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MONITORING THE SCHOOL CURRICULUM IN THE CONTEXT OF NEW EDUCATION: EMPIRICAL STUDY

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The scientific article highlights the essence of the method of monitoring school programs in the context of new educations through a national empirical study. The empirical study analyzed some educational policy documents regarding the integration of new educations in the context of taught and written school programs; identified the directions of modernization of school programs from the perspective of new educations in the opinion of educational actors (teachers, students, parents); established value constants of school program monitoring on the dimensions of Communication and Media Education, Peace and Cooperation Education in order to optimize the process of designing teaching activities from the perspective of the conception of the new generation school curriculum. The results obtained from the application of the methodological tool highlighted the need for a contextual approach to the educational curriculum from the perspective of the culture of peace, but also the need for the adaptability of media skills in the school environment through the transversal integration of the new educations currently offered by school programs.

Keywords: *School curriculum, monitoring, new educations, education for peace and cooperation, education for communication and mass media, educational actors, educational institution.*

MONITORIZAREA CURRICULA ȘCOLARĂ ÎN CONTEXTUL NOILOR EDUCAȚII: STUDIU EMPIRIC

Articolul științific reliefează esența modalității de monitorizare a curricula școlare în contextul noilor educații printr-un studiu empiric național. Studiul empiric a analizat unele documente de politici educaționale privind integrarea noilor educații în contextul curricula școlară predat și scris; a identificat direcțiile de modernizare a curricula școlare din perspectiva noilor educații în opinia actorilor educaționali (profesori, elevi, părinți); a stabilit constante valorice ale monitorizării curricula școlare pe dimensiunile Educația pentru comunicare și mass-media, Educația pentru pace și cooperare pentru optimizarea procesului de proiectare a activității didactice din perspectiva concepției curriculumului școlar de nouă generație. Rezultatele obținute în urma aplicării instrumentului metodologic a evidențiat nevoia abordării contextuale a curriculumului educațional din perspectiva culturii păcii, dar și nevoia adaptabilității competențelor media în mediul școlar prin integrarea transversală a noilor educații, oferit actualmente de curricula școlare.

Cuvinte-cheie: *Curriculum școlar, monitorizare, noile educații, educație pentru pace și cooperare, educație pentru comunicare și mass-media, actori educaționali, instituție de învățământ.*

Introduction

Currently in the national education system, the implementation of *new educations* represents a decisive factor in achieving educational goals through new content messages, which will constitute answers to the problems of the contemporary world, through [1, p. 28]: Education for sustainable development; Education for global citizenship; Financial education; Entrepreneurship education and innovation; Education for digital skills and artificial intelligence; Media education; Education for equality and inclusion; Education for health and well-being; Education for peace.

In this sense, *the National Development Strategy Education 2030*, which aims for the aspect of *Efficient and Motivating Learning Environments* to adapt the educational system to the new opportunities offered by new learning environments, active/interactive teaching resources and technologies, for the accumulation of new knowledge and experiences, including in order to increase resilience to the challenges of the contemporary world (global warming, crises, pandemics) [11, p. 7]. Therefore, the new educations also mark

the process of methodological valorization in *new generation school curricula* [1, p. 31] at the level of the five dimensions of the activity of *training-development of the student's personality* [4, p. 254], such as: an intellectual approach of the new educations; a moral approach of the new educations; a technological approach of the new educations; an aesthetic approach of the new educations; a physical-sanitary and sports approach of the new educations.

Monitoring school curricula from the perspective of *new educations* means the systematic and continuous monitoring of how the education system and process behave in relation to the proposed changes for the optimization of teaching and managerial practices [6]. Regarding the education process, three types of monitoring are distinguished: *administrative, formative, and school performance monitoring.*

The *purpose* of the research is to conduct an empirical study on the monitoring of school curricula in the context of new education, including the dimensions: Education for communication and mass media, Education for peace and cooperation in the pre-university education environment.

