

## O1.5\_Report on the Mapping of the current situation in the matter of multiculturalism in adult education in Romania

### INTRODUCTION

#### Abstract of the Report

The present report summarizes the findings on the intercultural status of adult education in Romania. The work of the authors listed below resulted in a narrative description of the national situation of policies, their alignment with the European model, as well as an overview of multiculturalism in adult formal and non-formal education. The following sections comprise lists and tables of resources, public and private support institutions, projects and best practices, relevant articles, as well as brief summaries of the interviews conducted with adult educators and learners. The final part of this report consists of a collection of data on relevant aspects pertaining to multicultural learners.

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### FINDINGS OF THE THEORETICAL RESEARCH:

#### 1. The current situation at national level on predominant cultures (statistics).

	Culture	Percentage	Number of population	Any other comments relevant	
				Language spoken	Location
1.	Romanians	88.92%	19 317 984	Romanian	The whole territory of Romania
2.	Hungarians	6.10%	1,227,623	Hungarian	Mainly Transylvania, but also Bucharest
3.	Roma	3.08%	621,573	Romani	Mureș, Călărași
4.	Ukrainians (incl. Hutsuls and Rusyns)	0.25%	50,920	Ukrainian	Maramureș, Timiș, Suceava



5.	Germans	0.17%	36,042	German	Timiș, Sibiu, Satu Mare, Caraș-Severin, Brașov, Mureș, Maramureș, Hunedoara, Alba, Bihor, Suceava, Bistrița-Năsăud, Prahova
6.	Turks	0.13%	27,698	Turkish	Constanța

## 2. The current situation on the National Policies and Strategies to support multiculturalism.

### 2.1 The existent national policies and strategies

Romania as a state represents all its citizens, no matter their ethnicity and a peaceful and inclusive society needs to accept and depend the values of multiculturalism. According to the 2011 Romania national census, excluding the citizens that didn't offer information regarding their ethnicity, around 11% of the population of Romania is part of a national minority.

In Romania, other ethnic communities, with specific cultural, linguistic and religious traditions, live alongside the Romanian communities. The regions with the highest ethnic diversity in Romania are Transylvania, Banat, Bucovina and Dobrogea, and the areas with the lowest ethnic diversity are Oltenia and Moldova. Over time, a civilization comprised of different ethnicities has been created that is characterized both by elements common to all ethnicities, as well as by individual, individual notes of each individual ethnicity. The common elements, the similarities, are due to living together in the same habitat.

Non-Romanian ethnicities are now free to organise in terms of politics, social development and media (e.g. Uniunea Sârbilor din România was formed in 1992 and Uniunea Culturală a Rutenilor din România in 2000) while education reforms have helped to improve schooling in minority languages.

Programmes also take place on an international scale whereby counties and municipalities close to the border help to develop cross-border relationships.

The media, the education service and the political parties play an important role in identity reproduction, in order to help reproduce a specific minority identity but also through an approach by which individuals can communicate their opinions to political parties.

The experts and historians often affirm that Romania has not been a strong facilitator and mediator for regional multicultural reproduction, although it has not sought to hinder regional ethnic formation including its international dimensions, its most important priority being to maximize cohesion at the national level.

The revised Strategy for the Inclusion of Romanian Citizens Belonging to the Roma Minority – 2012-2020, adopted in 2015, sets targets in the key areas of education, employment, health and housing and addresses also promotion and protection of Roma culture and participation in public and political life. Regrettably, the strategy neither identifies sources of funding, nor contains mechanisms to ensure its implementation. Roma continue to suffer discrimination in access to housing, infrastructure, employment, health care and education.

There is celebrated a Day of Minorities in Romania on December 18, the holiday being officially recognized in Romania by a Government Decision of 1998. Moreover, it is a universal holiday, on December 18, 1992



the General Assembly of the United Nations adopting the Declaration on the rights of people belonging to national, ethnic, linguistic and religious minorities.

## **2.2 The alignment of national policies at European level**

The European Union has assumed the normative paradigm by creating institutions that ensure the protection of the rights and identity of cultural or religious minorities. The slogan "unity in diversity" of the European Union is representative for its philosophy, through the emergence of a common identity, accepted consciously, synchronously and politically motivated by all the constituent parts for assuming the European identity.

At European level, the Treaty of Lisbon offers greater importance to culture: in the preamble to the Treaty on European Union, it states "Taking inspiration from the cultural, religious and humanistic heritage of Europe". One of the objectives of the European Union, stated in the treaty is to respect "the richness of its cultural and linguistic diversity" and to watch "for the preservation and development of the European cultural heritage". Moreover, Article 22 of the Charter of Fundamental Rights of the European Union states that "the Union respects cultural, religious and linguistic diversity."

The issue of central government is quite complex because as Romania becomes assimilated into the EU it must strike a balance between a traditional centralised system – exaggerated under communist dictatorship – and a formula for coexistence with the regions as the latter claim a significant share of political power.

The social inclusion policy of the Government of Romania has as a general objective to increase the standard of living of the population and to stimulate the gains obtained from work by facilitating employment and promoting public policies with addressability to all vulnerable groups: Roma, people with disabilities, women, street children, young people, 18 years old who leave the state protection institutions, the elderly, etc.

The social inclusion of the Romanian citizens belonging to different minorities implies an integrated approach, a planned process and conjugate actions, followed by the adoption and implementation of specific strategies, public policies, programs and projects.

One of the main strategic goals for 2030 of Romania is promoting and strengthening the values of multiculturalism by including the perspective and contribution of minorities in Romanian history and culture, preserving traditions that contribute to cultural richness and combating any form of discrimination, racism and anti-Semitism, by applying the law, by education in the spirit of multiculturalism and through awareness the problem of discrimination of indigenous minorities, now and in the past.

## **3. The current situation in the matter of multiculturalism in adult education at national level.**

### **3.1 In the formal education**

Across the entire EU, and also in Romania the education system is confronted with a number of challenges relating to teachers. Several countries already face or are about to face shortages of teachers, either across the board or in particular subject areas (typically science, technology, engineering and maths); or in particular geographical areas.



There are also shortages of teachers with specific profiles. Principals usually point to shortages of teachers who have competences in teaching in a multicultural or multilingual setting (the largest shortages are in France, Italy and Portugal); and competences in teaching students from socioeconomically disadvantaged homes (largest shortages in France, Italy, and Portugal). This second type of shortage is driven by change (technology; diversity in classrooms) and points to a need to improve training (initial and continued).

The Romanian authorities have made efforts to promote minority cultures and education, and particular steps which have been taken to facilitate representation of national minorities in parliament are widely recognised and appreciated. The Law on Education remains the main legislative basis for teaching in and of national minority languages.

One of the most representative educational center for multiculturalism in Romania is the Babes-Bolyai University in Cluj. The craftsman of the multicultural reconstruction of this university is the university professor Andrei Marga. He stated about this university that it is “The university with the most developed multicultural organization, providing complete studies in Romanian, Hungarian, German, as well as specializations in Hebrew, along with a wide range of programs in modern languages (English, French, Italian, Spanish , etc.) ”. Although it is a modern secular university, it attaches great importance to enhancing the extraordinary richness of the Transylvanian cultural space: confessional and religious diversity.

