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## INTRODUCTION / INTRODUCTION

The transition from the information-based to knowledge-based society has taken place in the 21st century, where the general social progress has become a priority. Such progress is achievable through quality education, through time valued occupationally or freely, against the background of improving the life quality of each individual. The diversity of information sources, the myriad of ways of knowing and appraisal, the existence of certain unclear information, of little intrinsic motivation and the inadequate capacity of organizations to meet the challenges represent shortcomings that have increasingly imposed the classic principle of lifelong learning.

Considered the process of acquiring knowledge, of the adaptive use of experience, learning is seen as an all-inclusive and complex concept. The implementation of lifelong learning at the individual and institutional level takes many forms, being carried out, through some programmes, in the traditional education system, as well as outside it. The process of personality formation throughout the whole life integrates, longitudinally, basic education, fully rounded by the continuing one.

Our contemporary society is characterized by dynamic changes and, in order to meet the demands, people must learn continuously, quickly, thoroughly and efficiently. We can speak about the shaping of a true culture of learning, the main arguments in the favour of lifelong learning being: the need for adaptation, overcoming the knowledge barriers, the desire for social integration, completing the level of the previous schooling of the adult, maintaining the level of culture, in relation with the social community to which the individual belongs, boosting the self-image, the performance level in the economic and social activity, bridging the gap between the acquired qualification and the necessary one.

The evaluation of the lifelong learning process involves at least three important dimensions: what are the competences developed, how to achieve certain goals and how to monitor the study programmes. Because the reality of knowledge is dynamic, the ability to find and use data is the state-of-the-art quality of the educated person. From a strategic point of view, the picture of the methods, means and modes of organization varies and, because the knowledge society requires a more obvious connectivity between individuals and communities, the New Information and Communication Technologies (NICT) are highly relevant. The high degree of accessibility, activism, interactivity, increasing the speed with which changes occur and are communicated, the use of critical thinking, the development of a higher degree of autonomy in acquiring knowledge propels them as useful means, mainly in learning through discovery, in their own construction of understanding, in task completion.

The identified issue revolves around several questions: What are the values promoted in the today's society? What are the roles and competences of teachers in the knowledge society, especially as their development represents an axis in the

drafting of the Romanian or European educational policies? What impactful changes have restructured the meanings of learning? How are the educational environments articulated to promote lifelong learning? What arguments and hindrances are involved? What competencies are pursued and how can transversal competences be developed at different ages? What are the examples of good practice that validated non-formal or informal learning? From a curriculum-based perspective, how can the educational activities be better correlated with the workplace and self-educational concerns?, etc.

*The Annals of the University of Craiova, Psychology and Pedagogy Series* (ISSN 1582-313X), edited by the Department of Teacher Training, through the Centre for Psychopedagogical Research (Romanian acronym CCPP), brings to your attention the theme ***Lifelong learning in the knowledge society*** in relation to Issue no. 1 (41) of 2020.

Analyzes, answers or new perspectives in the form of some theoretical or applied studies, with innovative value, fall within **the theme** of the current issue:

1. The strategic framework for international cooperation and teacher training in the knowledge society
2. State-of-the-art explanations/interpretations regarding the learning process
3. The complexity of learning: forms, levels and types
4. New approaches to teaching/learning methodologies. The benefits of the NICT and the contribution of the digital area to the lifelong learning process
5. The integration of computer systems to the open training and distance learning in the digital age
6. The specificity of learning processes and difficulties encountered by young people, adults and the elderly
7. Key competences of lifelong learning. Transdisciplinary curriculum approaches
8. Responsibility and autonomy in lifelong learning.