The research focused on the following *objectives*:

- analysis of educational policy documents regarding new educations in the context of taught and written school curricula;
- identification of the opinion of educational actors regarding the monitoring of school curricula from the perspective of new educations;
- establishment of the value constants of school curriculum monitoring on the dimensions of Education for communication and mass media, Education for peace and cooperation.

The scientific study used *research methods*: studying school curriculum documents, specialized literature on descriptive analysis, pedagogical synthesis, inductive and deductive method, questionnaire (*Questionnaire on identifying directions for modernizing school curricula from the perspective of new education in the opinion of educational actors - teachers, students, parents*), statistical analysis and interpretation of the results.

***New educations* through the lens of monitoring taught and written school curricula**

The first common desiderata, provided for in European documents, were Education for peace and cooperation, Education for democracy, Ecological education, Intercultural education, etc. For the Republic of Moldova, along with the new educations nominated by UNESCO [12], it would be necessary to recognize Education for identity and Education for property, confirms researcher Vl. Pâslaru [apud 7, p. 21]. In this sense, we are currently arguing for the necessity of the dimensions *Education for communication and mass media*, *Education for peace and cooperation* in educational institutions. Being as coordinates of the human ideal as imperatives in overcoming *the crisis of the influence of the war* in the neighborhood, but also *the crisis of disinformation of the population (fake news)* through the media and the addiction to entertainment consumerism, what in the communication of young people we encounter incoherent discourses, the vulgarization of language, the imposition and promotion of anonymity, verbal inflation with maximum redundancy, non-reciprocity, the generalization of monotony, irresponsibility towards a spoken word, the consciousness of non-commitment. In these conditions of maximum awareness of general-human values, the *new educations* come to prepare an adequate behavior, that is, rational that will partially mitigate *the shock of the future among the young generation*. According to the pedagogical meanings of the romanian researcher G. Văideanu, the new educations aim at new specific contents, approached as concrete answers to each identified problem.

In the analytical research of *the written curriculum* - a set of educational curricular documents such as the Framework Plan for primary, secondary and high school education, academic year 2024-2025, approved by MEC Order No. 439/2025 [10] and school curricula at the national level - on the dimensions of *Education for communication and mass media* [5], *Education for peace and cooperation*, which established pedagogical benchmarks for the content of these educational dimensions, presented in Table 1, within the school subjects with mandatory and optional status.

Table 1. New educations reflected in school curricula in the Republic of Moldova

New educations	School subjects
Education for peace and cooperation	*Compulsory:* History, Geography, Romanian language and literature, Foreign languages (modern), Musical education, Visual arts, Physical education, Moral-spiritual education; *Optional:* Religion; Education for community development; Intercultural education; Education for tolerance; Electoral education (cl. IX); Lived history - told history (cl. VI-XII); Holocaust: history and life lessons; Learning to think and act strategically; The art of moral behavior (cl.V-IX);
Education for communication and mass media	*Compulsory:* Romanian language and literature, Foreign languages (modern), History, Geography, Mathematics, Moral-spiritual education; *Optional:* Media education; Intercultural education; Emotional intelligence in communication (cl. V-IX); The art of narrative communication through video (cl. VI-IX); Education through film. A world to see;
Thematic decades from the perspective of new educations	**Value lines of new educations**
Decade of Education for democratic citizenship and human rights (December)	*Optional:* Responsible citizen; Forum of children defenders of human rights; Declaration of human rights; ***Media education***; Legal education; Norms vs responsibilities ... etc.
Education Week for General Human Values (May)	*Compulsory:* Europe Days; ***Peace Education***; General-human values, European Union ... etc.

The need to ensure the integration of *new educations* at the formal–nonformal–informal level has become current in the paradigm of curricular reforms. Therefore, *new educations* represent the desire to expand and deepen the axiological dimension of „formal-nonformal-informal education in pre-university, but also university education" [3], through the prism of cross-curricular thematic decades.