Currently there are many key issues which affect policy in Romanian Education. For example, observing the right to cultural and linguistic heritage is an important. This is reflected in the legal framework, which gives the right for national minorities to study in their mother tongue within faculties, school units, classes and study groups. Education at all levels is provided in the Romanian language, but may be taken in another language for schools, classes, or specific studies where instruction is most appropriately provided in the student’s mother tongue.

### **3.2 In the non-formal education**

Nowadays, in this technology-driven world, teachers need new skills more than ever, including for dealing with cultural and linguistic diversity in the classroom, teaching in a technology-rich environment, and adopting collaborative teaching practices. While 92% of teachers report regular participation in professional development, 21% of them declare a further need for training on teaching students with special needs; 16% report a further need for training on the use of information and communication technology (ICT) for teaching; and about 13% report a further need for training in teaching in multilingual and multicultural environments.

Within Romania there are areas with a high Roma population, and there has been a policy to encourage more Roma people to become teachers, in order to serve as positive role models. In order to achieve this there are ‘positive discrimination’ programmes to attract young Roma students into teacher training, including a distance learning programme through the University of Bucharest, and a system which allocated special places for Roma students within all universities. The Centre Education 2000+”, a member of Soros Open Network (SON) Romania, also supports Roma students with the condition that they work within their communities for some time after they graduate.

The question of second chance pathways for adults who had not achieved the basic level of school education was high on the agenda during the early 2000s. The project ‘Center Education 2000+’ offered



a second chance for young adults between 14-25 years who did not complete compulsory education, where they were offered a 'basic education recovery' programme in parallel with an apprenticeship type of training. These apprenticeships deliberately combined traditional Roma professions with other, more "modern" professions to motivate student participation.

Statistical data on the support of the civil society are not available, but there are numerous examples of good practice on the participation of NGOs in the different activities and of cooperation between the Ministry of Education and various NGOs, public and intergovernmental bodies in the order to develop and run projects/activities for Roma people and also for other minorities and ethnicities in Romania.

#### 4. The current practical situation in the matter of multiculturalism in adult education at national level.

##### 4.1 Public support institutions

Name	<b>The Ministry of Education</b>
Website	<a href="https://www.edu.ro">https://www.edu.ro</a>
Target group	All Romanian students
Services offered	Responsible for organizing the educational process in Romania.

Name	<b>National accreditation center</b>
Website	<a href="http://site.anc.edu.ro/en/2659-2">http://site.anc.edu.ro/en/2659-2</a>
Target group	Students, adult educators
Services offered	The mission assumed by the National Accreditation Center is to ensure the general framework for the achievement of continuous professional training and the development of qualifications necessary to support a competitive national human resources capable of functioning effectively in the present society and in a wise society (GD 556/2011 with subsequent amendments and completions).

##### 4.2 Private support organizations

Name	<b>EUROED</b>
Website	<a href="http://www.euroed.ro">http://www.euroed.ro</a>
Target group	Students of all ages, educators
Services offered	Courses for kindergarten, primary school, secondary school, foreign language courses, courses for educators

Name	<b>The Intercultural Institute from Timisoara (I.I.T.)</b>
Website	<a href="http://www.intercultural.ro/">http://www.intercultural.ro/</a>
Target group	Youth, educators
Services offered	Intercultural education, intercultural relations It pursues the development of the intercultural dimension in the field of education and culture while promoting at the national and international level the climate of tolerance and dialogue.



### 4.3 Projects / Best practices

Name	<b>2IMINED project</b>
Link	<a href="http://migis.eu/">http://migis.eu/</a>
Target group	Immigrants, educators
Actions offered	<p>Offered an overview of OER resources in each country (best practices, educators and immigrants' surveys, questionnaires and interviews, other projects' results and products, etc.).</p> <p>It was created a 2IMINEDToolbox: develops innovative digital technology-based educational tools helping immigrants to acquire basic knowledge and understanding about their host country's sociocultural life.</p> <ul style="list-style-type: none"> <li>• OER platform: contains all educational resources (with a multilingual access).</li> <li>• Training "immigration" educators: educators will be trained to use educational tools for immigrants in a five-day training course.</li> <li>• Testing the tools with the immigrants in the partner countries.</li> </ul> <p>As a result, e-platform migis.eu is easy-to-use and easy to understand for all immigrants and their educators. Immigrants' basic knowledge and understanding of their host country's sociocultural life will help to understand the country's culture, values, social life, and its procedures and features.</p>

Name	<b>NICeR project</b>
Link	<a href="https://nicerproject.eu/">https://nicerproject.eu/</a>
Target group	Young refugees and non-refugees
Actions offered	<p>The objective of this project was to elaborate a new approach to the integration of refugees at the local level, foster a greater respect towards refugees, starting from young individuals and through their cultural and local integration, without forgetting the awareness-raising of the local population.</p> <p>They published on their <b>website a Pedagogical Guide and Report Atelier</b>. They created an educational textbook to enable teachers (in the partner-cities but mainly at the European level) to tackle the refugees issue in the classroom and improve the pupils' knowledge with a view to a better integration.</p>

Name	<b>Migrant mediators for intercultural cities</b>
Link	<a href="http://www.intercultural.ro/pages.php?d=4&amp;idc=28">http://www.intercultural.ro/pages.php?d=4&amp;idc=28</a>
Target group	Migrants, educators
Actions offered	<p>The aim of the project was to develop the competences related to intercultural mediation among 20 persons involved in migrants' integration in Romania, with focus on the members of the network of intercultural mediators and the intercultural trainers team of Intercultural Institute of Timisoara.</p> <p>In the framework of the project, through the dissemination events organised by the mediators and trainers, the Erasmus+ programme was presented and also the</p>





	<p>Council of Europe programme Intercultural Cities, which promotes the valorisation of diversity and development of intercultural public policies, with attention to the needs of all groups in society. Discussions were engaged regarding public policies in Romania involving migrants, local networks of collaborators for project beneficiaries were consolidated, and in the meantime the project set the premises for good quality intercultural mediation processes. On medium and long term, the project contributed to the specialisation of intercultural mediators and trainers and it also encouraged, consolidated and gave an impulse to the efforts of facilitating migrants' integration in Romania.</p>
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Name	<b>Xeno-Tolerance</b>
Link	<a href="http://www.euroed.ro/en/proiecte/proiecte-euroed/xeno-tolerance">http://www.euroed.ro/en/proiecte/proiecte-euroed/xeno-tolerance</a>
Target group	Teachers, trainers
Actions offered	<p>The specific objectives of this project were:</p> <ul style="list-style-type: none"> <li>• to develop Guidelines for teaching in groups with potential tensions and conflicts factors (social levels, cultures, religions...) where the learning climate has deteriorated.</li> <li>• to develop a Toolbox with different modules: social learning, ethics of participation, social language, social and emotional intelligence, conflict solving strategies, etc.</li> <li>• to present all materials as Open Educational Resources on a multilingual web platform that will allow interaction between trainers and with learners.</li> </ul> <p>Guidelines and Toolbox were elaborated after country analysis of needs and existing resources. At the end of the project, the guidelines, toolbox, both integrated on a web platform providing free access for all, will have been tested in real situation and adaptation will have been included. The platform is built so that new content can be easily added by each one, and to facilitate exchanges inside educator's community.</p> <p>The teachers and trainers, as well as educators are the directed target of the project results. The final beneficiaries will be the young and young adult learners facing social integration difficulties and at risk of radicalisation.</p>

