



Organisation
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la science et la culture



Chaire UNESCO en culture des droits de l'homme
et éducation au développement durable
dans l'enseignement préscolaire et primaire,
Université Chrétienne «Dimitrie Cantemir»,
Bucarest, Roumanie



UNIVERSITATEA CREȘTINĂ
„DIMITRIE CANTEMIR”

CULTURE OF PEACE AND SUSTAINABLE DEVELOPMENT EDUCATION

3rd edition



CULTURA PĂCII
ȘI EDUCAȚIA PENTRU
DEZVOLTARE DURABILĂ
ediția a 3-a

VOL. 3/2019

CULTURE DE LA PAIX
ET L'ÉDUCATION POUR
LE DÉVELOPPEMENT DURABLE
3^{ème} édition

Proceedings of International Conference
Creativity and innovation from the sustainable development education perspective

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Actes de la conférence internationale
La créativité et l'innovation du point de vue du développement durable

*

Lucrările Conferinței internaționale
Creativitate și inovare din perspectiva educației pentru dezvoltare durabilă



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**CULTURE OF PEACE AND SUSTAINABLE
DEVELOPMENT EDUCATION**

**CULTURE DE LA PAIX ET DE L'ÉDUCATION
POUR LE DÉVELOPPEMENT DURABLE**

**CULTURA PĂCII ȘI EDUCAȚIA PENTRU
DEZVOLTARE DURABILĂ**

Vol. 3 / 2019

**Proceeding of the International Conference
(3rd Edition)
Culture of Peace and Sustainable Development Education
Under aegis
of the National Romanian Commission for UNESCO
Actes de la Conférence internationale
(3ème édition)
Culture de la paix et l'éducation au développement durable
Sous égide
de la Commission Nationale de la Roumaine pour l'UNESCO
Lucrările Conferinței internaționale
(Ediția a treia)
Cultura păcii și educația pentru dezvoltare durabilă
Sub egida
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*Proceedings of International Conference
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Lucrările Conferinței internaționale
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3rd Edition / 3ème édition / a 3-a ediție*



**EDITURA UNIVERSITARĂ
București, 2019**

Redactor: Gheorghe Iovan
Tehnoredactor: Ameluța Vișan
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Editură recunoscută de Consiliul Național al Cercetării Științifice (C.N.C.S.) și inclusă de Consiliul Național de Atestare a Titlurilor, Diplomelor și Certificatelor Universitare (C.N.A.T.D.C.U.) în categoria editurilor de prestigiu recunoscut.

ISSN 2559-6373

ISBN 978-606-28-1055-9

DOI: (Digital Object Identifier): 10.5682/9786062810559

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Editura Universitară
Editor: Vasile Muscalu
B-dul. N. Bălcescu nr. 27-33, Sector 1, București
Tel.: 021.315.32.47
www.editurauniversitara.ro
e-mail: redactia@editurauniversitara.ro

Distribuție: tel.: 021.315.32.47 / 07217 CARTE / 0745.200.357
comenzi@editurauniversitara.ro
O.P. 15, C.P. 35, București
www.editurauniversitara.ro

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Mesajul Comisiei Naționale a României pentru UNESCO

Creativitate și inovare din perspectiva educației pentru dezvoltare durabilă

Prof.dr. Ani MATEI, secretar general
Prof.dr. Daniela POPESCU, expert UNESCO
Comisia Națională a României pentru UNESCO

În luna august a anului trecut, am avut plăcerea de a participa la Școala de Vară, care, printre altele, abordează și tema educației pentru o dezvoltare durabilă. Îmi face o plăcere deosebită să văd devotamentul catedrei UNESCO a Universității Creștine „Dimitrie Cantemir” din București pentru susținerea și promovarea acestor idei și valori.

Subiectul dezvoltării durabile este de un real interes pentru că vedem în fiecare zi efectul activităților umane și impactul pe care le producem. Fiind una dintre principalele cauze care afectează planeta, suntem și principalii responsabili. Iar responsabilizarea nu vine decât dacă suntem conștienți și învățăm ce putem face. Astfel, intră în scenă educația și importanța transmiterii corecte a simțului practic, pentru că, așa cum se afirma încă din 1987 în cadrul Comisiei Mondiale pentru Mediul Înconjurător și Dezvoltare a Națiunilor Unite, trebuie să învățăm cum „să satisfacem nevoile generațiilor prezente, fără a compromite posibilitatea generațiilor viitoare de a-și satisface propriile nevoi”. Cu alte cuvinte, educația trebuie să fie elementul principal pentru asigurarea unui mediu propice atât pentru noi, cei de astăzi, cât și pentru cei care vor trăi după noi.

