



ROMANIA - NATIONAL OVERVIEW

Aims of the report

- To contextualise the case studies
- To serve as a basis and contextualisation for analysing constraints and barriers as required under WP 4 (e.g. to understand why it could be easier to transfer research results outside university; to apply research results e.g. on other LLL education fields)
- To contextualise the recommendations

Structure

1. Methodology

Explain how this report has been done: perception of one or few persons ...

This report is meant to be a synthesis of the legal framework for LLL and larger reports on Adult Education in Romania with particular regard to the subject of *LEARNING* and *GUIDANCE*.

The frame given does not allow an exhaustive paper on Adult Education or University Life Long Learning in Romania and a very rigorous selection of data had to be done. This selection reflects the personal perception and view of the author regarding important or redundant facts and was done with particular attention to the subject of Learning and Guidance. The data was collected from the internet mainly by researching the internet presence of the specific institutions founded specifically for the field of LLL on a national level.

2. Facts and Figures on LLL and ULLL

Definition of ULLL in your country (Formal, Informal, CPD...)

Definition of the theme in your country

Eurostat figures or other authoritative statistical data

The definition for LLL is given in Romania by the National Law of Education/01. 02. 2011 in the first chapter of the two special chapters dealing with LLL, article 328 paragraphs 2 and 3, which are quoted here in my own translation:

“(2) Life long learning is every learning activity undertaken by any person throughout her life in a formal, non formal or informal setting, with the intention of training or unfolding her personal, civic, social or professional skills.

(3) Lifelong learning comprises early childhood education, secondary education, higher education in universities, initial and continuing professional education and adult education.”

A specific definition of ULLL is not given by the law in Romania, universities provide one possible formal setting for LLL whilst the settings can be formal, informal or non formal

and the providers public or private. The definition quoted above shows, that studying at the University is already regarded as part of the personal LLL process.

Article 355 of the National Educational Law states the institutions commissioned with the implementation of LLL policies:

“The State implements lifelong learning with the aid of the Ministry of Education, Youth and Sports, the Parliament, the Government, the Ministry of Labour, Family and Social Protection, the Ministry of Culture and National Heritage, the Ministry of Health and the Ministry of Administration and Internal Affairs.”

In order to adapt to European policies several agencies or commissions dealing specifically with LLL were founded on a national level almost by every Institution listed in the quotation above. The following list is enumerating the most important agencies commissioned with LLL. (This list is not meant to be exhaustive nor is it expected to be stable, flexibility being one of the main characteristics of the educational field in Romania.)

Observatorul Național pentru Ocupare și Formare Profesională (ONOFP) – The National Observer for Occupation and Professional Training, with a central role in monitoring and evaluating the impact of policies and training programmes, was the first institution commissioned with LLL and AE.

Consiliul Național de Formare Profesională a Adulților (CNFPA) – The National Council for Professional Training of Adults is actually the most important council commissioned with LLL and AE.

Autoritatea Națională pentru Calificări (ANC) – The National Authority for Qualifications;

Agenția Națională pentru Ocuparea Forței de Muncă (ANOFM) – The National Agency for Employment monitors the labor market, makes prognoses about the courses which are going to be offered for professionalisation in the future, offering a large number of training courses or initiating projects for professionalisation;

Grupul Național pentru Asigurarea Calității în Educație și Formare Profesională (GNAC)- The National Group for Quality Assurance in Education and Training (GNAC) which is defined by the National Law of Education as an informal guide for quality assurance in AE.

Comitetul sectorial „Educație și formare profesională, cercetare-dezvoltare și sport” - The sectorial Committee for „Education and professional training, research – development and sports“ is one of several regional sectorial committees founded to implement on a local level what had been decided on the national level. Several different Institutions are part of this committee.



For the development and research on AE and LLL on a national level two very important institutions have to be mentioned:

Institutul de Științe ale Educației (ISE) – The Institute for Educational Sciences which had a very important role for the implementation of reforms, for the adaptation of national educational laws to European concepts and policies, which published 2006 the first study in Romania regarding Adult Education and LLL. (vgl. Pribac 2007:8)

Another very important institution for LLL or Adult Education research in Romania is the

Romanian Institute for Adult Education (IREA) at the West University of Timisoara, which had the most prolific research activity in Romania and initiated the first and offers the only setting for the National Conference on Adult Education.

Learning and Guidance would probably be best translated into Romanian by the concepts „formare“and „formator“, „formare“ meaning any training, education and creation activity as well as the outcome of these activities offered, guided by the „formator“, who is often simply translated as „trainer“, but whose complete definition was more appropriately given by the description of the professional portret:

„The trainer is the training specialist who designs and carries out, evaluates, reviews and changes theoretical or practical activities or educational programmes for the professional or personal development of skills and competences, programmes which take place either in specialized institutions or at workplace.“ (Iosifescu/Mitroi 2007:3)

The importance of the two above mentioned academic research institutions for the discussion of AE and LLL does not mean, as could easily be assumed, that many programmes for AE are offered by universities in Romania whilst the guidance is provided mostly by university teachers. On the contrary:

The National Register of Professional Training Providers (Registrul Național al Furnizorilor de Formare Profesională) contains 1808 accredited professional training programmes for specialization offered by a large number of accredited training providers all over the country. Only 38 programmes are offered by Universities. The largest amount of training is offered by associations or NGOs, followed by private companies with limited liability.