Name	<b>Tiramisu</b>
Link	<a href="http://www.euroed.ro/en/proiecte/proiecte-euroed/tiramisu">http://www.euroed.ro/en/proiecte/proiecte-euroed/tiramisu</a>
Target group	Secondary school teachers and their students (14-18 years-old).
Actions offered	<p><b>The main aim of this project</b> is to improve skills and competences of school teachers by developing and testing at EU level an innovative transnational training course on First Aid and health and safety practice based on simulation approach and to promote the dissemination of these practices through the development and test of a training model for school students to be realized by the skilled school teachers.</p>

#### 4.4 Relevant articles



Name	<b>Intercultural Education in the Pre-service and In-service Teacher Training and Development</b>
Link	<a href="https://www.sciencedirect.com/science/article/pii/S1877042815015839">https://www.sciencedirect.com/science/article/pii/S1877042815015839</a>
Target group	Teachers, educators
Key words	Pre-service teacher training; in-service teacher training; development; intercultural education; cultural diversity
Findings	In this article the authors proposes an exchange of good practices about the methodology and conception of interculturalism and cultural diversity in formal, non-formal and informal education in the learning communities of the Timiș county, Romania. Their investigation had a two-fold purpose: to involve teachers in action research activities, on the one hand, and, on the other, to make use of the experience of academics in the West University of Timisoara as well as teachers in bilingual state schools and multilingual language schools in order to promote the enactment of the new strategies and approaches in their professional and every-day lives.

Name	<b>Challenges in Implementing National Systems of Competency Validation with Regard to Adult Learning Professionals: Perspectives from Romania and India</b>
Link	<a href="https://link.springer.com/article/10.1007/s11159-015-9501-1">https://link.springer.com/article/10.1007/s11159-015-9501-1</a>
Target group	Different ethnicities in Romania
Key words	Adult learning professionals, Validation of competencies, Professionalisation of staff in adult education
Findings	Validation of prior learning (VPL), also referred to as recognition, validation and accreditation of prior learning (RVA), is becoming an increasingly important political issue at both European and international levels. In 2012, the European Council, the UNESCO Institute for Lifelong Learning (UIL) and the Organisation for Economic Co-operation and Development (OECD) launched strategic documents and guidelines for supporting its wide implementation. A wide range of resources and experiences to learn from are already available for improving policy making and the quality and credibility of VPL practices. An intrinsic part of quality assurance concerns the level of training of practitioners accompanying the VPL process. Addressing the need for improved practices of adult educators' continuing professional development as well as improved validation processes, this paper presents and analyses practitioners' experiences with a piloted portfolio tool designed to support the validation of pedagogic competencies of trainers in adult education. While the pilot study was carried out in 20 European and 2 non-European countries, this article picks out and compares feedback from participants in Romania and India, which are both striving to catch up in terms of accreditation of non-formal and informal learning. Based on their findings, the authors' reflections focus in particular on evident challenges for educational policy making in these two very different countries. They also consider related policy measures needed for improving the educational contexts in both countries, both in terms of validation practices and in terms of the professional development of practitioners applying such practices, in line with international trends.





Name	<b>WORKING WITH MULTICULTURAL GROUPS: A CULTURE AND ETHNICITY CASE STUDY IN ROMANIA</b>
Link	<a href="https://www.futureacademy.org.uk/files/images/upload/245.%20EduWorldF%202017.pdf">https://www.futureacademy.org.uk/files/images/upload/245.%20EduWorldF%202017.pdf</a>
Target group	Culture; Adult Education; multicultural groups; dialogue; collaboration.
Key words	liberal multiculturalism, postcommunism, postcolonialism, nation, minorities
Findings	The paper presents the main findings of a field research performed in different regions of Romania in the framework of the project "Us & Them: dialog, tolerance, collaboration for good coexistence in a multicultural world!", a project financed by the Erasmus+ Programme of the European Union. The research has investigated the state-of-the-art regarding (1) the main features of existing cultures in Romania (principles, practices, ideas, values, patterns in human behaviour, thought and feelings, human activities, social standards) and (2) the misunderstandings, prejudices, stereotypes as potential sources of socio-cultural tensions. The research findings emphasize on the people's level of awareness about other cultures existing in their area and also on the level of interaction among these cultures. The existing categories of cultures and sub-cultures – from a sociological point of view - have been also analyzed through a Focus Group organized with representative participants. The research findings helped identifying the training needs of Adult Educators who work with multicultural groups and designing a training curriculum for them to promote dialog and collaboration among multicultural learners.

Name	<b>EUROPEAN TRENDS FOR ADULTS EDUCATION IN LIFELONG LEARNING STRATEGY: MODERN METHODS AND ROMANIAN SKILLS IN TRAINING MANAGEMENT</b>
Link	<a href="https://cyberleninka.org/article/n/1288602">https://cyberleninka.org/article/n/1288602</a>
Target group	Adults, educators
Key words	adult education, vocational education, lifelong learning, training methods
Findings	The paper wants to point that adults must be problem-centered in further orientation of educational system in Romania in order to become part of the economic and social development and main actor of this transformation. The need for permanent adult and vocational education has been a target for all the institutions involved in the attainment of this aim, as the concept of permanent education based upon changing entire societies consists in providing adaptation to all who are part of the active work force within a constantly changing market.

Name	<b>Hungarian: The Hungarian Language in Education in Romania. Regional Dossiers Series</b>
Link	<a href="https://files.eric.ed.gov/fulltext/ED599938.pdf">https://files.eric.ed.gov/fulltext/ED599938.pdf</a>
Target group	Early Childhood Education; Preschool Education; Elementary Secondary Education; Higher Education; Postsecondary Education; Adult Education
Key words	Second Language Learning, Adult Education, Language Minorities, Language Usage,



Findings	<p>This regional dossier aims to provide a concise description of the European minority language, Hungarian in Romania, in education. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements and support structures, as well as quantitative aspects such as the number of schools, teachers, pupils, and financial investments. This information serves several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions in their own region. Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deals with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier. [Unless otherwise stated academic data refer to the 2016/2017 school year.]</p>
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## 5. Useful links

- National Strategy for the SUSTAINABLE DEVELOPMENT of Romania 2030  
<https://www.edu.ro/sites/default/files/Strategia-nationala-pentru-dezvoltarea-durabila-a-Rom%C3%A2niei-2030.pdf>
- Multiculturalism in Europe. In agony  
<https://www.revistasinteza.ro/multiculturalismul-in-europa-in-agonie>
- Lavente Salat, Views on the interpretation of multiculturalism in Romania  
<http://www.altera.adatbank.transindex.ro/pdf/13/003.pdf>
- Remus Crețan, David Turnock and Jaco Woudstra, Identity and multiculturalism in the Romanian Banat  
<https://journals.openedition.org/mediterranee/523>
- Doina Banciu, Dora Coardoș, Promoting Multiculturality In The Digital Era In The Spirit Of Sustainable Development  
<https://rria.ici.ro/wp-content/uploads/2012/06/06-art.-DB-Multiculturalitate-2.pdf>
- Romania multicultural, a reality that requires promotion  
<https://www.ziuaconstanta.ro/stiri/editorial/romania-multiculturala-o-realitate-care-se-cere-promovata-525472.html>
- Strategy of the Romanian Government to include the Romanian citizens belonging to the Roma minority for the period 2015-2020  
<https://lege5.ro/Gratuit/guytsnzwgm/strategia-guvernului-romaniei-de-incluziune-a-cetatenilor-romani-apartinand-minoritatii-rome-pentru-perioada-2015-2020-din-14012015/5>
- Roxana Marinescu, Multiculturalism within the postcolonial and post-communist frameworks. The cases of India and Romania  
<http://www.synergy.ase.ro/issues/2015-vol11-no-2/17-Marinescu.pdf>
- Advisory committee on the framework convention for the protection of national minorities  
<https://rm.coe.int/fourth-opinion-on-romania-adopted-on-22-june-2017/168078af76>