The studies are organised in several sections of the journal: **Theoretical Approaches - Re-evaluations and Openings; Educational practice - new perspectives; Research Laboratory.**

### **Editors in chief**

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# THEORETICAL APPROACHES. REVISITED AND NEW PERSPECTIVES / APPROCHES THÉORIQUES – RÉÉVALUATIONS ET OUVERTURES

## LIFELONG EDUCATION - NECESSITY AND DESIDERATUM OF THE PERSONALITY

Valentina MÎSLITCHI<sup>1</sup>

### *Abstract*

*The article presents the problem of the need to ensure education throughout the life of the personality. There are highlighted various definitions of lifelong education given by various researchers, there is specified the purpose, objectives, characteristics, contents of lifelong education, there are described the forms and factors of lifelong education and it is elucidated the methodology of lifelong education.*

**Key words:** Lifelong education; Purpose; Objectives; Characteristics; Factors; Forms; Contents; Methodology.

### **1. Introduction**

Starting from the obvious reality of the need for change, lifelong education contributes to the rapid adaptation of people to emerging realities. The requirement of self-education in a constantly changing world is imperative. It is important to know how to restructure your knowledge, to give up some of it, to operate with new axiological standards and to manage in the world of values, to establish new hierarchies. Educability is required to be rethought in accordance with these new requirements.

Lifelong education is based on, but also forms new behaviors, such as the sense of responsibility, the respect for the identity of another, the satisfactory perception of otherness, the ability to collaborate, the objective self-assessment of one's abilities, etc. Given the fact that the values stipulated by the society are constantly changing, it is necessary for each subject to form abilities and habits to select and embrace the authentic values autonomously. In this context, lifelong education contributes to the formation of an axiological competence, which means the formation of capacities to operatively evaluate the new cultural stimuli and to

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integrate or connect them in a value system whose landmarks are intuited autonomously, to invent new codes of reference or discover new connections in the value field.

Lifelong education fuels and enhances the readiness of the subject to know more and better, to trust in his/her own strength to learn and research, to embark on an ever new existential path, which has another beginning at the horizon.

## **2. Lifelong education: defining notes**

P. Lengrad (1973, p. 49) sees lifelong education as an action capable of "favoring the creation of structures and models that help the human being, throughout his/her existence, to continuous progress, preparation and development; to prepare the individual so that he/she may become as much as possible his/her own subject and his/her own instrument of his/her development through the multiple forms of self-instruction".

P. Lengrand (1973, as cited in Macavei, 2002, p. 398), education expert, member of the U.N.E.S.C.O secretariat in the years 1960-1970, he delimited lifelong education from the particular meanings of post-school education and adult education. Education in general, and especially in its permanent sense, does not belong in the conception of the French thinker, to the notional category defined by the word 'to have', but to that of the word 'to be': "Lifelong education is not a simple continuation of traditional education. It represents a series of new approaches of some essential elements for the existence of everybody, starting with the meaning of this existence. It allows to discover a multitude of fundamental situations, in which the individuals appear in a new hypostasis, and brings unique solutions to the crucial problems of the destiny of individuals and societies".

R. Maheu (1968, as cited in Jinga & Istrate, 2008, p. 187) opines that lifelong education is "... a dimension of life. It is a certain attitude of insertion in the real and not simply a preparation for the active and responsible existence".

B. Schwartz (1976, as cited in Jinga & Istrate, 2008, p. 188) defines lifelong education as an "integration of educational acts in a true continuum in time and space, through the game of a set of means (institutional, material, human) that make this integration possible". In his opinion, education is not limited to a single educational subsystem, for example the school, but encompasses all social activities that are carriers of education. In perspective, "the idea of permanence of education will be so commonplace that we will only talk about education, the notion of permanence being included in the very idea of education".

For B. Suchodolski (1972, as cited in Jinga & Istrate, 2008, p. 188), the extension of lifelong education will make it "... a means of developing the needs and interest for cultural values, for that it corresponds to the orientation of human preferences and inclinations and because it makes our life more colorful and valuable".

In agreement with B. Suchodolski (1972), another renowned specialist in the field, M. Rahnema (1975, as cited in Jinga & Istrate, 2008, p. 188) considers that lifelong education "aims to address the whole of the evolving human being, in all

areas throughout life [...]; it transcends not only the artificial barriers between school and non-school education and the classical distinction between general public education and adult education, but it is also based essentially on the unity between the educational processes and life that form the human personality [...]; it refers at the same time to the fundamental education, to the personal training, to the right to free time in its active, cultural and artistic aspect, and to the permanent access to educational means able to develop the human creative, intellectual and physical potential".