În rapoartele de la nivel internațional se arată că activitățile economice sunt unele dintre cele mai dăunătoare pentru mediul înconjurător. Dar nu trebuie să ne gândim nici pe departe la a reduce aceste activități, ci, mai degrabă, la optimizarea lor prin intermediul noilor tehnologii. În plus, nu doar economia trebuie să beneficieze de progresul tehnologic, ci și dezvoltarea durabilă: trebuie încurajată coroborarea dezvoltării durabile și a educației cu inovarea și creativitatea, aceasta fiind cheia păstrării unui mediu propice pentru noi, dar și pentru generațiile viitoare.

Evenimentul la care luăm parte în prezent atinge această dimensiune complexă dar deosebit de importantă și de relevantă.

Transmitem felicitări organizatorilor și vă mulțumim pentru invitație. Vă asigurăm de tot sprijinul CNR UNESCO în acest demers.

**Message de la Commission Nationale de Roumanie pour
l'UNESCO**

***Créativité et innovation du point de vue de l'éducation au
service du développement durable***

**Prof.dr. Ani MATEI, secrétaire général
Prof.dr. Daniela POPESCU, expert UNESCO
La Commission Nationale de Roumanie pour l'UNESCO**

En août dernier, j'ai eu le plaisir d'assister à l'Université d'été, qui a notamment abordé le thème de l'éducation au service du développement durable. Je suis très heureuse de constater l'engagement de la chaire UNESCO de l'Université Chrétienne „Dimitrie Cantemir” de soutenir et de promouvoir ces idées et ces valeurs.

La question du développement durable présente un réel intérêt car nous voyons chaque jour l'effet des activités humaines et l'impact que nous produisons. Étant l'une des principales causes affectant la planète, nous en sommes également les principaux responsables. Et la restitution ne vient que si nous sommes conscients et apprenons ce que nous pouvons faire. Ainsi, l'éducation et l'importance de la transmission correcte du sens pratique entrent en scène parce que, comme l'a déclaré le Comité de l'environnement et du développement des Nations Unies depuis 1987, nous devons apprendre à "répondre aux besoins des générations actuelles sans compromettre la possibilité pour les générations futures de satisfaire leurs propres besoins ". En d'autres termes, l'éducation doit être l'élément principal pour créer un environnement favorable à la fois pour nous aujourd'hui et pour ceux qui vivront après nous.

Les rapports internationaux montrent que les activités économiques sont parmi les plus dommageables pour l'environnement. Mais nous ne devrions même pas penser à réduire ces activités, mais plutôt à les optimiser avec les nouvelles technologies. En outre, non seulement l'économie doit tirer parti des progrès technologiques, mais également du développement durable: il faut encourager le développement durable et une éducation innovante et créative, élément indispensable pour maintenir un environnement favorable pour nous et pour les générations futures.

L'événement auquel nous participons à présent dans cette dimension complexe est particulièrement important et pertinent. Je félicite les organisateurs et je vous remercie de votre invitation en vous assurant du plein soutien de la Commission Nationale de Roumanie pour l'UNESCO.

**Message from the Romanian National Commission for
UNESCO**

***Creativity and innovation from the perspective of education for
sustainable development***

**Prof. Ani MATEI, Secretary General
Prof. Daniela POPESCU, UNESCO expert
National Commission of Romania for UNESCO**

In August last year, I had the pleasure of attending the Summer University, which, among others, also addressed the theme of education for sustainable development. It gives me great pleasure to see the dedication of the UNESCO Chair of the "Dimitrie Cantemir" Christian University, Bucharest, for the support and promotion of these ideas and values.

The topic of sustainable development is of real interest because we see every day the effect of human activities and the impact that we produce. As one of the main causes affecting the planet, we are also the main responsible. And accountability comes only if we are aware and learn what we can do. Thus, education and the importance of the correct transmission of practical sense come into play, because, as has been stated since 1987 in the World Commission for the Environment and Development of the United Nations, we must learn how to "meet the needs of present generations, without having to compromise the possibility of future generations to meet their own needs „. In other words, education must be the main element in ensuring a conducive environment for both us, today and those who will live after us.

International reports show that economic activities are some of the most damaging to the environment. But we should not even think about reducing these activities, but rather about optimizing them through new technologies. In addition, not only the economy must benefit from technological progress, but also sustainable development: it must be encouraged to support sustainable development and education with innovation and creativity, which is the key to maintaining an enabling environment for us, but also for future generations.

The event we are currently attending reaches this complex but extremely important and relevant dimension.