- [Education and Training Monitor 2019, Romania](https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-romania_en.pdf)  
[https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-romania\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-romania_en.pdf)
- Country Report on Adult Education in Romania  
[https://eaea.org/wp-content/uploads/2018/01/romania\\_country-report-on-adult-education-in-romania.pdf](https://eaea.org/wp-content/uploads/2018/01/romania_country-report-on-adult-education-in-romania.pdf)
- Maria Niculescu, Dana Percec, Intercultural Education in the Pre-service and In-service Teacher Training and Development  
<https://www.sciencedirect.com/science/article/pii/S1877042815015839>
- Simona Lidia Sava, S. Y. Shah, Challenges in implementing national systems of competency validation with regard to adult learning professionals: Perspectives from Romania and India  
<https://link.springer.com/article/10.1007/s11159-015-9501-1>
- The Hungarian language in education in Romania  
<https://files.eric.ed.gov/fulltext/ED599938.pdf>

#### FINDINGS OF THE PRACTICAL RESEARCH:

##### Level 1 – Interviews & collection of audio/video/written testimonials from adult educators

Type of product	Video
Name of the adult educator	<b>Florin Dumitru Petrariu</b>
Profession	Associate Professor of Environmental Health / Signor Medical Officer of Health / Special Physician in Epidemiology / Director of the Preventive Medicine
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	student interaction, French, English
Short description of the interview/ testimonial	Tutor of the French section / double interaction (teaching + practical works), works with over 120 students/semester, enrolled in English and French section. The English section seems by far the most diversified clutter of students compared to the French-speaking one. The latter appear to be better blended as a group considering the cultural inheritance and easier to become closer to the Romanian environment (due to the Latin origin). Interaction takes place with the 4 <sup>th</sup> year students (already on the way to directly interacting with Romanian patients).

Type of product	Video
Name of the adult educator	<b>Beatrice Gabriela Ioan</b>
Profession	MD, Professor – Forensic medicine
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi



Country	Romania
Key words	student – professor relation, dual nature of communication
Short description of the interview/ testimonial	Quality teaching and mutual respect is fundamental for the student – professor relation. As forensic medicine professor, she tends to train the 6 <sup>th</sup> year students as professionals, while modelling them as human/social beings. This means all the students will be included in the interaction. On the other hand, during the lengthy studies, the foreign students exposed to the Romanian environment seem to encounter issues only at the beginning, but manage to ease things over time. Some even become in their turns informal tutors for the new arrivals. On the other hand, the interaction between students from other programs is very low, especially in terms of participation in the events organized by the Romanian University staff and student representatives. The foreign students emphasize the inability to share their own culture with the Romanian counterparts.

Type of product	Video
Name of the adult educator	<b><i>Bianca Hanganu</i></b>
Profession	Forensic specialist physician
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	forensic medicine differences, autopsy, Muslim
Short description of the interview/ testimonial	Main issue is that forensic medicine differs across countries, as well as the training of the practitioners themselves (medicine vs. medicine + law background). In order to share the various backgrounds, students are encouraged to present the system they come from. In case several students share the same origin, they can act as a team to create a further bond. Another issue appears to be dealing with the live autopsy itself (some prefer to access it via live broadcasting from the comfort of the classroom). A third issue relates to the Muslim students during the 2 <sup>nd</sup> semester which coincides with the Ramadan period (rescheduling the classes is being considered and applied in order to prevent lack of focus due to physical factors).

Type of product	Video
Name of the adult educator	<b><i>Corina Dondas</i></b>
Profession	Psychologist – Career Counselor
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	workshops, counselling
Short description of the interview/ testimonial	Counselling and carrier orientation, personality tests. Issues: phobias, anxiety, depression, socialization. For international students, it mainly relates to adaptation and integration. Positive traits include the desire to experiment and learn new things



Type of product	Video
Name of the adult educator	<b><i>Octav Candel</i></b>
Profession	Teaching assistant
Organization	“Alexandru Ioan Cuza” University of Iasi
Country	Romania
Key words	benefits, challenges, international teaching
Short description of the interview/testimonial	The main benefit is grasping new perspectives from people all over the world, while the main challenge involves various factors: interaction within/outside the university, language barriers etc. A proper approach from the professor’s side is to ask directly what the motivational factors are and helps them adapt or understand a new environment.

Type of product	Video
Name of the adult educator	<b><i>Monica Ciolan</i></b>
Profession	psychologist
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	foreign students, interaction with psychologist
Short description of the interview/testimonial	The student states that there is a considerable difference between the Romanian and the foreign students when it comes to the interaction with the psychologist. Major issues relate to the level of increased anxiety and depression (caused from being away from the known environment – family and friends), but other cases involve also the request to seek defining and identifying one’s own sexual identity. In other cases, the religious views contradict the individual’s needs, creating additional pressure.

Type of product	Video
Name of the adult educator	<b><i>Raluca Iurcov</i></b>
Profession	MD, Lecturer
Organization	University of Oradea
Country	Romania
Key words	Muslim, differences, language barriers
Short description of the interview/testimonial	The large majority of the foreign students come from a Muslim community. A good starting point for the professor would be to have some basic personal knowledge regarding the country from where the students come from (i.e. religion, traditions etc.). The difficulty arises from the multiplicity of different backgrounds that have to be blended at the same time with the origin of the teaching institution, while at the same time surpassing the language barriers. The responsibility of the professor goes beyond simply teaching the notions; focus should be emphasized on the degree of information each student has already achieved in order to improve the weaker spots.



Type of product	Video
Name of the adult educator	<b>Richard Constantinescu</b>
Profession	MD, Lecturer
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	multi-culture, entertainment
Short description of the interview/ testimonial	Feedback on a multi-cultural event (Christian, Muslim and Hindu) with the presence of the ambassador. Highly diversified entertainment activities (cuisine, dancing etc.)

Type of product	Video
Name of the adult educator	<b>Vlad Ichim</b>
Profession	Teaching assistant
Organization	“Gr. T. Popa” University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	open dialog, lack of time and of linguistic skill, team work, communication
Short description of the interview/ testimonial	A positive thing is the open dialogue in which both students and professors can engage related to general topics, yet from a personal perspective. The drawback is that there is never enough time to explore additional subjects and individuals may lack the linguistic skill needed to express more freely. Methods successfully used involve brainstorming, team working since the communication increases both among the students (mutual support), as well as among the students and professors.

