

JURIDICAL EDUCATION BETWEEN STANDARDS AND PRACTICE

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Abstract

The exigencies and transformations imposed by the current society determine reforming changes in the act of education, with innovative aspects, to contemporary disciplines. One of these is juridical education, a foundation of human stability in modern society, a guarantor of the promotion and protection of human rights, social cohesion and respect for the law.

It transmits in a transdisciplinary manner the undisputed force of law, the legal culture that opens up professionalism to young people and to a liberal democracy.

Keywords: *juridical education, curricula, competence social and civic, juridical culture, public policy*

JEL Classification: [K 38, K 10]

1. Introduction

The dynamics of the Community and the placing of education in the center of the national and international public present policies, determine us to acknowledge that the man becomes an educator of reason and maintaining the balance at the societal level only by recognizing the “biological and symbolic size of the substance of the human being, whose social life shall be carried out at the same time on the land of “to be” and “a should be,” where the right meet our mental universe with the physical vastness of our experience (...), fulfilling an anthropological function when establishing rationality” (Supiot, 2005, pp. 12-27).

Therefore, cooperation by the work of the human legal rationale emerges from a clear vision of policymakers who must to assume „an ideal consciousness that keeps a civil war” (Supiot, 2005).

In this way, the right is called to examine the attitude and behavior of individuals, to impose a variant of conduct and to observe (Buzdugan 2015, p. 38), for this to be effective and positively assessed by members of society (Boboș, Buzdugan, Rebreanu, 2008, p. 327).

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Outlining the prospect of this kind of social order is supported, promoted by social norm defined as a „behavior shared by two or more persons on the conduct to be regarded as socially acceptable”, (Theodorson & Theodorson, 1970, p. 276), but also by educational policies that found to ensure at all levels of education learning programs with legal-administrative character.

Part of social thinking, legal thinking wants to promote the image of a company to have human resources „able to act according to moral norms and laws of the political community” (Hatos, 2006, p. 65) clear evidence of promoting the common good, participating beneficially in society and political community. In this common good correlation with moral norms, refer to the teaching of moral education concept, where „morality is a summation of social virtues: justice, altruism, respect, dignity, (...), based on personal conscience, where its motive is primarily due to the self and the other members of the human community (Buzdugan, 2015, pp. 41-42). While ensuring the moral good is reflected in the rules of justice, socially validated, nationally and internationally, in terms of: civil justice, criminal justice (Bordaș, 1989, p.36). Analyzing the meaning of moral and legal norms, we see a link dominant once moral and legal consciousness, and the tripartite structure of social consciousness which directs us to „the rational nature, emotional and volitional” (Buzdugan, 2015, p. 44) human being.

As shown in the literature, social justice is distinguished by a number of features such as (Buzdugan, 2015, p. 44): *objectiveness*, supported by laws, codes, procedures, determined the need functioning of society in all its structures (economic, political, cultural, community, natural) *impartiality* in legal decisions, direct expression and apparent objectivity, *representativeness*, as a “public service” stated in modern states, *accessibility* provided by the simplicity and clarity of rules and speed of their implementation, opposite bureaucratic trends of “perpetuation of dilated processes”, unity and adaptability performed in mitigating or aggravating circumstantial limits. An effective correlation between the characteristics of the social justice, adapted educational process, found in today’s reform, a rethinking of the curriculum with precise steering to the adoption of a European education, equity, social cohesion, active citizenship. New intervention policy reform mediates learning content skills training proper use of moral norms and legal contexts in which the individual operates, thus promoting the respect for the law (Vișan, 2016) the new discipline of study, *legal education*.

Legal education leads us to cultivate respect for the legal norm, promoting affordability and binding thereof so as to enable citizens to have sufficient as to be able to enjoy legal equality, but also to provide a reasonable way in dealing with imminent consequences that may occur if the law is disregarded.

2. The Mission of the Juridical Education

In the present context of the educational process, legal education training activity and development of student's personality being achieved by building on the good moral, legal, good redeeming (Cristea, 2015, p. 55) performed by appropriating concepts legal and administrative provisions by adopting some specific practical actions the legal domain.

Treated from the perspective of pedagogical and social significance, juridical education aimed at training legal consciousness development, assimilating the legal standard employed cognitive-formative (Plano, Riggs, Robin, 1993, pp. 102-103) relationships between citizens, adjusts and authorities, the criteria for achieving socially desirable value distinction between right and wrong, moral and immoral, legally and illegally (Vișan, 2016).