The National Registry of Centres for the Evaluation and Certification of Professional Competences authorised by the National Council for Adult Education (Registrul Național al Centrelor de Evaluare și Certificare a competențelor profesionale autorizate de către Consiliul Național de Formare Profesională a Adulților) lists 79 authorised institutions. Only one of these is a university. University Lifelong Learning in the form of training programmes for adults or continuing training was at first much impaired by the fact, that there was no funding offered specifically for this purpose.



3. The legal context for the thematic practice (on Access, on Learning and Guidance, New Media, Quality)

- a. Current
- b. New one if any
- c. Comparison

The legal context for the practice on learning and guidance in Universities is also given by the National Law of Education, the professional standard profile description of the trainer, and some regulation with respect to the Quality of offered training programmes.

Many reports and different studies undertaken as part of multilateral projects before 2006 state that the legal context for learning and guidance is not very concrete and few mandatory requirements can be derived from the legal frame. A specific project of a National Strategy for LLL 2010 - 2020 has been already discussed by specialists at the third National Conference on AE in Timisoara (**10 ani de dezvoltare europeană în educația adulților. Realizări și provocări în atingerea obiectivelor "Lisabona 2010" - 10 years of European development in AE. Achievements and challenges towards the objectives of „Lisbon 2010“**) and the National Strategy has been adopted and published, but ULLL or Learning and Guidance are not treated as main themes. This is why this report has to rely on dates prior to the „National Strategy for Continuous Learning“. The lack of a specifically outlined framework for Learning and Guidance is mentioned at the second National Conference on AE in Timisoara 2006 (**Formatorul pentru adulți - statut, roluri, competențe, provocări- The trainer for adults – status, roles, competences, challenges**), which was already designed in 2001 by the need to clarify particular questions regarding the person of the trainer his competences, his professional specialization and the legal framework for the evaluation of his competences. The outcome of the conference discussions consisted in recommendations for the national level, recommendations which are highly relevant to the theme discussed here and to the legal framework which was elaborated later on:

„ shifting the emphasis from the evaluation and accreditation of training programmes to the evaluation of skills, financial support for the Sectorial Committees and Subcommittees for continuous training, professionalization of the trainer in AE - promoting legislation to empower the profession, the immediate revision of the professional standards, the unification of evaluation and certification procedures (programs and assessment centers), elaboration of a national statute of the trainer and of a single code of conduct, the statutory definition of the National Register of Trainers, establishing a national professional association.” (Sava, 2006:10)



4. The current implementation of this legal framework

The Ministry of Education was represented at the meeting in 2006, and most of these recommendations were rapidly put into practice. Maybe the methodologies which are going to be elaborated for the implementation of the newest National Law of Education (01. 02. 2011) are going to revise part of the past legal framework but hopefully also taking into account what has been pointed out at the thematic conference 2006.

5. The legal framework for the thematic research (on Access, ...)

Research is often linked to universities and therefore subject to the internal regulations of the autonomous institutions. As a principle, research can not be restricted on any subject or theme, since the freedom of thought is granted and therefore the freedom of research is one of the most respected principles of any university regulation in Romania after 1990.

6. The current implementation of this legal framework

The legal framework regarding the freedom of researching any field of interest is at the time very important in Romania. But the research field of Learning as a process or particular aspects of Guidance have not yet been a priority.

7. Practical links between Research and Practice ON the thematic How is it applied?

Taking the example mentioned above can illustrate how research and practice have been linked on the thematic of Learning and Guidance, if we take the above mentioned definition link between learning and guidance and “formare” and “formator” into account: The first academic conference on AE in Timisoara in 2001 had among other concrete outcomes of the discussion sessions one important outcome for the theme, namely the need to discuss Learning and Guidance matters as main themes in the next conference planned for 2006. The discussions and presentations of research in the field of learning and guidance found their concretion in guidelines and recommendations for the practice as well as for the legal framework guiding this practice. The recommendations were put into practice, at least at the level of adopted legislation and/or regulations, which made the real implementation of the research driven outcomes into the immediate reality of AE possible.

One important link between Learning and Guidance practice and research was undertaken by the recently finalised multinational Grundtvig project CreMoLe. (Create-Motivate-Learn) The initiators link research on learning theories to their practical relevance:



“The proponents of the present project, a wide partnership of Eastern, Central and Western European adult education organizations, aim to identify key factors related to motivating participation and persistence in LLL processes of a wide range of adult learners.

We plan to carry out a survey of adult educators and learners, and collect a set of best practices in adult education to widely share with adult educators. Building on the existing good practices, we will develop innovative approaches to teaching adults, relying on a constructivist framework for learning, and pilot them in our countries; a guidebook including the innovative approaches will be published, and a Grundtvig training course will be developed.”

Learning as a process and Guidance as a process related to learning theories has not yet been regarded as a highly relevant subject, apart from the outstanding and in this respect unique project mentioned above.

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