Type of product	Video
Name of the adult educator	<b>Anisoara Pop</b>
Profession	Professor, PHD
Organization	University of Medicine, Pharmacy, Science and Technology Targu Mures
Country	Romania
Key words	Diversity, opportunities, class dynamic, supportive communication
Short description of the interview/ testimonial	Dealing with students from different cultural backgrounds can be especially delicate, let alone daunting, because of the encounter of varying cultural norms, rules of behavior, understanding norms and definitely expectations from teachers and peers.  The world is a stage, then a multicultural classroom is a microcosm of that world with all its diversity, strife, joy, communication, disruptions, and the teachers’ role is to create opportunities to give choices for students to learn about this and to create a dynamic, a class dynamic of welcoming and supportive communication to each and every student.

Type of product	Video
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Name of the adult educator	<b>David Evans</b>
Profession	Adult educator
Organization	
Country	Lancaster, UK
Key words	multicultural groups, icebreaker, background
Short description of the interview/testimonial	<p>The fourth thing is to appreciate from the outset that the amount of information that you would be able to pass to your audience is substantially less than it would be if you were talking to a group of students whose first language is your own language and who understand your culture and perhaps come from your own country.</p> <p>I've also taught Somalis, groups of Somalis, and I did a bit of background research and appreciated that many of the Somali people I was teaching in their 20s had never been to school.</p> <p>There are probably five things I could say which might help you to appreciate how to approach and teach people from multicultural groups who might come to your country.</p> <p>Now, we developed a course and I came with an icebreaker, which was simply to form a chain of people, shake the first person's hand, say a name, "how do you do?", pass it on.</p> <p>Often people are told to go in and teach or tell a group of people about this, and you may discover that quarter right through your session it is, in fact, not what they need to hear, they need to learn something else.</p> <p>The Somali ladies then phoned the hotel and had a discussion and a spokesman came back a few minutes later and said she's not allowed to shake your hand and she's certainly not allowed to look you in the eye, which I hadn't appreciated, of course, but they pointed out to me that I've just broken that cultural norm and that's fine.</p>

Type of product	Video
Name of the adult educator	<b>Anca Colibaba</b>
Profession	Professor, PHD
Organization	"Gr. T. Popa" University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	higher education, international students, European projects, ethnicity richness
Short description of the interview/testimonial	<p>Another very important point, which I realized was a gaining point for the students, was to organize activities that would bring into play the knowledge and the previous experience which those students had brought into the class at the moment when each of them started contributing and bringing their own experience and sharing their own knowledge on the topic area or on the life topic or on the cultural issues of living together in new host country for all of them, the rapports started growing positive and the link with the professor, with the host organization improved obviously.</p> <p>I was, at the beginning, very puzzled, and simply by ambition, I decided that the success of my incursion with the students was to try to bring them around the</p>



	<p>common goal of their participation into the study programme and at the same time, intuitively, I was thinking that I had to bring into play the complexity of the study goals and study skills which they were bringing into the class from the different regions of the world, from China, Russia, Europe or America.</p> <p>If - in the classroom - the attitude the educator approaches the student is a positive one, not prejudiced and not stereotype based, where the approach encourages each of the students independent of the ethnic group to which that person belongs to, grow and develop their skills knowledge and executes gradually towards the progress of the content which is being delivered based on the experience which each of these persons brings from their own culture and from the role which that culture would develop into the parent classroom.</p> <p>I have been also working in higher education and have had a number of very interesting experiences of teaching international groups of students, adults that are in higher education or in different study groups interested in developing professional skills.</p> <p>In the project Increase I am included in the list of adult educators especially for my concrete experience in working for the last eight years in an international master's programme related to training international students from all over the globe in managing and planning European projects.</p>
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Type of product	Video
Name of the adult educator	<b><i>Doina Azoicai</i></b>
Profession	MD, Professor, PHD
Organization	"Gr. T. Popa" University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	Medical pedagogy, French, medical professionals
Short description of the interview/ testimonial	Doina Azoicai, Romania, professor at the «Grigore T. Popa» University of Medicine and Pharmacy in Iasi, epidemiologist. In the course of time she had the opportunity to carry out this teaching activity, both while training students during their Bachelor, Masters and PhD studies, as well as during the training and improvement of young medical professionals in the courses of continuous medical training. While carried out this activity as a teacher, she had improved and wanted to know more about what rules and techniques are useful in medical pedagogy.

Type of product	Video
Name of the adult educator	<b><i>Paul Rusch</i></b>
Profession	Senior Lecturer
Organization	University of Innsbruck
Country	Austria
Key words	Experiences, intercultural teaching, extroverted, introverted
Short description of the interview/ testimonial	Being asked to share experience about teaching learning in a multicultural employed lingual context, I confine my contribution to two observations; two of the many observations that became formative experiences for my future work.



	<p>The way the students acted in class was beyond my concept of students in acting in a group setting. Students might be extroverted or introverted, more or less talkative, more the less responding to the way of my teaching. This class was different.</p> <p>If I had taught students belonging to different social groups, if I had taught in Nigeria or South Korea, on their home ground... I created stereotypes and natural process, as Lippmann described nearly a hundred years ago, in 1924, we form stereotypes and even more so we receive stereotypes in growing up.</p> <p>A second experience – in a language class for international students at the University of Innsbruck, we talked about the stereotypes they had received about German speaking countries and Austria in particular.</p> <p>A female student from Senegal described a puzzling experience: a bunch of students from the student hall she lived in, among them Austrian, German and other European students, had agreed to go out in the evening. 10 minutes before the time agreed on, she was at the meeting place in the city, and then I had to wait nearly half an hour until the first ones arrived.</p>
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Type of product	Video
Name of the adult educator	<b><i>Paul Catteuw</i></b>
Profession	<b><i>Lecturer intercultural communication</i></b>
Organization	Karel De Grote University College Antwerp
Country	Belgium
Key words	Intercultural communication, intercultural competence, culture
Short description of the interview/testimonial	<p>Intercultural communication wants to build bridges of understanding, to overcome cultural differences.</p> <p>Now, to reach this proficiency, you can really rely on your gut feeling, but you will see that you will soon run out of luck when you just rely on your gut feeling. Because in the near future, intercultural competence will be a decisive factor for employment.</p> <p>This intercultural competence is clearly not only needed in business world, but in all aspects of society.</p> <p>The basic level is knowing about the other culture, the advanced level is to understand the other culture and the proficient level is applying these rules when communicating. A precondition is to acquire knowledge of a different culture that can be used in an actual situation.</p>

Type of product	Video
Name of the adult educator	<b><i>Doina Spita</i></b>
Profession	Professor
Organization	Universitatea Alexandru Ioan Cuza, Iasi
Country	Romania
Key words	young adults, diverse cultural backgrounds, teaching and learning languages



Short description of the interview/ testimonial	Doina Spita offers three distinct perspectives on working with young adults from diverse cultural backgrounds. In the first part of testimonial, she speaks as a professor of several courses of culture and civilization, the second reflection comes from her perspective as researcher in the didactics of multilingualism and the third from the perspective of a practitioner of teaching and learning languages.
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Type of product	Video
Name of the adult educator	<b>Monica Vlad</b>
Profession	Certified translator and proofreader
Organization	Linguistic Guide
Country	Romania
Key words	Translation, interculturality, cultural differences
Short description of the interview/ testimonial	<p>What she noticed as a service provider is that, in order to be truly professional and interculturality sensitive, one has to adapt their style, their understanding and their way of thinking to other people's cultural backgrounds and approaches to various situations.</p> <p>As a conclusion, it is never a good idea to start a professional relationship (or personal, for that matter) with people from other cultures on the premise that you know them or you know everything, or that your approach is the perfect / correct one, and that other people are / behave according to widespread stereotypes.</p>