Therefore, the valorization of *new educations* in new generation school curricula - *Education for sustainable development; Education for global citizenship; Financial education; Entrepreneurship education and innovation; Education for digital skills and artificial intelligence; Education for media; Education for equality and inclusion; Education for health and well-being; Education for peace* - also written in the National Curriculum Reference Framework [1, p. 31], constitute new responses to the challenges of the contemporary world. This educational policy document proposes the predominant way of integrating *new educations*, through the National Curriculum, as resources for the reconstruction of the curricular process focused on learning outcomes and the degree of manifestation of the skills of the graduating student profile, through the prism of their relevance for life. At the same time, these can be capitalized through the model initially proposed by G. Văideanu, later adapted by S. Cristea - methodological approaches for implementation: the infusional, modular, disciplinary, interdisciplinary and transdisciplinary [4, p. 254-255]. Therefore, the dimensions of *Media education*, which is adjacent to *Education for communication and mass media*, and *Peace education*, which is also adjacent to *Education for peace and cooperation*, were synthesized - according to researcher G. Văideanu [12] - we find that both dimensions from the perspective of the curriculum taught will be implemented within the new generation school curriculum, at the level [1, p. 29]:

a) infusional, achievable by each teacher through examples, applications, case studies proposed within current teaching activities, possible in all subjects (especially Geography, Chemistry, Physics, Biology, History etc.);

b) disciplinary, achievable by including new optional subjects in the curriculum (Peace education, Media education);

c) interdisciplinary and *transdisciplinary*, achievable through syntheses, non-formally organized activities, etc. (thematic decades, etc.).

L. Antonesei stated that “We must look at new educations not as isolated dimensions, but in their multiple systemic relationships and from the perspective of the future effect” [apud 9, p. 19]. In the following, we will focus on the relevance of research on the value lines *Education for communication and mass media, Education for peace and cooperation* as being less praxiologically disseminated in the continuous and cyclical monitoring and development of the school curriculum.

In school curricula from the perspective of new educations, the value line of ***Education for communication and mass media***, systemically integrated into school subjects, educational activities achievable through thematic decades at the formal-nonformal-informal level, aims to train students in a selective and responsible attitude towards information; training in communicative competence and the ability to communicate; training in axiological personality for a *culture of communication*, including in the media environment, through [9, p. 21]:

- to correctly and adequately manage media messages;
- to operatively decipher the meanings of various media information;
- to select and adapt information sources in line with the values of truth, justice, beauty, etc.

It is precisely this education that leads to the shaping of the individual’s personality to a fine-tuning that allows him to successfully integrate into the social, cultural, and professional environment.

Also in school curricula from the perspective of new educations, the value line of ***Education for peace and cooperation*** aims to transmit a *culture of peace* to students.

The Peace education activity with mandatory status (but, this optional curriculum is missing at the national level!) for educational institutions organized within the Education for general human values week in May, 2025-2026 has the following priority directives:

- eliminating and annihilating aggressive, warlike propaganda, by combating hostile, aggressive, xenophobic, racist attitudes, etc.;
- promoting, forming and encouraging cooperative attitudes between individuals, communities, peoples that are based on cultivating empathy, love and dedication towards our fellow human beings.

According to the European researcher J. Deloros, UNESCO actively advocates for peace – contributing to a *culture of peace* – and mutual understanding, highlighting the value of education “as a manifestation of the spirit of harmonious coexistence, a result of the desire to live together, as active members of the world state, thinking and acting for the good of future generations” [apud 9, p. 23].

School curriculum monitoring practices from the perspective of new educations – on the dimensions of *Media Education* and *Peace Education*

Monitoring school curricula from the perspective of *new educations* represents a process of continuous observation of the managerial and pedagogical approaches organized for the implementation of curricula in a school subject or school subjects (by curricular areas, fields of activity) with mandatory or elective status, such as *Media education, Peace education*, according to the empirical study conducted. Monitoring means verifying how the activities carried out progress towards achieving the goals specified in the school curricula.