We send congratulations to the organizers and thank you for the invitation. We assure you all the support of UNESCO CNR in this endeavor.

**Université d'été UNESCO
31 juillet - 2 août 2019, à Bucarest**

**DE BONNES PRATIQUES DANS L'EDUCATION AU
DEVELOPPEMENT DURABLE**

Madame la Recteur de l'Université Chrétienne « Dimitrie Cantemir »,
Madame et Monsieur les co-présidents de la Chaire UNESCO en
culture des droits de l'homme et éducation au développement durable,
Monsieur le Secrétaire Général de la Commission Nationale de la
Roumanie pour l'UNESCO,
Madame la présidente de la Fédération Européenne des Associations,
Centres et Clubs UNESCO,

Chères et chers professeurs,
Chères et chers étudiants.
Chères et chers amis,

Permettez-moi, tout d'abord, de remercier les organisateurs de cette université d'été UNESCO 2019 sur l'éducation au développement durable d'avoir invité pour cette nouvelle année la Commission nationale française pour l'UNESCO à participer à cette réunion sur des sujets qui sont au cœur de nos priorités. Ces échanges s'inscrivent dans le cadre de la saison France-Roumanie 2019 et je souhaite également remercier les étudiants venus nombreux pour participer et assister aux débats. Ces rencontres font écho aux relations quotidiennes que nous entretenons entre nos délégations permanentes ou commissions nationales auprès de l'UNESCO.

Le fait que vous ayez répondu si nombreux à l'invitation démontre la prise de conscience, au sein de la communauté internationale étudiante et universitaire, de l'importance que représente la promotion de l'éducation au développement durable.

L'UNESCO a été créé il y a plus de soixante-dix ans, après la tragédie de la seconde guerre mondiale et avec un principe fondateur : les guerres naissant dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses pour la paix. Ainsi l'UNESCO, qui est l'Organisation des Nations Unies pour l'Education, la Science et la Culture,

a pour premier objectif, la promotion de la paix par la coopération internationale.

Comme pour chaque Etat membre signataire de l'UNESCO, la France a créé une Commission nationale, en 1946. Il s'agit d'une des toutes premières Commissions nationales à avoir été créée. Notre rôle est double, gérer les programmes de l'UNESCO en France, et faire remonter les initiatives de la société civile au sein de l'UNESCO. La Commission française promeut les valeurs de l'UNESCO à l'échelle de la société française, et contribue au développement de la contribution scientifique et intellectuelle de la France au sein de l'UNESCO

L'Organisation contribue à la réalisation des 17 objectifs de développement durable tels qu'adoptés par l'Assemblée générale des Nations Unies en 2015. L'éducation au développement durable (ODD-4), 4^e objectif de développement durable, est l'un des domaines prioritaires de l'UNESCO, institution chef de file des Nations Unies pour l'Éducation en vue du développement durable, responsable de la mise en œuvre du Programme d'action global pour l'Éducation en vue du développement durable.

Les indicateurs de cet objectif consistent en la promotion d'une éducation de qualité, l'égalité des sexes, la promotion d'une culture de paix et de non-violence, la citoyenneté mondiale, l'appréciation de la diversité culturelle et la contribution de la culture au développement durable.

Depuis 2015, l'UNESCO a mené différentes actions sur lesquelles nous reviendrons durant cette université d'été, à noter en particulier que le G7 Éducation c'est tenu à l'UNESCO le 5 juillet 2019 où la priorité était donnée à l'éducation des jeunes filles. Le Forum politique de haut niveau, avec une réunion ministérielle de trois jours, s'est penché sur l'Objectif de développement durable 4 pour la première fois depuis l'adoption du Programme 2030 il y a quatre ans. L'UNESCO souligne que le monde n'est pas sur la bonne voie pour atteindre l'ODD 4 d'ici 2030 et appelle les gouvernements à s'engager en faveur de l'éducation. Les projections de l'UNESCO montrent qu'en 2030, un enfant sur six âgé de 6 à 17 ans sera encore exclu du système scolaire.

Notre objectif au sein de la Commission française est d'articuler notre action avec les orientations prioritaires de l'UNESCO et de relayer les objectifs stratégiques de la France pour l'UNESCO. Cet objectif s'effectue en liaison avec les ministères qui la soutiennent.