In the process of teaching and learning discipline legal education, noted that the formation of a legal consciousness is supported by two pillars, namely: pillar of theoretical and practical-applicative. Theoretical concepts as a whole include the cases dealt in court, which provides legal rationales used for reporting cognitive and non- cognitive (motivational, affective, volitional) of human personality to the rules of law, integrated into a regulatory framework determined social-historical and the practical-applicative constitute human behaviors/assembly of the cerebral, expressed through different skills/attitudes, customs, legal, engaged at all levels of human existence (community, cultural, economic, political, etc.), (Cristea, 2015, p. 55).

Transmission of moral and legal foundations takes us without enclosure by all branches of law: constitutional, international, public, administrative, criminal, civil, presented in the science of human rights. "Even in language, that fundamental rights and freedoms are expressed, is legal, they are above all notions of constitutional law and international law, responding to each with its own characteristics requirements of protection the human being" (Moroianu-Zlătescu, 2007, pp. 22-23). Thus, one can specify the intervention of the state in guaranteeing and protecting the constitutional laws on human rights, rights to subscribe to the relationship between the citizen and the State, and the creation of a legal framework, promoted and implemented by law, necessary social cohabitation between individuals.

Contextually speaking, a democratic society places the education system to a legitimized process through educational public policies and issued by the public administration authorities, but also through a modern vision that John Dewey has formulated: legitimate schooling, formal education, based on highlighting innovative functions: the integrative function of the school, the equal opportunities function, the school's development function (Hatos, 2006, p. 60). In our case, the school, the young students are oriented towards the profession of legal-administrative theories, subject to professional ethics,

which offers the possibility to carry out a service of public interest, to ensure the legality of legal acts, to defend the rights and legitimate interests of the State, to guarantee citizens a fair and impartial trial, in compliance with the Constitution and national laws, while ensuring the existence of the rule of law and the formation of a culture legal.

Equal opportunities function is ensured by the European education policy provided for in the Strategic framework for European cooperation in education and vocational training (ET-2020)¹ that seeks affirmation of strategic objective promoting equity, social cohesion and active citizenship, which allows all citizens, regardless of their socio-economic circumstances to acquire, update and develop throughout life, so specific powers of the trade and key competencies necessary to enable employment and continuing learning, active citizenship and intercultural dialogue (O.J. of E.U., 2009, C 119/4). The same document through its European provisions refer to the position of school development, a prerequisite for safeguarding personal evolution by stimulating lifelong learning effect on the ability of inset professional mobility and social integration on the labor market in the social sciences. In doing so it creates a dominant element, which supports the formation of a democratic cultures provided by formal learning, non-formal education.

These functions are included in a systemic organization of the school, which aims to facilitate the development of the capacity to adapt to change not only from the perspective of legislative, educational practices, but also of social manners, in the acquisition of social and civic competences among the younger generation, skills of learning throughout the entire life - “key competences for lifelong learning”².

3. Legal education in the national education system

Considering that a liberal democracy builds through the existence of members informed, trained, aware of the role that you hold as a nation's citizens and noting that the involvement and participation in the public space of the citizens, requires deep knowledge on the part of their moral and legal norms, acquiring proper competences and civic culture of legal acquisition must be a priority in a state of law (O. J. of E.U., 2009 C 119/4).³ Also, being aware of the impact of increased of law on society and on the individual, that people need to learn how to become democratic citizens, policy makers from

¹ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training - ET 2020 in the Official Journal of the European Union 2009 / C 119/02.

² Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, 2006/962/EC, p. 10–18.

³ Official Journal of the European Union, C119/4/2009.

the member states of the European Union have adopted the Charter of Council of Europe education for democratic citizenship and human rights education (EDC/HRE).

The content of the Charter stated that education plays an essential role in promoting fundamental values: democracy, human rights and rule of law as a shield against the growth of violence, extremism, racism, xenophobia, discrimination and intolerance⁴. Therefore States were guided to draw public policies aiming to implement one of the objectives set out in this Charter: every person, to be given the opportunity to form in the field of *Education for democratic citizenship, Human rights education*, an integral part of the process of lifelong learning⁵.

At the same time, European education policy aim in this regard, a strategic goal of promoting equity, social cohesion and active citizenship, which allows all citizens, regardless of their socio-economic circumstances to acquire, to Update and develop throughout life, so specific powers of his trade, and key competencies necessary to enable employment and continuing learning, active citizenship and intercultural dialogue⁶. Active citizenship paradigms, as foreshadowed in the European area, focuses primarily on the rights, responsibilities and active participation in relation to the size of the civic, political, social, economic, legal and cultural society⁷, exercised at the societal level.