The initiation of the empirical study started from the need for methodological conditions for the process of monitoring the school curriculum from the perspective of new educations – especially in the dimensions of Education for communication and mass media, Education for peace and cooperation, argued in the above context, which emphasizes some more complex questions and problems:

- To what extent do school curricula on the dimensions of Education for communication and mass media, Education for peace and cooperation, sometimes remain just types of education within the trunk of new educations and do not constitute an astringent reality of the present at the level of attitude and general-human values?
- Are Education for communication and mass media, Education for peace and cooperation, in school-local community partnership, a constructive reaction in relation to the current status of the active citizen and of education in general?
- In what form are Education for communication and mass media, Education for peace and cooperation

presented in today's society at the national level – in general their educational practices – and what influence do they have on the student's personality?

The empirical study followed the following principles of monitoring school curricula from the perspective of *new educations* [1, p. 48], on the dimensions of *Education for peace* and *Education for media*:

- *the principle of validity:* the monitoring process uses instruments that measure the level of professional competence in the application of curricular documents;
- *the principle of reliability:* the consistency of the measurements applied in the monitoring process that provide coherent and stable recommendations;
- *the principle of mutual respect:* monitoring procedures respect the dignity and rights of those who facilitate the monitoring process and of those who are monitored;
- *the principle of fairness:* monitoring is fair, without affecting the natural educational process carried out by the teaching staff in the school discipline;
- *the principle of transparency:* participants receive explicit, accurate and clear information in advance about the purpose, activities, period and tools of monitoring; the results/conclusions/findings of monitoring are discussed constructively/arguably between participants;
- *the principle of applicability:* the method, forms and instruments (questionnaires) applied in the monitoring process are clear, accessible to different educational actors responsible for monitoring, taking into account different resources and available time.

The methodological framework of the empirical study highlighted how the continuous monitoring of school curricula contributes to the identification of directions for modernizing school curricula from the perspective of new education, but also the deep understanding of the needs of educational actors (teaching and managerial staff, students, parents). The *Questionnaire on the identification of directions for modernizing school curricula from the perspective of new education in the opinion of educational actors (teachers, students, parents)* was used as a measurement tool, which includes three pragmatic aspects:

- Approaching Peace education in school subject curricula. The items analyze the contextual approach to the educational curriculum from the perspective of a *culture of peace*.
- Practical ways of implementing Media education in school curricula. The items analyze the need for adaptability of *media skills* in the educational context.
- Transversal *integration of new educations* in school curricula. This subcategory analyzes the need for an integrated education system in school curricula, focused on new educations - didactically transposed through the prism of Peace education and Media education.

The population sample investigated is from pre-university education, with 68 educational actors participating: 38.2% teachers (5 managers and 21 teachers from primary, middle and high school), 44.1% students (from middle and high school), 17.7% parents (of middle school students) randomly selected from five educational institutions, conducted during the 2025-2026 academic year.

The main objective is to examine the existing situation at the level of educational reality regarding *the perception of educational actors (teachers, students, parents) about identifying directions for modernizing school curricula from the perspective of new educations*. We consider undertaking such an approach to be absolutely necessary because the results obtained in this way will constitute an essential support for the organization and conduct of future research.

Within the process of monitoring school curricula from the perspective of *Peace education*, the aim was to ensure the necessary conditions for the implementation/operation of the themes in the subject competencies, teaching and learning methods, school products, including activities at the class and school institution management levels that promote a *culture of peace* among the younger generation. Specialized literature in the field of educational sciences highlights the value of peace both as a goal and as a process in the formation-development of the student's personality. Thus, in the present study, data are obtained, briefly presented in Table 2, with reference to the need to capitalize on *Peace education* in the school subject curricula.

Table 2. Peace Education approach in school subject curricula: the opinion of educational actors

Nr.	Monitored indicators	Response rate			
		To a large extent	To a moderate extent	To a lesser extent	Not et all
1.	Recommended learning activities in school subject curricula include themes about *peace, tolerance, non-violence, and dialogue*.	30.9%	58.8%	10.3%	-
2.	Textbooks and teaching materials that promote values such as *respect, empathy and coexistence.*	32.4%	45.6%	20.6%	1.4%
3.	Extracurricular school activities, team projects include *Peace Education* themes.	38.2%	54.4%	5.3%	2.1%
4.	Teaching strategies that encourage *non-violent communication* through discussions, debates, and mediation in the classroom.	39.7%	38.2%	22.1%	-
5.	The school curriculum builds *conflict management skills* in students.	16.2%	41.2%	33.8%	8.8%