Ainsi, la Commission siège en tant que représentante de la France au sein du groupe de coopération technique sur les indicateurs des ODD4, pour la définition des indicateurs. Notre rôle est également de gérer les programmes de l'UNESCO en France de coordonner au niveau national les

réseaux de l'UNESCO et de renforcer la coopération de la société civile entre les associations, fondations et le secteur privé. Parmi ces réseaux :

- Les écoles associées de l'UNESCO, de l'école primaire au secondaire, et qui fonctionnent grâce au soutien des ministères de l'éducation. (14 000 dans le monde 140 en France) La stratégie du Réseau des Ecoles associées a pour la période 2014-2021, deux priorités qui sont les nôtres aujourd'hui : l'éducation en vue du développement durable, et l'éducation à la citoyenneté mondiale. .
- Le réseau de chaires UNESCO au sein des universités (700 établissements de 116 pays, 40 en France)
- Les clubs pour l'UNESCO, qui forment un réseau de plus de 4000 clubs à travers le monde et de 88 clubs en France, pour la plupart étant des associations issues de la société civile.
- Le réseau des villes apprenantes regroupe les villes qui se distinguent par leur fort investissement dans l'éducation et la formation tout au long de la vie (4 en France depuis 2017)

La mise en œuvre des ODD et le partage de bonnes pratiques nécessitent une coalition des stratégies nationales et internationales. Le réseau des Commissions nationales de l'UNESCO ainsi que les réseaux de l'UNESCO y contribuent et jouent un rôle de levier sur les initiatives à prendre en la matière.

En tant que secrétaire général de la Commission Nationale française pour l'UNESCO, je souhaite remercier à nouveau la Chaire UNESCO *en culture des droits de l'homme et éducation au développement durable dans l'enseignement préscolaire et primaire* et l'Université Chrétienne «Dimitrie Cantemir » qui nous permettent d'être réunis ici pour réfléchir sur ce sujet si important pour les années à venir de l'éducation au développement durable, ainsi que nos partenaires : la Commission Nationale de la Roumaine pour l'UNESCO, la Fédération Européenne des Associations, Centres et Clubs UNESCO (FEACU), l'Université de Sciences Agronomiques et de Médecine Vétérinaire de Bucarest.

ANNEXES:

Les projections de l'UNESCO montrent que les pays n'atteindront pas leurs engagements en matière d'éducation d'ici 2030

Presque cinq ans après la signature des Objectifs de développement durable fixés pour 2030, les projections de l'UNESCO montrent que les pays n'atteindront pas leurs engagements en matière d'éducation, Objectif de développement durable

n°4 (ODD 4), sans une amélioration significative au cours des dix prochaines années. Les projections de l'UNESCO, présentées dans le cadre du Forum politique de haut niveau des Nations Unies pour suivre l'avancement des objectifs de développement durable, montrent qu'en 2030, un enfant sur six âgé de 6 à 17 ans sera encore exclu du système scolaire alors que tous les enfants devraient être scolarisés. Les prévisions montrent également que 40 % des enfants dans le monde n'achèveront pas leurs études secondaires, un chiffre estimé à 50% pour l'Afrique subsaharienne où la proportion d'enseignants qualifiés est en déclin depuis 2000.

Produite par l'Institut de statistique de l'UNESCO et le Rapport mondial de suivi sur l'éducation, la publication « Respecter les engagements : les pays sont-ils en bonne voie d'atteindre l'ODD? », présente de nouvelles projections d'autant plus préoccupantes si l'on considère que les objectifs pour l'éducation appellent les pays à s'assurer que non seulement chaque enfant aille à l'école, mais qu'il y reçoive également une éducation de qualité.

Selon les tendances actuelles, les taux d'apprentissage devraient stagner dans les pays à revenu intermédiaire, et baisser de près d'un tiers dans les pays francophones d'Afrique d'ici 2030. De plus, sans une accélération rapide, 20% des jeunes et 30% des adultes dans les pays à faible revenu ne seront toujours pas en mesure de lire d'ici la date fixée pour l'élimination de l'analphabétisme. Le Programme de développement durable à l'horizon 2030 insiste sur le fait de ne laisser personne pour compte. Or, seulement 4 % des 20 % d'individus les plus démunis dans les pays les plus pauvres achèvent leur deuxième cycle d'études secondaires, contre 36 % dans les pays les plus riches. L'écart est encore plus significatif dans les pays à revenu intermédiaire inférieur.

Publications de l'UNESCO

Le Recueil 2019 de données de l'ODD 4, publié par l'Institut de statistique de l'UNESCO, présente les derniers résultats des indicateurs mondiaux officiels de suivi, notamment les explications simplifiées de leur définition, les sources de données et l'interprétation. Disponible en anglais, français et espagnol, elle présente la couverture des données de chaque indicateur par région et un instantané des tendances mondiales et régionales, en plus des données nationales de 2010 à l'année scolaire se terminant en 2017.

