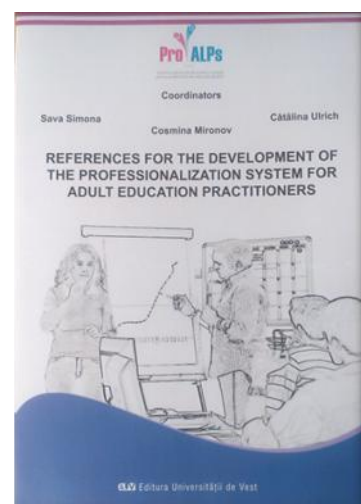


References for the development of the professionalization system for adult education practitioners

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The publication *References for the development of the Professionalization system for adult Education practitioners* is a result of the research activity undertaken by a national partnership involved in the project ProAlps - National system for professionalization of adult educators: improvement, innovation, articulation (521448-LLP-1-2011-1-RO-KA1-KA1ECETA1), project run between 2011-2013, under the coordination of the Romanian Institute of Adult Education – IREA, from Timisoara.



Edited and printed at the West University of Timișoara Press, both in English and in Romanian, the book is structured on five chapters written under the coordination of Prof. PhD. Simona Sava⁶⁴, Prof. PhD Cătălina Ulrich⁶⁵ and Lect. PhD Cosmina Mironov⁶⁶. The book shape the design of a national system for professionalizing the adult learning professionals. More specifically it develops a theoretical structure for a coherent and effective system which must be able to ensure an adequate framework for a career development path designed for the professionals in adult education area.'

The book is based on the findings presented in the *National research on adult education professionals*, coordinated by PhD Magdalena Balica⁶⁷, published in 2012, at the University of Bucharest Press. The survey study, based on the opinions of more than 460 practitioners in adult education, reunites the points of view of the beneficiaries of such a national system of professionalisation, their needs and expectations from such a system. In the same time, the study is a diagnosis of the state of art of the Romanian system of professionalisation of adult educators: functionality and its effectiveness, professional development opportunities available, how the system

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responds to the needs of beneficiaries vis-a-vis the various tasks and roles they perform and the diversity of areas in which they work.

The book presents in the first chapter several premises of the professionalisation need in adult education; then, it explains the legitimacy and desirability of such a professionalization system for the AE practitioners. Chapter two presents the synthesis of the results of the national survey mentioned above and the conclusions of the debate and discussion sessions realized in the frame of a national Workshop and a Final National Conference regarding the feasibility of the proposed concept of a possible professionalisation system and the manner of its implementation. In the same chapter issues like: present trends in the development of a professionalization system for the AE practitioners, possible funding sources, programs for initial and continuous training of trainers, strands on quality assurance and evaluation, are discussed and debated.

Chapter three presents and analyze three scenarios for the development of a system for professionalization of adult education practitioners: *Scenario A - heavily regulated system*, *Scenario B - flexible regulatory environment*, *Scenario C - self-regulated system*. Chapters four and five bring in discussion specific elements that orient the construction and the implementation of such a system, reuniting them in a coherent concept of designing and setting up such a national system of professionalization of adult learning staff.

More concrete, chapter four highlights that the design of such a system must be draw upon the Romanian realities in the functioning of the adult education system and lifelong learning. In the attempt to capitalize the experience of the Romanian professionalisation process, in the book are specified projective elements that will support the development of the concept of a coherent and articulated national system adapted to the Romanian realities and to the needs of the adults that will benefit from it. Further, the development of such a system of professionalisation is justified and guided by strategic objectives and principles that are defined and described carefully, along with the main elements that must be taken into account for developing such a system and a framework of a possible implementation strategy.

Chapter five describes the changes and the developments that need to be achieved (institutions, involved professionals and beneficiaries, research subjects, regulation and educational policy measures, financing mechanisms, quality assurance and evaluation mechanisms) and also it addresses some specifications that regard staff qualifications and professional development (possible career evolution stages).

The book is in line with the specification of the European Agenda on Adult Learning, launched by the Council of Europe in 2011 ([http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011G1220\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011G1220(01)&from=EN)), agenda in which there is specified that each

member state should set up by 2014 the national system of professionalization on adult learning professionals. The Romanian experience was considered a good practice example, a Peer Learning Activity being organized by the European Commission in April 2013 at Timisoara, on the topic of *professionalization of adult learning staff*, to discuss about the respective findings and design. The book is also appreciated by the practitioners European wide, the coordinators being invited to speak about it.

It also enjoyed the appreciation of the highest scientific forum from Romania, the Romanian Academy, and its main author, Prof. PhD Simoana Sava, was receiving the price for innovation in *Education IT Environment* in June 2014, with one of the main argument related to this publication.

Let's hope that the book is a source of inspiration for other member states, but mainly that the Romanian government will take the next step, the policy formulation and implementation of the adequate policy measures, once the evidence based policy making is ensured by the common work of university professors and researchers.