The learning activities recommended in the curricula of school subjects that include themes about *peace, tolerance, non-violence and dialogue* are favorably appreciated by 58.8% of respondents. Textbooks and teaching materials that promote values such as *respect, empathy and coexistence* are accessible, found in 45.6% of respondents, as well as teaching strategies that encourage *non-violent communication* (39.7%). Thus, evidence was presented by respondents in the open-ended question category, specifying examples of *educational activities or situations in which students applied mediation or peaceful communication skills* (within the school subject or thematic decades), such as: the activity „Violence - the weapon of the weak”; „We have the same rights” etc. - students are actively involved in all thematic decades; the extracurricular activity „Peace Doves”; discussions based on the artistic literature books read, within the Personal Development classes; „Decade of Nonviolence in School” - mediation workshops, discussions about bullying, making posters and messages to promote peaceful communication; „International Day of Peace” – group activities in which students identified conflict situations and proposed nonviolent solutions, etc. Therefore, we appreciate this positive aspect due to the implementation of thematic decades at the level of educational institutions launched in accordance with the Framework Education Plan, in each academic year (especially from 2020 to the present), approved by the Ministry of Education and Research of the Republic of Moldova, but also of other educational programs supported by both decision-makers and UNICEF Moldova in combating school bullying.

The percentage of 41.2%, which refers to the school curriculum that forms *conflict management skills* in students, is noteworthy, but to a lesser extent 33.8% - indicates the permanent need to implement psychopedagogical programs in conflict management in the school environment and other cross-curricular activities to train conflict reduction skills and cultivate tolerance to „learn to live together” in a knowledge-based society.

In a society dominated by the media, the school increasingly has the function not only of transmitting information, but also of selecting, structuring and systematizing information. This is what the study reveals further, presented in Table 3, about the level of training of educational environment actors and learners in capitalizing on practical ways of implementing *Media education* in school curricula.

Table 3. Practical ways to implement Media Education in school curricula: the opinion of educational actors

Nr.	Monitored indicators	Response rate			
		To a large extent	To a moderate extent	To a lesser extent	Not et all
1.	The school curriculum trains students in *media skills* (information analysis, source verification, online network security, etc.).	13.2%	39.7%	38.2%	8.9%
2.	Students are encouraged to critically analyze *media messages* within school subjects.	13.2%	39.7%	38.2%	8.9%
3.	School activities are equipped with *digital tools* to develop critical thinking in students (fact-checking, multimedia projects, educational software).	23.5%	50%	22.1%	4.4%
4.	Teachers feel prepared to integrate *Media Education* into teaching activities.	23.5%	50%	26.5%	-
5.	The school promotes *media literacy* through campaigns, workshops or external collaborations (NGOs, libraries/Novateca, communication science specialists, etc.).	27.9%	50%	16.2%	5.9%

A moderately high percentage (50%) is noted regarding the need to use/equip schools with *digital tools*, such as the *need for professional training* of teaching and management staff on this dimension of new education, but also *media literacy* among students. Similar percentages (39.7%) were obtained regarding the training of *media skills* in students and their involvement in the critical analysis of *media messages* within school subjects.

The answers in the category of the open question "What media communication skills do you consider necessary to be consolidated in the current curriculum in school subjects?" refer as follows:

- *In the opinion of teachers:* to emphasize digital ethics and the value of responsibility for verifying information in virtual space; cross-curricular integrated skills, not just in a separate discipline, so that they are developed gradually, by age levels, evaluated through applied projects, not just through theoretical tests; developing critical thinking in digital education activities, online safety; about how media content is created; assessing the credibility of sources on social networks; digital literacy, understanding media language; responsible communication in the digital environment; security and protection of personal data;

- *In the opinion of students:* communication skills with specialists such as psychologists, communication and media experts; encouraging the exchange of experiences between students, including those from other institutions; frequent use of digital tablets instead of books/textbooks; learning based on digital projects; direct activity on tablets instead of books; interactive communication games.