At the national level, Romania was concerned about reforming education, introducing educational policies and practices, supported by reference to specific principles concerning: linking education with the evolution of the legal system, optimizing relationships between the citizen and the legal norm, ensuring equal legal rights and freedoms, acceptance of diversity and the defense of the rule of law. The above-mentioned principles have been incorporated into the process of education, from early '90s, when a democratic regime is situated in an early form in our country.

The debut of real *Juridical education* in our country was achieved after Romania became a member state of the E.U., at the level of the education system reform of curricula at all educational levels, forming a uniform, continuous and innovative concerning legal culture, which runs on four fundamental stages.

The first stage is that of civic assimilation of knowledge content, a custom set of minimal discipline for *Civic Education* classes III and IV, a first

⁴ Recommendations of the Committee of Ministers, 2010.

⁵ *Idem*.

⁶ Official Journal of the European Union, C119/4/2009.

⁷ Available at: <https://rm.coe.int/1680487883>.

step in the cycle and the years of study materials that tend to fill the civic knowledge of the student. Scope of disciplines in this regard, it is continued by the second phase, through compulsory *Civic Culture* discipline, part of the common trunk of *Man and society* curriculum, as provided for in the framework plan in grades VII and VIII. Note, therefore, that the values they take concrete form cultivates civism of civic behavior, deeply, but above all moral: accountability, freedom, solidarity, equality, dignity, respect for others, respect for law etc. Inevitably, when talking about the philosophical issues, citizen, civic behavior, about the competence of the legislative, policy, governance system, can't speak except in connection with moral implication (Vișan, 2014).

The causal link between the moral and the legal rule a citizen realizes that unlike a politician cannot be punished by the voters, he is subjected to moral judgment, however, the community in which it participates, at the local community level up to that of the nation. It cannot be truly politically competent only to the extent that it is competent and morally (Bălan & Chirițescu, 2009, pp. 97-114).

Teaching-learning concepts with legal content promotes lifelong learning, through which students learn to be receptive to the changes demanded by political-economic factors, to actively and responsibly participate in life as a “the fortress”, to access and use often terms like: democracy, representativeness, legislative, executive, judicial, government, voters, voting, etc., involving subjects such as direct social progress through their cognitive, social and moral-civic autonomy.

Civic Culture discipline involves understanding the priority function of rule of law in a democratic society-lawmaking function, demonstration of principles that structure the value process of lawmaking in the rule of law: the law's recognition that overview of rules binding on all citizens, separation of powers, which emphasizes that “the law is the work of the legislature (Parliament),” applied by the Executive (the Government, Central public administration, local), the grant of judicial power judges, “which condemns those who do not comply with the rules laid down by law” (Bordas, 1989, p. 25). Curriculum content and references to the legislative process, where they are transmitted and in-depth knowledge about: laws, citizens' participation in drafting them, the importance of compliance with the principle of separation powers, thus covering the fundamental aspects of the organization and functioning of the institutions, but also to relations between citizens (Bălan & Chirițescu, 2009, pp. 70-77).

European directives concerning Romania answering performance standards in education and training guidance, adopted legislative measures determining the nationwide implementation of strategies geared towards

relaunching education Romanian, through the adoption of new curricula. Analyzing the present framework for the attainment of professional education, we find that the main purpose, skills training, understood as the all-in-one overview and transferable knowledge, skills/abilities and attitudes necessary for integration (VET Strategy): active social and civic participation in society, forming a living concept, based on humanistic and scientific values, national and universal culture and on fostering intercultural dialogue, in the spirit of dignity, tolerance and respect for human rights and fundamental freedoms, the cultivation of sensitivity towards the issue of human moral civic values.

Thus, beginning with the school year 2017-2018, school programs on gymnasium education were modified and adapted to the European framework in force, through the introduction of a new humanistic disciplines entitled: *Social Education* for grades V- VIII. This educational program is aimed at training the powers on the profile of the eighth grade, contributing to the progressive formation of key powers for education throughout life; This contribution is intended both to direct support to civic and social powers, the power key of initiative and entrepreneurship and raising awareness with regard to other key skills⁸.