Type of product	Video
Name of the adult educator	<b>Laura Muresan</b>
Profession	Professor, PHD
Organization	Bucharest University of Economic Studies
Country	Romania
Key words	International, training, experiences
Short description of the interview/ testimonial	Long-time teacher of English and German provides insights into intercultural international experiences, providing examples of experiences from her own past interactions, as well as addressing aspects of culture learning

Type of product	Video
Name of the adult educator	<b>Mariana Nicolae</b>
Profession	Professor, PHD
Organization	Bucharest University of Economic Studies
Country	Romania
Key words	Intercultural teaching, adults, long time university professor
Short description of the interview/ testimonial	Probably the most relevant period of time for this discussion was when I was teaching to multicultural groups in the Prosper-ASE Language Center and in the masters of international business communication of my university, I have had a large variety of language learners from all over the world.



	<p>I'm very happy to be here, to be invited to share my experience within this Erasmus+ project - Increase (Intercultural competencies for adult education for educators working with multicultural and multilingual learners.</p> <p>How can they find the right communication channels and which are the most appropriate skills to ease conflicts and tensions? And how - mostly - how can we teach them? As an educator, I am concerned with the increasing devaluation of teaching everywhere in the world in favor of research.</p>
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Type of product	Video
Name of the adult educator	<b>Michael Carrier</b>
Profession	Consultant/ teacher-trainer/ materials writer
Organization	
Country	UK
Key words	Intercultural education, interconnectedness, intercultural awareness, intercultural competencies, intercultural literacy, experience
Short description of the interview/ testimonial	The interviewee has worked during their career with young adults, especially in further education, professional education, business, education, sometimes technical education, who were planning to work with people from other cultures in their own country, or to travel overseas and to work with other people there. After analyzing the experience and insight gained, the former consultant defines a few key traits of individuals living in an age of increasing interconnections - having a set of intercultural competencies which we can define and describe, intercultural awareness, some lived experience of staying in another culture, awareness of the competencies that make up intercultural literacy, knowledge of theories and research and some familiarity with traditional models.

## Level 2 - Interviews&collection of audio/video/written testimonials from multicultural learners

(Please add tables according to the number of resources created; minimum 2)

Type of product	Video
Name of the adult learner	<b>Anamika Jain</b>
Status	4 <sup>th</sup> year student, UMF Iasi, English section
Culture	
Country	UK
Key words	difficulty in communication, stereotypes, groups, culture differences
Short description of the interview/ testimonial	Being exposed to an international environment helps the student learn about various domains related to the personal knowledge during the accumulated experiences. The challenges relate to the tendency to misinterpret events/gestures/spoken words, but in time this can be an element emphasizing the need to adapt and continue to learn. The tendency for the students from the same background to cluster can be prevented by measures taken by the professors who can diversify the working groups and impose that a universally spoken language is used during the task. There might be the tendency of the non-EU/EEA



	students to accuse professors of potential bias. From the professors' perspective, it would help to share the social norms/non-verbal language for the students with various backgrounds. Socializing events should include non-medical related activities.
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Type of product	Video
Name of the adult learner	<b>Tim Carr</b>
Status	5 <sup>th</sup> year student, UMF Iasi
Culture	
Country	UK
Key words	variety of students, benefits, integration, development, experience
Short description of the interview/testimonial	The main benefit (compared to UK universities) is the variety of student backgrounds, creating a unique experience. The personal drawback is the early class schedule, although in the long run this also comes as a major preparation element in the carrier of the future physician.

Type of product	Video
Name of the adult learner	<b>Ali Cheaito</b>
Status	OB/GYN Postgraduate Medical Trainee
Culture	Spitalul Cuza Vodă din Iasi
Country	Romanian/ Lebanon
Key words	Trainee experience, multicultural, learner
Short description of the interview/testimonial	Ali Cheaito shares his experience with the University of Medicine and Pharmacy (UMF) from Iasi. He comes from a mixed family, his mother is Romanian and his father is Lebanese. He talks about adapting to life in Romania from a social, cultural and academic perspective.

Type of product	Video
Name of the adult learner	<b>Edwin</b>
Status	Student
Culture	"Gr. T. Popa" University of Medicine and Pharmacy of Iasi
Country	Romania
Key words	Romanian experience, med student, Singaporean
Short description of the interview/testimonial	First of all, I just want to clarify some of the concern or some of the worries that you might have as an international student and also the experience of students being in the foreign language speaking country where you are taught in English. So I'll be sharing mainly points based on my own personal experience, because this will be very much different from person of person, but this is also based on a lot of international students I've been working with day to day basis in the hospital, the clinical training, as well as learning in the lab and the lecture and the all the other projects that we are learning together.