- *In the opinion of parents:* critical thinking towards media information; online safety; checking information on truthful platforms, in multiple sources, not relying solely on Artificial Intelligence, knowing the difference between the official source and the press; social and civic skills in the media environment.

These results underline the intention of educational actors to capitalize on the *culture of media communication* in school curricula by respecting the ethics and online safety of students. Thus, we can also con-

firm by monitoring the implementation of optional curricula, but also of school textbooks, methodological guides for *Media education* starting with primary, middle and high school grades that refer to the development of a media culture and the way to provide digital tools through which the student learns: to critically analyze messages; to detect propaganda, censorship or discrimination (including the motivations for these actions) in news or other types of public audio-visual and online programs; to understand how certain structural features – such as the distribution of production means and the financing model – can affect the information presented [8, p. 12-13].

Through the process of monitoring the school subject curricula from the perspective of *new educations*, the school – as the main educational agent – has the role of enabling the learner to have a critical sense, with the ability to understand and respond adequately to various challenges from society, to become increasingly agents of their own training, to organize, structure their own knowledge, to discover on their own, having formed their judgment and future responsibility [8, p. 18]. Thus, the results of the research study offer in a restricted way through the data obtained in Table 4, the needs analysis of an education system integrated into school curricula, focused on *new educations* - transposed didactically through the dimensions of Education for peace and Education for media.

Table 4. Transversal integration of new educations into school curricula: the opinion of educational actors

Nr.	Monitored indicators	Response rate			
		To a large extent	**To a large extent**	**To a large extent**	**To a large extent**
1.	The school subject curriculum addresses *Peace Education* and *Media Education* as cross-cutting/transdisciplinary areas.	10.3%	38.2%	44.1%	7.4%
2.	Students are involved in integrative (interdisciplinary) projects with cross-curricular themes about *peace* and *cooperation*, about *media* or *communication and mass media*.	-	36.8%	54.4%	8.8%
3.	The school offers a climate that supports cooperation, dialogue and the responsible use of *digital media*.	35.3%	55.9%	8.8%	-
4.	*Peace education* is integrated into school.	17.6%	35.3%	33.8%	13.2%
5.	*Media education* is integrated into school.	20.6%	35.3%	26.5%	17.6%
6.	Prospective participation in trainings/activities on “*New educations as factors for the continuous development of school curricula*”.	32.4%	41.2%	17.6%	8.8%

These results provide us with a complex picture of the increased need for new educations through the dimensions of *Peace education* and *Media education* in the curricula of school subjects as transversal/ transdisciplinary fields, being to a small extent (44.1%) addressed in school practice. As evidence (54.4%),

there is a need to focus on involving students in integrative (interdisciplinary) projects with cross-curricular themes about *peace and cooperation*, about *media* or *communication and mass media* within school activities. However, it is encouraging that (55.9%) educational actors have confidence that the school offers a climate that supports cooperation, dialogue and the responsible use of *digital media* for the younger generation. Similar percentages (35.3%) were obtained in the mode of moderate perception of integration in school as desirable educational dimensions - *Peace education* and *Media education*. There is also a major interest (32.4% and 41.2%) in participating in various trainings/ activities on *„New educations as factors for continuous development of school curricula"* from educational actors.

In the category of the open question „What changes do you consider necessary for a better integration of new educations into the curricula of school subjects?" the following answers were presented from:

- *Teachers:* curricular flexibility, the new curriculum must answer the question "What do we learn? Why do we learn? And how does it help us in the real world?"; thematic integration and holistic approach to students' life skills; efficient prioritization in the professional training of teachers with international partnerships, equipment for technologies in the classroom, state-paid subscriptions for digital tools used by teachers; courses and continuing education programs focused on media education, digital education, education for democratic citizenship and education for peace, etc.; webinars and thematic workshops on violence prevention, nonviolent communication, inclusion and classroom management; educational projects and exchanges of good practices, which aimed at the transversal integration of new educations into curricular and extracurricular activities; introducing key competencies specific to "new educations" in the graduate's profile; correlating content at an interdisciplinary level (e.g.: ecological education integrated with biology, geography, chemistry; civic education in history and Romanian language, etc.); providing greater autonomy to teachers in choosing methods, examples and activities that capitalize on new educations; applying the transdisciplinary model with examples; real-life case studies; introducing current topics (disinformation, climate change, social inclusion, online security), etc.