Le nouveau recueil présente les indicateurs de suivi de l'ODD 4 compris dans le jeu officiel de données publié par l'ISU en février 2019, qui sera utilisé pour mesurer les progrès accomplis lors du prochain Forum politique de haut niveau sur le développement durable (HLPF), qui portera spécifiquement sur l'ODD 4. Pour compléter le recueil de données de l'ODD 4, l'ISU a également élaboré une série de produits associés pour aider les parties prenantes – des pays et des bailleurs de fonds aux groupes de la société civile et aux partenaires techniques – à utiliser les résultats dans le cadre de leurs efforts visant à ce que tous les enfants aillent à l'école et apprennent d'ici 2030.

« Son éducation, notre avenir », l'UNESCO a lancé le 5 juillet un nouvel Atlas interactif sur le droit des filles et des femmes à l'éducation. Cet outil de suivi et de plaidoyer vise à faire connaître au public l'état des constitutions, des législations et des réglementations nationales en lien avec le droit des filles et des femmes à l'éducation, ainsi qu'à en suivre les progrès. À partir des informations recueillies et des retours d'information des États, l'Atlas sera enrichi et mis à jour périodiquement jusqu'en 2030 – la date butoir définie pour l'Objectif de développement durable 4. Cette première version inclut des informations et des données portant sur 196 pays pour les trois premiers indicateurs et sur 35 pays pour les autres, mais l'objectif est de l'étendre à tous les États.

Education Management: Good Practice and Modern Technologies in Teaching Foreign Languages

La Gestion de l'éducation: de bonnes pratiques et technologies modernes dans l'enseignement des langues étrangères

Managementul educației: bune practici și tehnologii moderne în predarea limbilor străine

**Onorina BOTEZAT⁹⁶
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Abstract: The aim of our paper is twofold. Firstly, to examine the current legal and education management situation of Master degrees for the prospective teachers and secondly, to disseminate the Erasmus+ funded Project VIR_TEACH: A VIRTUAL Solution for a comprehensive and coordinated training for foreign language TEACHERS in Europe (Erasmus+ 2018-1-ES01-KA203-050045) that serves as a reliable model for the future training of language educators, using advanced digital techniques and a modern approach. Thus, our paper is subsequent to the purpose of the present volume regarding the dissemination of good practice and the creation of a comprehensive research community in the context of modernizing education. In accordance with current readings developed by the European Commission, there is an urgent demand to improve Initial Teacher Education (ITE) to make it more engaging, interdisciplinary and system-wide focused. Some of the identified deficiencies refer to short-term vision and lack of a consolidated setup for teacher training at the European level. To answer those needs, the Vir Teach Project aims to create a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and equip the future teachers with open-source tools and resources. VIR_TEACH is a consortium of five higher education institutions in Europe.

Keywords: teachers' training, good practice, modern technologies, foreign languages.

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Resumé: Le but du travail est de deux types. Tout d'abord, examiner l'état actuel de la formation en gestion juridique au niveau de la maîtres de formation pour enseignants potentiels, et puis, diffuser le projet Erasmus + financé VIR_TEACH: une solution virtuelle pour une formation complète et coordonnée des enseignants de langues étrangères en Europe (Erasmus + 2018-1- ES01-KA203-050045) qui constitue un modèle fiable pour la formation future des enseignants de langues étrangères, utilisant une technologie numérique avancée et une approche moderne. Ainsi, notre travail est inclus dans le volume mentionné concernant la diffusion de bonnes pratiques et la création d'une communauté de recherche exhaustive dans le contexte de la modernisation de l'éducation. Selon les lectures actuelles développées par la Commission européenne, il est urgent d'améliorer la formation initiale des enseignants afin de la rendre plus engagé, au niveau du système interdisciplinaire et largement ciblé. Certaines des lacunes identifiées visent la vision à court terme et l'absence de configuration consolidée pour la formation des enseignants au niveau européen. Pour répondre à ces besoins, les objectifs du projet TEACH Vir sont de créer un outil numérique pour améliorer les certificats de troisième cycle de master qui sont axés sur l'éducation (langues étrangères) et de doter les futurs enseignants d'outils et de ressources en code source ouvert. VIR_TEACH est un consortium de cinq établissements d'enseignement supérieur en Europe.

Mots-clés: formation des enseignants, bonnes pratiques, technologies modernes, langues étrangères.