Social education is structured in four modules, each with different but also interdisciplinary content, thus ensuring the acquisition of multidisciplinary knowledge, forming not a human profile capable of knowledge, attitudes and emotions, found in social and civic competences. Among the new modules, integrated into the social education discipline, we recall: *Critical thinking and the Rights of the child* (grade V), *Intercultural education* (grade VI), *Education for Democratic citizenship* (grade VII), *Economic and financial education* (grade VIII).

Therefore, knowledge in *Juridical education* is found dispersed in modular contents, which can be completed in the last decade by non-formal actions. In this respect, a special, interdisciplinary place of the third stage is opened, through the adoption at the lower and upper secondary education cycle, of optional juridical disciplines, such as: *Education for Democratic citizenship*, *Legislation in administration*, *Institutions of the European Union*, *International Humanitarian Law*, *Juridical education*, *Human rights* etc., the purpose of which is to educate young people in order to participate in the political, economic and social development of Community, the application of the principles of democracy, equality before law, law enforcement and obviously by related matters and interdisciplinary approaches. The aforementioned disciplines are part of the category of social disciplines, provided for in the upper secondary education framework plan as differentiated curriculum disciplines or curriculum

⁸ School Scheme for Social Education, Annex no. 2 at O.M. no. 3393/2017.

at the school decision (DC, CSD), benefiting from a time budget One hour a week and responding to the requirements formulated in the text of the National Education Act No. 1/2011, concerning the educational ideal and the finalities of the pre-university education.

The optional nature of these disciplines, makes the valorization process, their implementation difficult, most of the time, given that not all managers of school institutions realize the major importance of social evolution in among young people, but also by the mere fact that there are no disciplines concerning national exams. Defending and guaranteeing a legal culture among young people must be motivated by an intrinsic, based on the assertion: a strong democracy needs well-informed and active citizens, able and willing to participate in the life society (Deme & Borovic Ivanov, 2003, p. 7). The need for a quality *Juridical education* must emphasize the interdisciplinary nature of global education, focusing on the active side of *Social education*, by practices in different contexts of competences, attitudes and moral-civic behavior, juridical-administrative activities acquired by pupils, contributing in this way to guaranteeing the practicality of the teaching-learning-evaluation process.

Participation in actions with a public dimension or decision-making process is important indicators of civic behavior as well as participation in community life, which implies skills that need to be formed and developed. To this end, the school must prepare young people in the spirit of participation in community life, responsible and effective assumption of their own actions and their effects. Their preparation for direct or mediated public participation implies, fundamentally, the involvement of pupils in learning situations in and through experience (Deme & Borovic Ivanov, 2003, p. 13).

4. Juridical education in school, curriculum project

The right to education manifested by the learning act arises in order to train the skills of correct use of the legal norms in the contexts in which the individual operates, thereby promoting respect to the law (Vișan, 2016).

We find in this framework the intervention of the state by creating complex tools for the application of educational policies on juridical education. One of them is the cooperation protocol on Juridical Education concluded between the Ministry of Justice, the Ministry of National Education, the Superior Council of Magistracy, the Public ministry, the High Court of Cassation and Justice in July 2017, aiming to promote the rule of law by forming a juridical culture, necessary for social cohabitation between individuals (Vișan, 2016).

We reaffirm, therefore, the need to respect and protect the constitutional laws that subscribe to human rights, rights that relate to relations between the citizen and the state, thereby ensuring the improvement of transparency in the

administration of justice and increasing public credibility in the quality of the act of justice.

The initiative of introducing legal education, as an integrated discipline, optional in the framework plan of the pre-university education system, appeared, following the requests of the Council of the European Union on a strategic framework for cooperation

In the field of vocational education and training (ET 2020), the Doha Declaration on Crime Prevention and Criminal Justice, the Strategy for the development of the judicial system 2015-2020, on guaranteeing free access to justice, improving the means of external communication of the judicial system.

The genesis of the Protocol represents the effort made by state actors in the legal field, partners of justice, volunteers, representatives of civil society, school inspectors, teachers, who considered it necessary to study legal education that by introducing some, basic “notions of law, ethics and civic education in the curriculum, of disciplines aimed at developing and diversifying social and civic competences”⁹, a way of affirmation the desideratum of the Governance program 2017-2020: “Promoting the fundamental values of the rule of law and democracy by promoting Juridical education in schools”.

The content of the Protocol lays down issues relating to the way in which legal education is carried out at the level of educational establishments: the participation of practitioners of the right to open sessions, debates, roundtables with pupils and teachers, distributing legal information materials, organizing events devoted to Juridical education, visiting public institutions with relevance in the field of justice.