- *Students:* normalizing Artificial Intelligence in education so that it is seen as support, not a method of copying/plagiarism; online security; interactive communication in lessons; the curriculum must adapt to current realities: technology, social networks, Artificial Intelligence, climate change, etc.; skills to prepare students for real life, not just for exams; fewer tests and more interactive activities; replacing digital textbooks that make carrying digital textbooks convenient and prevent back pain, etc.

- *Parents:* emphasis on practical skills; updating of content and teaching methods; individual projects guided by teachers that help in the practical development of media skills and the application of knowledge about peace and conflict resolution even among students, etc.

Therefore, the context of monitoring school curricula also relates to the degree of training of teaching and managerial staff for the implementation/operation of the competency-based curriculum from the perspective of *new education*. However, we note a positive trend regarding the participation of the surveyed teachers in such continuing professional training courses as: Education for sustainable development and environmental protection; Education for democratic citizenship and human rights; Digital education and online safety; Education for health and healthy lifestyle; Intercultural education and social inclusion; Financial education; Bullying prevention and conflict management in the school environment; Education for volunteering and community involvement; Critical thinking and media education; Education for equal opportunities and non-discrimination; DigiProf; Online safety and personal data protection; Responsible communication in the digital environment; Integration of media education in traditional lessons, etc.

Respondents also have the following categories of expectations in the process of disseminating the results of the empirical study:

- the integration of new educations into the curriculum needs to be carried out coherently and applicatively, through interdisciplinary approaches, continuous training of teachers and the development of clear tools for evaluating the acquired skills, so that the school can truly respond to the current needs of students and society;

- expanding the study by including a more diverse sample of participants (teachers, students, parents and school managers), in order to obtain a more complex perspective on how to integrate new educations into

the curriculum. We also recommend correlating the research results with concrete intervention proposals (methodological guides, models of good practices, continuous training programs), so that the conclusions of the study have practical applicability at the institutional level;

- *Peace education* and *Media education* – as dimensions of new educations – contribute to the formation of the personality of the student, responsible, balanced and capable of facing the challenges of contemporary society;
- to include media skills, I would suggest continuous training of teachers and the development of practical, communicative and digital skills in all educational institutions;
- strengthening the integration of new education through an interdisciplinary approach, updating curricular content, continuous training of teachers and developing assessment tools focused on skills, it is also necessary to monitor the impact of the application of these measures at the institutional level.

In **conclusion**, the empirical study conducted represents a database as a point of analysis and reflection for curriculum designers in the perspective of the further development of the new generation school curriculum focused on the values of new educations by promoting efficient implementation and monitoring methodologies. In the vision of the educational actors participating in this study, *new educations* need to become a natural part of each school subject in the national curriculum, supporting the formation of the student as an active, responsible and emotionally balanced citizen in the face of the challenges of society.

Finally, monitoring school curricula in the context of new educations – especially the analyzed dimensions Peace education and Media education – offers the following pedagogical constants:

- the need to contextualize new educations through learning situations at the local/ regional/ institutional level;
- integrating the culture of peace and the culture of media communication in the teaching process;
- expanding and developing new educations - Peace education and Media education – through school activities, such as: Intercultural education, Human rights education, Education for society; Anti-bullying education, Digital education, etc.;
- curricular design of the dimensions of new educations – especially that of Peace education, the concept of designing an optional curriculum is missing;
- determining the types of curricular products on the dimensions of the new educations;
- training of teaching and managerial staff on the integration of the dimensions of new education in accordance with the development of the concept of the new generation school curriculum.

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