Rezumat: Scopul lucrării noastre este dublu. În primul rând, pentru a examina situația juridică actuală de management educațional al diplomelor de master pentru profesorii potențiali și, în al doilea rând, pentru diseminarea proiectului finanțat prin Erasmus + VIR_TEACH: o soluție VIRTUAL pentru o pregătire completă și coordonată pentru studenții în limbi străine din Europa (Erasmus + 2018-1- ES01-KA203-050045), care servește ca un model de încredere pentru instruirea viitoare a profesorilor de limbi, folosind tehnici digitale avansate și o abordare modernă. Astfel, lucrarea noastră este ulterioară scopului acestui volum privind diseminarea bunelor practici și crearea unei comunități de cercetare cuprinzătoare în contextul modernizării educației. În conformitate cu lecturile actuale dezvoltate de Comisia Europeană, există o cerere urgentă de îmbunătățire a educației inițiale a cadrelor didactice (EIP) pentru a o face mai antrenantă, interdisciplinară și mai concentrată la nivel de sistem. Unele dintre deficiențele identificate se referă la viziunea pe termen scurt și la lipsa unei configurații consolidate pentru formarea profesorilor la nivel european. Pentru a răspunde acestor nevoi, Proiectul Vir Teach își propune să creeze un instrument digital pentru îmbunătățirea certificatelor postuniversitare pe structura de masterat în educație (limbi străine) și să echipeze viitorii profesori cu instrumente și resurse disponibile. VIR_TEACH este un consorțiu format din cinci instituții de învățământ superior din Europa.

Cuvinte-cheie: pregătirea profesorilor, bune practici, tehnologii moderne, limbi străine.

1. Introduction⁹⁷

In accordance with norms of European Union, education systems all over the world are “under constant pressure to adapt to the changing needs of society and the economy. The decentralization of education systems has led to an increased number and variety of partners with new roles and responsibilities. Stakeholders are more informed than ever about education and pupil achievement, while schools are urged to deliver the best possible education and meet learners’ needs.” (EU, 2015, p. 10) Thus, as the initial education of future teachers is the first major step to be taken, the quality of their training is very important. Each country has undertaken efforts to ensure that education curricula meets the needs of our changing and more and more globalized society. However, there is a concern that “teacher training is always lagging behind the current expectations of learners and society.” (Rajput, 2000, p. 42) That might be true if we take into account different changes that occurred in our classes: a new audience, the digital era, the endeavor to respond and handle the massive variety of oral, written and visual messages, the necessary skills are to be developed to verify the reliability of sources the number of which is in constant growth, and the greatest challenge of all, how to preserve history and culture. Literature in this area is abundant, struggling with new challenges in education, some criticize education standards, others propose a common approach between teachers and students (Kimmelman and Lang, 2019) or a triadic collaboration, while others consider that the education is not only molded by culture and history, it is politically influenced (Craig, 2016). We share the recommendations of Livingston and Flores who underline the importance of “of relevance is the design and implementation of comparative studies in teacher education, especially focusing on the effects of the Bologna process in European universities. There is a need to undertake more reviews of existing research literature on teacher education in order to provide researchers with a more systematic perspective of teacher education internationally. In addition, it is important to include the perspective of various stakeholders in order to bring together issues of research, policy and practice in teacher education.” (2017, p. 553) Regarding Initial Teacher

⁹⁷ Acknowledgements

Part of this research is framed within the *Vir_Teach (A virtual Solution for comprehensive and coordinated training for foreign language teachers in Europe)* project, funded by the Erasmus+ programme. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Education (hereinafter ITE), Flores argued that “a more systemic analysis of ITE programmes is needed in order to fully understand its rationale and aims as well as its outcomes. This encompasses, therefore, the analysis of the nature and goals of school curriculum itself, the conception of the teacher as a professional and his/her role in curriculum development, the key components of ITE curriculum and the political, economic, social and cultural contexts in which it is embedded. More recently, issues such as the formation of teacher identity in ITE and the role of research in connecting theory and practice and curriculum integration in ITE have been advocated.” (Flores, 2017, p. 287, Flores, 2016, Flores *et all*, 2016)

