and actions of the National Audiovisual Council promotes the second form. The prevention paradigm is also more appealing to journalists and thus it receives more media coverage. As mentioned above the participation paradigm is present in the work of private organizations. The most visible one so far has been the Media Education program of ActiveWatch.

As it became clear in the previous sections of this report the existing policy favours ICT and e-learning competences as well as information literacy. No policy document focus on media education from the critical thinking and cultural perspectives.

Comments:

The prevention paradigm proved to be not so productive in other countries with tradition in media education and research. Romanian decision makers and training facilities (both formal and informal) should look at former experience abroad before pursuing any further. Students and teachers need to get the knowledge and skills to engage with the media as responsible as they can and for their own benefit. Personal protection comes as a consequence. Policy should legitimise the participation model of media education in all educational contexts that would also take into consideration the everyday cultural aspects so relevant for the way media education should take form.

7 Dimension	General appreciation
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Romania has developed the field of digital education and computer literacy extensively in formal education. The Information and Communication Tehnology is present in the highschool core curriculum with semestrial and yearly evaluation of the pupils' skills and a final exam with diploma. The teachers' in-service training has integrated ICT education on a large extent but not without some poor results in practice.

Furthermore the Ministry of Education invested in the 'education for information' from early 2000 with the transformation of 1200 school libraries in CDIs (Centers for Documentation and Information) and the training of the CDIs people. A system to promote teachers-documentarists was developed and a list of 8 key-competences in the field has been elaborated. Moreover the open dialogue with the private associations working in the field and the partnership for various events shows the Ministry interest in education for information. Media education is present in the curriculum under the form of integrated modules in the civic education and as a separate optional subject at highschool level.

As far as policy is concerned Romania took some steps to develop media literacy but it has not yet understand the need for media education in its wider understanding. To this it adds the lack of a strong civil society voice to lobby for media education and almost no academic interest to deliver research and training in the field of media education.

For good constructive policy, public institutions (namely the MNE, C.N.A., schools, teachers' training institutions etc.), private organizations with expertise in the field of media education and academia should have a dialogue and put together research and policy recommendations.

It is good that local media education initiatives happen (in both formal and informal education contexts) but they will not make a difference without the concept being legitimised through policy and funding programs dedicated to its development at national level. The policy should take into consideration all multi-media literacies and try to give them equitable access in the education offer. Media literacies are complementary and could be developed this way in relation to other subjects. The participation model of media education is more open; it can integrate various educational approaches and resources and gives access to dialogue and negotiation of meaning. From a practical point of view this particular model offers the teachers a swifter approach of the media knowledge and its integration in the classroom work. The teacher-student relationship should gain from such interactive approach of the teaching and learning process. The existing ICT education offers the basic technical skills to be used in developing further digital and media literacy. All Romania needs is to develop the framework and programs for these further literacies.

The present report was put together with the two authors' limited access to information and institutional resources and it should be read as such. Scarcity of studies, statistics and research in the field of media education adds to the limited access to institutional information.

8. Dimension + 9 Dimension	Good practices and References
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Public institutions

National Council for Audiovisual www.cna.ro

Ministry of National Education www.edu.ro

Organizations and programmes:

www.Activewatch.ro (media literacy/civic participation/human rights)

www.Sigur.info (Safer Internet)

www.Cji.ro (journalism workshops for highschool students)

www.Cinema-edu.ro (film workshops)

www.oneworld.ro One World Romania

Film festivals (film workshops for teachers and students)

NEXT film festival (Education a l' image)

One World Romania www.oneworld.ro

Transilvania International Film Festival <http://tiff.ro/educatiff>

Digital education and OER

<http://digitalkids.ro>

<http://www.acces-deschis.ro>

Resources

Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC),

http://www.bmukk.gv.at/medienpool/15190/key_comp_lifelong_learning.pdf

ICT Skills Demand And Supply Analysis, Evans H., Kammrath M., OGREZEANU, Andrei, OGREZEANU Andreea, Stoica C., Pythia International, Bucharest, 2011.

Charting Media and Learning in Europe 2012, MEDEAnet, 2013,

<http://www.medeanet.eu/report>

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Net Children Go Mobile: risks and opportunities. Milano: Educatt, Mascheroni, G. and Ólafsson, K. (2014), http://www.netchildrengomobile.eu/wp-content/uploads/2013/07/Ncgm_Full.pdf