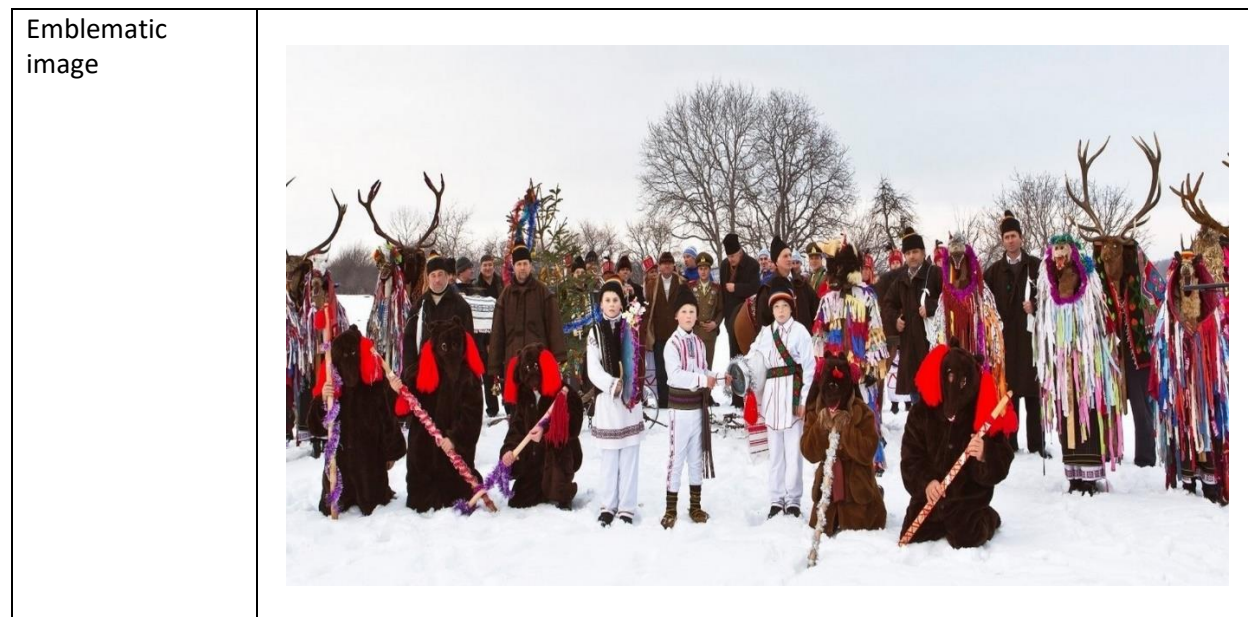


	<p>And in terms of the culture, the Romania have a beautiful and rich culture where a lot of traditional value and the cultural interaction with the various part of the Romania and especially living in the second capital city of Romania, which is called Iasi, and it is after the capital city of Bucharest. And this is considered second capital city.</p> <p>And in my own personal experience as a student, it was very interesting to interact on a daily basis as well as you are going to the library, you are studying and around the other foreign language speaking colleagues, you know, they are from Greece and Germany, France and Middle Eastern and Israel or Jordan, et cetera.</p> <p>For me, in my own personal experience today, I'm really, really happy, and every day I'm enjoying the learning experiences, getting to know people, getting to know friends and getting to know the culture, be appreciative of the travel experience around Romania.</p>
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**Level 3 - Collection of data from local/national public authorities, universities, migrant communities on the different groups of cultures present locally/types/nationalities of multicultural learners**

Culture	<b>Romanian</b>
Origins	Romania
Years of presence in the country	The Romanian people has lived in the Romanian speaking territory since its formation about 2000 years ago when the Dacians, the inhabitants of that time, were conquered by the Romans
Number of population	19 317 984
Language	Romanian
Religion	Orthodox, Roman Catholic and 16 more religious confessions
Values	Romanians are friendly, hospitable. They are open to learning and creative. They are very religious, they believe in family, traditions are important.
Rituals	Romanians celebrate all religious holidays, according to the confession they belong to. Various traditions coming from old times are kept: carolling on Christmas Eve, going 'well-wishing' from house to house on New Year's Eve, celebrating 1 March with a small token of friendship called 'martisor', celebrating the international women's day on 8 March. Dragobete is the Romanian variant of Valentine's day. Romanians celebrate Union of the Moldova and Muntenia (Wallachia) on 24 January and the National Day on 1 December when all three Romanian provinces were united. Many cultural events take place all over the country, the most well known internationally are the George Enescu Festival and the Sibiu Theatre Festival. Timisoara is a city which is Europe at a smaller scale, where many nationalities live in perfect harmony, and whose citizens started the Romanian revolution in December 1989, following the Hungarian pastor Laszlo Tokes.
Open vs Closed society	Romania is a very open society. It has always been the home for many ethnic groups. Even if the numbers of some have decreased in recent years we can still speak of 18 ethnic groups.





Culture	<b>Hungarian</b>
Origins	Hungary
Years of presence in the country	12 centuries (migrated around the 9 <sup>th</sup> century)
Number of population	1,227,623
Language	Hungarian
Religion	45,9% Reformed; 40,8% Roman Catholic; 4,5% Unitarian; 2,1% Eastern Orthodox
Values	Hungarians believe in strong familial values. Members of extended families support each other and live together: parents, grandparents, and children. Friendship is another value: Hungarians are reliable friends and personal relationships are considered “social capital.” Friendship is perceived as intimate and therefore personal details are always shared among friends.
Rituals	<p><b>Christmas traditions</b></p> <ul style="list-style-type: none"> <li>- Betleem is a Hungarian tradition during which a wooden model of a Catholic Church is strolled from house to house by carolers, dressed as Joseph, Mary, the 3 wise men and shepherds, who recount in each householding the biblical tale of Nativity</li> <li>- Azaprószentek, meaning The Whipping of Girls (Biciuireafetelor), a tradition addressed to those who have reached a marriageable age, during which, groups of young men in traditional attire go caroling at young women’s houses with a stick decorated with colorful ribbons (mostly red) and chant specific texts.</li> </ul> <p><b>Easter traditions</b></p> <ul style="list-style-type: none"> <li>- Starting with Good Friday, unwedded young men in traditional clothing and armed with wooden weapons, watch over Christ’s body until the Night of Resurrection; they perform a dance at “the changing of guards”</li> </ul>

	<p><b>The Day of the 1000 Szekler girls:</b> a Szekler-Hungarian tradition of love, during which young men and women would often initiate relationships back then, whereas now it's just cause for celebration, taking place on the 6<sup>th</sup> of July, in Semuleu village.</p> <p><b>15<sup>th</sup> of March:</b> The 15<sup>th</sup> of March 1848 marks the start of the Hungarian Civic Revolution and War of Independence. Hence, this is a celebratory day for all Hungarians, regardless of their whereabouts. Despite the fact that over the years, the Romanian Government's level of tolerance concerning this celebration has somewhat fluctuated, although never openly forbade it, starting with 1996, every Romanian President or Prime-Minister saluted the cause.</p> <p><b>The Grapes Ball:</b> a harvest festival, that starts with a religious mass, followed by a ball, during which the villagers, in traditional attire, dance, engage in dares (such as keeping watch over the grapes), and even choose a King and a Queen.</p>
Open vs Closed society	<p>Due to strong dissensions over the many, many years of sharing the same land, one might happen to come across some prejudices, jokes and subtle grudges in the area shared by these 2 nationalities.</p> <p>The region inhabited by the 'secui', known as the Autonomous Hungarian region under communism, is more closed, because there is a smaller number of Romanian in the area. Depending on the percentage of Romanian nationality vs. Hungarian nationality some villages can be a closed society. In cities, on the other hand we can speak of an open society. There are many mixed families, and there are many Hungarians who live in areas where the Romanians represent the majority.</p>
Emblematic image	

Culture	<b>Roma</b>
Origins	North-Western India
Years of presence in the country	8 centuries (migrated around the 13 <sup>th</sup> century)
Number of population	621,573
Language	Romani

Religion	81,9% Romanian Orthodox; 6,4% Pentecostals; 3,8% Roman Catholics; 3% Reformed; 1,1% Greek Catholics; 0,9% Baptists; 0,8% 7 <sup>th</sup> Day Adventists.
Values	<p>Roma people used to be a very traditional folk, an important feature that fundamentally contributed to their survival as a nation during their perpetual wandering over the centuries. In Romania, they used to be divided depending on the trade they were specialized in or a particularity in their way of living, such as: “lăutari” (really good at performing music), “căldarari” (making copper cauldrons), “gabori” (the most traditional ones, living in covered wagons), etc.</p> <p>Nowadays, there are still families upholding the traditional values, including the specific attire (long, flashy, colorful, pleated skirts, 2 braids with golden coins and 2 hair strands – young unwedded women or covered by a scarf – married women, black suit, black hat and big moustache men), but there are also families who are adapting to modern day customs and clothing.</p> <p><b>Stabor:</b> Staborul is an unofficial Romani court, separated from the Romanian one. It is a closed institution, ruled by Krisnitori (the equivalent of judges), with a clear set of rules, that only apply to Roma folk. It is of intrinsic value, and not complying with the laws and the ruling, one may face punishment, excommunication or shunning.</p>
Rituals	<p><b>The Roma Wedding:</b> is one the most important tradition for Roma folk, happening at a rather young age (used to be around 13-15, but now it’s over 18). It’s very colorful, with traditional music and attire. It’s ground for major celebration.</p> <p><b>Jinxing, hexing, incantations:</b> Roma people used and some still do, to claim to have the gift of supernatural (i.e. tarot reading, spelling, reading in coffee leaves, shells, throwing hexes or curing of hexes).</p> <p><b>The Roma Funeral:</b> like the wedding, the funeral is an important tradition, during which the community shows support to the grieving family. The body is placed in the most beautiful room and if it happens to have mirrors, all of them are covered, seeing as the reflection of the dead is considered a bad omen for the family. As part of mourning and support from those outside the family, men quit shaving for 6 weeks, after which, a memorial service takes place.</p>
Open vs Closed society	Roma people are a closed society, partly because of their traditional way and partly due to the social stigma and their history of slaves in Romania.
Emblematic image	