2. Master program for prospective educators in Romania

Between 1997 and 2011, the Law 128/1997 regulated the statute of teachers of all levels, from nursery school’s educators to university’s professors in Romania. Corroborated with the law of Education no 84/1995 that replaced the regulation of the Law no 28/1978 it required that each teacher, instructor or professor graduate the courses of the Department for the training of teaching staff. Those departments functioned in universities and offered initially one module and later two modules of courses to students to enroll at the same time with their majors. So that, Article 68 of the Law of education of ’95 provided that students and graduates who would opt for the teaching profession were obliged to participate in the activities of the Department for the training of the teaching staff, operating in higher education institutions. Those departments had a distinct curriculum, which included disciplines of theoretical and practical training in the fields of pedagogy, psychology, logic, sociology and specialized methodology. The graduates of the Department for the training of the teaching staff were issued graduation certificates, upon completion of the course, based on which they were authorized to function as teachers. Paragraph 5 of the above-mentioned Article stated expressly that the graduates of the university education could only teach if they held the certificate or they would carry out this training in the first 3 years after employment. In force from August 30, 1995, until February 08, 2011, amended and republished, the Law 84/1995 was abrogated when the new Law of the National Education came into force. The Law No. 1/2011 (January 5, 2011) introduced under the *Title IV The Statute of the teaching staff, Section 2, Initial and continuous training, teaching career* the initial training and the theoretical training, for teaching positions in the general education system within accredited programs according to the law, provided by universities. Subject to numerous legal amendments, Article 236

currently provides the following conditions: the completion of the didactic master's course with a length of 2 years or the preparation within the psycho-pedagogical training programs of level I and II completed through the specialized departments within the higher education institutions and one school year practical internship, carried out in an educational unit, usually under the coordination of a mentor teacher. Students and graduates of higher education who opt for the didactic profession have the obligation to complete the courses of a didactic master with duration of 2 years or the programs of psycho-pedagogical training of level I, respectively II, duly and lawfully accredited. The programs of psycho-pedagogical training of level I and II can be followed during the undergraduate studies, respectively masters or separately, after graduation, as post-university studies.

In December 2015, the Coalition for Education (<http://coalitiaedu.ro>) drew attention to the successive postponement of the application of the National Education Law (1/2011) regarding the organization of the didactic masters. The Coalition states that "despite the poor results of the Romanian students (see the results of the national assessments) and the studies that show that the teacher has a greater influence on the school results of the students than other school factors (Kyriakides, 2010), there is no clear positioning of the interested co-actors and a decision taken at the political level regarding the initial training of teachers" (<http://coalitiaedu.ro/formarea-initiala-profesorilor/>).

Within this framework, the Coalition organized a National public consultation on April 21, 2016, in order to identify the best solutions for initial teacher training, on the topic: *Teaching masters or psycho-pedagogical module (I + II): What kind of initial training will increase the quality in the education system in Romania?* The public hearing (https://issuu.com/coalitiaedu/docs/raport_formarea_initiala) recorded 109 written and video depositions. The working meeting of the committee of experts, which analyzed the depositions, took place on June 10, 2016. From the analysis of these depositions it was found that 40.36% of the depositors expressed themselves for the didactic masters, 21.10% have opted to keep training through the pedagogical module I + II, and 22.01% came with the proposal of a mixed version (module I + didactic master). Other variants have been added to these, such as alternative training and certification routes, teaching license, etc. The didactic masters were mainly supported by teachers from the pre-university environment, followed by representatives of the NGO environment and the university teaching staff.

As there is still no methodology on didactic masters, the teaching preparation modules represent the single route to follow in order to embrace the teaching profession. In accordance with the last ministerial ordinance,

4129/2018, the first initial level of the teaching training module gives the graduates of university studies the right to occupy teaching positions in nursery school, preschool and general compulsory education provided that they accumulate a minimum of 30 transferable credits from the psycho-pedagogical training program. The holders of level II have the right to occupy teaching positions at all levels of pre-university education, under the cumulative fulfillment of two conditions: (i) accumulation of a minimum of 60 transferable credits from the psycho-pedagogical training program obtained by combining the 30 credits from level I with the 30 credits from level II and (ii) graduation of one of the following categories of studies: Master's degree studies, long-term university studies, a postgraduate program with a duration of at least one and a half years or which ensures the accumulation of at least 90 credits and a professional conversion program for acquiring a new specialization, completed after graduating from master's degree studies or long-term university studies (article 1, paragraph 2 of the Ministerial Order 4129/2018).

3. Master program for future educators in Spain

The Council of the European Union considers teacher education to be an integral part of the broader policy objective of enhancing the attractiveness and quality of the profession. Among other things, this calls for adequate selection, recruitment and retention policies, effective Initial Teacher Education (hereinafter ITE) and early career support (Council of the European Union, 2014, p. 22).