We note in this way that the provision of legal education by the authorities designated to concern themselves, is carried out through the manifestation of non-formal education, which prepares the educators to participate in public-dimension actions, to take stock of the achievement the decision making process, important indicators of civic behavior.

Concerned with ensuring a quality legal education, the aforementioned Protocol representatives make the year reports on the degree of application and the depth of the actions at national level. In this respect, in the year 2017 a research report on the provision of legal education in the pre-university training was drawn up, noting that a number of 729 pre-university education units were involved, of which 42% schools and 58% of lyceums and colleges, over 336 teachers and over 24,000 pupils, of the VII-a and VIII, and XI-a and

⁹ National Anticorruption Strategy 2016-2020 adopted by G.H. nr. 5831/2016, <http://dpaps.gov.ro/docs/pdf/>

XII grades¹⁰. Following the analysis of the contribution, I note that a hierarchy can be identified in terms of the degree of participation in formal and non-formal actions on legal education carried out in the year 2017, respectively from 13-17 November 2017, as it follows:

Fig. 1. The level of participation and county level regarding the juridical education in schools

Counties involved	Recorded results
<i>Timiș</i>	<i>8,95%</i>
<i>Dâmbovița, Suceava, Teleorman, Caraș-Severin</i>	<i>5- 7,5%</i>
<i>Cluj, Sălaj, Argeș, Brăila, Arad, Brașov, Neamț, Tulcea, Bihor</i>	<i>2,5-5%</i>
<i>Iași, Constanța, Ialomița, Ilfov, Galați, Satu mare, Sibiu, București, Botoșani, Olt, Covasna, Alba, Hunedoara, Bacău, Vrancea, Călărași Buzău, Mureș, Dolj, Giurgiu, Gorj, Harghita, Mehedinți, Prahova, Vaslui.</i>	<i>0,41-2,48%</i>

The Monitoring Committee of the report found that pupils were interested in topics such as domestic violence and violence in the school environment, fundamental human rights and freedoms, the Romanian Constitution, volunteering, the responsibility of the minor, democracy and society, juvenile delinquency, communication and virtual public space, organization and exercise of legal professions, particularly the professions of: lawyer, judge, prosecutor¹¹.

Considering that respect for human rights, fundamental freedoms for all, the rule of law, the elimination of any multiple forms of discrimination and to prevent crimes of any kind, can only be achieved through the formation of a juridical culture aimed at the young generation.

Thus representatives of the public authorities in the field of education and the judiciary requested the introduction of this discipline as an integral part of the compulsory framework plan at the level of higher secondary education.

The proposal was in the public debate on the process of public consultation on the proposals for the framework plan for high school, theoretical affiliation. We look forward to whether the future will give us the chance to have a stand-alone discipline that encompasses a specific *Juridical Education* content.

¹⁰ Annual Report on the Collaborative Protocol on Legal Education in Schools <http://www.just.ro/wpcontent/uploads/2017/11/Raport-anual-2017-protocolul-de-colaborare-privind-educatia-juridica-in-scoli.pdf>.

¹¹ *Idem*.

Conclusions

Legal education in the school, configures the necessary report between future citizens and the institution of justice, by linking with representatives of the judiciary and understanding how the effectiveness of an independent judiciary must be a major concern of every democratic state (Vișan, 2014).

To guarantee the discipline legal education at the level of pre-university education will be the sum of the unanimous efforts of those representing the education and legal institution, with a role in the interplay of the new generations the possibility of affirmations as citizens Active, responsible, prepared to abide by the law and the rule of law, thus ensuring the social equilibrium that the entire human community needs.

We identify as extremely important one of the characteristics of legal education, namely, that the right, today, cannot be linked only to national space, it must aim at both European and international space, which sends us to “the need to internationalize the faculty programs of law” (Upham, 2014, p. 97). Thus, the training system for future juridical professions must be represented by the European juridical formation (Moroianu-Zlătescu, 2016, p. 228) in relation to which we are currently witnessing the emergence of a true European union strategy (Payan, 2014, pp. 39-71).

Therefore, globalisation has opened international opportunities to a profession in a historical aspect (Moroianu-Zlătescu, 2016, p. 226), giving the possibility of young generations to form in a legal profession that can handle all jurisdictions (...) By acquiring Skills In relation to the global problem and practice and thereby become “universal lawyers” (Upham, 2014, pp. 97-98).

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