Culture	<b>Ukrainian</b>
Origins	Ukraine
Years of presence in the country	5-6 centuries (settled in Romania around the 14 <sup>th</sup> -15 <sup>th</sup> century)
Number of population	51,073
Language	Ukrainian
Religion	72% Eastern Orthodox; 10% Pentecostal; 2,8% Greek Catholics; 2,1% 7 <sup>th</sup> Day Adventists; 1,2% Lipovan Orthodox; 2,9% - stated "other religion"
Values	<i>Religion</i> is an important value and it is practiced throughout the country. Holidays, events and customs are based on the Eastern Orthodox Church, which relies on the old Julian Calendar. Christmas, New Year's Eve and Easter are highly important in Ukrainian culture. Family and friends are also held high and people often linger over their meal drinking and eating while engaging in lively conversation with their family and friends.
Rituals	<p><b>The old rite:</b> Ukrainians go by the old rite, meaning they follow the Julian calendar, with a delay of 13 days compared to the Gregorian calendar, the one most of the world uses. Therefore, all their holidays, such as Christmas, New Year's Eve, Easter are celebrated 2 weeks later.</p> <p><b>Christmas traditions:</b></p> <ul style="list-style-type: none"> <li>- takes place on the 7<sup>th</sup> of January</li> <li>- the Christmas dinner consists of 12 traditional servings, symbolizing the 12 months of the years and the 12 apostles</li> <li>- in order to attract good luck, under the table is placed hay and, at each corner of the table, traditional bagels (colaci)</li> </ul> <p>only kids are allowed to go caroling on Christmas Eve; adults may start caroling after the Christmas mass; on the 1<sup>st</sup> day of Christmas young men would go carol young women, on the 2<sup>nd</sup> day of Christmas, married couples go caroling and on the 3<sup>rd</sup> Day of Christmas would be the day reserved for courtship</p>

	<p><b>Easter traditions:</b></p> <ul style="list-style-type: none"> <li>- during the Holy week, girls go to the river and bathe in clean water</li> <li>- on Good Friday, no one is supposed to eat or clean up</li> <li>- <b>Pysanka:</b> a traditional custom of decorating egg shells</li> <li>- the notion of Easter Bunny is completely absent</li> </ul>
Open vs Closed society	They are a rather open society.
Emblematic image	

Culture	<b>German</b>
Origins	Germany
Years of presence in the country	The German population of Romania is not a single, unitary, homogenous group, but is subdivided in regional groups, based on when they settled in the country. The first Germans came in the 12 <sup>th</sup> century.
Number of population	36,042
Language	German
Religion	Lutheran (protestant), Catholics ( <a href="https://www.icr.ro/pagini/the-germans-in-romania">https://www.icr.ro/pagini/the-germans-in-romania</a> )
Values	Germans value punctuality, discipline and order. Friendship in Germany is also valued, but it is quite different from any other places in the world; German people usually have a small circle of friends who are friends for life. Germans love planning and love to know what they should do specifically in a day. They believe that planning gives people a sense of security. Education has always been important to them. Whenever a new Lutheran church was raised, a school was built too.
Rituals	<p><b>Fastnacht:</b> a celebration that happens right before the beginning of Lent; by the time it takes place, everybody should have their accounts settled and no quarrel in progress.</p> <p><b>Lichtert:</b> a custom of decorating Christmas wreaths on Christmas Eve; the wreath symbolizes the light, hope and joy brought by the birth of Jesus Christ.</p>



	<p><b>Kronenfest:</b> one of the most important celebrations, that takes place on the 29<sup>th</sup> of June (coincides with St. Peter's and St. Paul's Day) or on the closest Sunday around this date – the last party before the harvest. Prior to the celebration, young men bring the tallest and the best-looking tree from the nearest forest, while young girls pick baskets of flowers out of which they make 3 wreaths. On the day of celebration, after the church mass, everyone would gather round the tree, decorate it with the wreaths and flowers, after which the most capable young men- the Bruderschaft, would climb the tree, say a few words and shower the kids with candy.</p>
Open vs Closed society	The Germans are an open society, whether they are 'Sachsen' or 'Schwaben'. They integrated very well, they were an element of balance, there were fewer or no tensions between Romanians and Hungarians where Germans lived.
Emblematic image	

Culture	<b>Turkish</b>
Origins	The Turkish settlements in Romania in Dobrudja date back to the 7th and 13th centuries. The Ottoman conquest of the region in the early 15th century also contributed to an increase in the number of the Turkish population.
Years of presence in the country	8 centuries (settled around the 13 <sup>th</sup> century )
Number of population	27,698
Language	Turkish
Religion	97,1% Muslims; 1,8% Orthodox; 0,5% stated "other religion"
Values	The Muslim Turks are really traditional and follow the customs to a T. <b>i.e. Circumcision:</b> Turkish people circumcise their babies, honoring the Islamic and Jewish custom.
Rituals	<p><b>Rituals involving courtship</b></p> <ul style="list-style-type: none"> <li>- <b>The salty coffee:</b> when the groom-to-be visits the bride-to-be, she makes him coffee; based on her level of affection for him, she either puts sugar or salt in it and the groom is obliged to drink it; this rite is a metaphor for marriage: only together they can succeed.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Stealing the groom's shoes:</b> the groom-to-be is to pay attention to him not taking off his shoes, otherwise the aunt's bride-to-be would hide them away and the groom would have to buy them back.</li> <li>- The wedding ceremony and celebration lasts 4 days</li> </ul> <p><b>Nevruz:</b> is one of the oldest and most important Turkish celebration, which takes place on the 21<sup>st</sup> of March; it celebrates new beginnings (in Persian "nev" means "new" and "ruz" means "day") : a new day, the renewal of Nature's cycle, etc; during this feast, people throw their old clothes in the fire and then hop over the fire (a metaphor for leaving behind troubles and sorrows), have a dinner consisting of 7 meals (7 being a lucky number) and dye red eggs, a symbol of hope, joy, light.</p> <p><b>KurbanBayram:</b> annual celebration to express the submission and adoration of Allah Almighty and Merciful. After the Prayer of Bayram takes place, the men read the Qur'an in the houses where a death happened, followed by 4 days of celebrations.</p> <p><b>Ramazán Bayram:</b> a celebration of joy, making amends, spiritual cleansing, faith renewal and adoration of Allah.</p> <p><b>Hadârlez:</b> takes place on the 6<sup>th</sup> of May, during which families visit the tombstones of the beloved departed and those in need are offered a helping hand.</p>
Open vs Closed society	Rather closed society, yet open to interaction
Emblematic image	