In the Spanish context, secondary education teachers-to-be must hold a Bachelor's Degree and once they graduate, they can enroll an ITE postgraduate course, which consists of a one-year master's degree offered by universities with a total of 60 ECTS. As this teacher training certification is a requirement to enter the teaching profession in the Spanish territory, the contents and format of such training are regulated by the State through the ECI Order 3858/2007 of December 27. The teacher training programs in Spain are based on a consecutive model where the students receive scientific-disciplinary training in the area of knowledge of their specialization followed by another training period oriented to professional practice. Once the students have passed both pre-service and in-service phases, they are required to write an MA thesis on a topic that falls within their area of expertise. This consecutive model is not exclusive to Spain. On the contrary, it is currently in force in many European countries such as Denmark, Ireland, Australia, France and Norway among others. For a deeper analysis of the different teacher' training models see Musset (2010).

For a debate on the suitability of concurrent versus consecutive models for teacher training, see Díez Gutierrez et al. (2018) and Lorenzo et al. (2014).

According to Law 2/2006 of Education, the main objective of this master degree is to provide future teachers of secondary school with the appropriate knowledge to perform their profession accurately. Other specific objectives are to know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the didactic knowledge on the teaching and learning processes; to be able to plan, develop and evaluate educational processes that facilitate the acquisition of competences; to search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge, and apply it in the teaching and learning processes; to design and develop learning spaces with special attention to equity, emotional education and values, equality of rights and opportunities between men and women, citizen education and respect for human rights; to acquire strategies to stimulate student effort and promote their ability to learn for themselves and with others, and develop thinking and decision skills that facilitate personal autonomy, confidence, and initiative.

In order to achieve these objectives, the students are trained in general and specific competences. Hence, the didactic and educational syllabus is shared by all the specialties, but for prospective language teachers, specific competences address efficient and accurate communication skills, the use of ICT in language teaching, intercultural dialogue, and autonomous teaching and learning, among others, always within the frame of the Common European Framework of Reference for Languages (CEFR).

During the in-service period, the students are monitored both by a school tutor and an academic tutor. Initially, they are required to assist in the classroom and later they are asked to plan a lesson and execute it after the school tutor's approval. Their experience must be recorded in a portfolio and delivered for assessment. Only after completion of the general and specific modules can the students proceed with their MA thesis, which is expected to be an original piece of research or innovation where the competences and skills acquired in the master are applied.

Finally, access to the teaching profession in Spanish public schools can only happen after passing a public examination. For private schools, hiring is based upon CV assessment and an interview.

4. Vir_Teach Project

VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe (Erasmus+

Ref. 2018-1-ES01-KA203-050045) is an international project co-funded by Erasmus+ (KA203) whose aim is to create a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers, researchers, student teachers and policy-makers with open-source tools and resources.

Secondary Education is a critical stage for evaluating the Quality of Formal Education systems in Europe. Foreign Language teachers training and procedures for accessing this profession is a key factor to secure the formal education system follows the highest quality standards and does it in convergence with all European countries. VIR_TEACH aims to support and homogenize the required competencies for efficient and high-quality teaching labor at Secondary Education stages, developing methodologies and systematic analysis of the current situation in the EU and deploying a set of resources for taking the right steps and progress unwaveringly in the right direction.

Other objectives are to implement training activities for teachers and students, to create a reference digital platform to share good practices and to contribute to the convergence of curricular formats in terms of foreign language teacher training at a European level.

All in all, the project will promote long-term cooperation in joint programs for teacher training, creating an international network of excellence in the field of language teacher training.

VIR_TEACH is a consortium of five higher education institutions in Europe. The project is coordinated by Prof. María Amor Barros del Río, from the University of Burgos, Spain and its other partners are UC Leuven Limburg, Belgium, Szczecinska Szkola Wyzsza, Poland, Dimitrie Cantemir Christian University (Romania) and Universidade Lusófona, Portugal. VIR_TEACH is running from 20182021 and it has been allocated a total budget of 410.705 €.

5. Conclusions

When presenting his findings regarding a new and integrated view of professional development, supported by research evidence, Fred Korthagen in “Inconvenient truths about teacher learning: towards professional development 3.0,” quoted Ayers who affirmed that “summed up the essence of professional development 3.0 beautifully when – talking about educators – he stated that ‘our calling after all, is to shepherd and enable the callings of others’.” (Korthagen, 2016) Whether we discuss the curriculum of teachers’ training or the modern classes’ challenges, the best route to become a teacher or the best methods for teachers to achieve their goals, the

truth and essences of the issue remain the same through the years: one needs an inner calling and profound passion for this job. A teacher is a person from whom we eventually learn something, not necessarily a person who teaches us something. As each generation with its own social and economic features, Europe is facing nowadays a lot of issues, one of which is the education future. With the multi-language, multi-culture and mixed and shifted populations, on one hand and the continuous progress and development of software and media, on the other hand, teachers must be duly equipped to meet and answer all of those hurdles.

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