The Council for Cultural Cooperation of Europe's Council conceives lifelong education as 'an organizing principle of all education' and involves "a complete, coherent and integrated system, providing its own means to meet the educational and cultural aspirations of each individual in accordance with his/her faculties" (as cited in Jinga & Istrate, 2008, p. 188).

In the opinion of R. H. Dave (1991, as cited in Jinga & Istrate, 2008, p. 188), "lifelong education is a process of improving personal, social and professional development throughout the life of individuals, in order to improve the quality of individuals' life, as well as their community's".

Romanian researchers have also tried to capture in their theoretical approaches, the complexity of the phenomenon, its defining elements, its praxiological implications.

Defining the term education in the Dictionary of Contemporary Pedagogy, prof. S. Bârsănescu (1969, as cited in Jinga & Istrate, 2008, p. 188) states that "current pedagogy broadens both the sphere of education and its content. Thus, education becomes a process of human development in general, permanent education".

Prof. S. Stoian (1972, as cited in Jinga & Istrate, 2008, p. 189) refers in several works to the different meanings and consequences of the conception of lifelong education. In the work *Education and Technology* he shows that "lifelong education starts from the hypothesis - generally not admitted before - that man is educable all his life and that, moreover, he needs this", so that in the work *Education and Society* to specify that "... one of the most important currents, which concerns theoretically, but especially practically, propagandistically, our epoch, is that of lifelong education". Prof. S. Stoian emphasizes, in this context, that the phenomenon determined by the information explosion requires the permanent transformation of man, even for those who in childhood or youth enjoyed a solid education.

G. Văideanu (1975, as cited in Jinga & Istrate, 2008, p. 189) thinks that lifelong education "... means, in our epoch, not only an interdisciplinary research, but also a socio-cultural action, a large-scale fundamental-applied investigation, organized on a national [...] and at the same time international scale, as well as a vast educational program that tends to be institutionalized".

L. Țopă (1973) emphasizes that lifelong education "must be understood as a system of classical and modern educational objectives, methods and techniques, validated and in full revolution, capable of developing educability itself, a mobile

and continuous educational openness according to working and living conditions of generations of people and of each individual".

Advocating for a 'rethinking' of the entire activity of adult education, T. Popescu (1974) states that "in the field of lifelong education, adult education is a necessary component, through which the human being maintains and perfects his/her personality quality, of dominator and not of domination of change" (as cited in Jinga & Istrate, 2008, p. 189).

D. Salade in *Dictionary of Pedagogy* (1979) defined lifelong education as a principle, conception, mode of functioning of educational action, system of objectives and educational techniques designed to ensure the training of people so that they continuously maintain their capacity for self-instruction and self-education. Lifelong education includes all aspects of human formation; it includes all forms of training and education (organized and spontaneous education, school and extracurricular). Lifelong education must promote the acquisition by any person of science to become and integrate socially, to allow human adaptation to the pace of the development of the society in which he/she lives or will live (as cited in Macavei, 2002, p. 399).

S. Cristea (2016, p. 74) considers that lifelong education defines a general direction of education development, engaged, in an open context, at the scale of the entire education system, in the perspective of the curriculum paradigm, which imposes normatively, axiomatically the exploitation of all the contents and general forms of education, in every moment of human existence, throughout the period of human existence.

M. Bocoş (2016, p. 61) highlights that *lifelong education* is the integrative and organizing pedagogical principle of all education, a principle that postulates the need to extend the educational act throughout life, in the form of a continuum of educational influences designed and realized throughout human existence and at any time of human existence. This justifies the attribution of the status of life dimension and engine of the society of lifelong education and the attention it enjoys in the contemporary world.

The basic structure of lifelong education is two-dimensional:

a) vertical (temporal); b) horizontal (spatial).

The *vertical dimension of lifelong education* refers to the *pedagogical time open* to education *throughout the human existence*, as a result of the social need for quality education, achievable through the exploitation of the *psychological resources* of human personality, which allow the continuous formation and development throughout the human existence. At this level, lifelong education exploits the pedagogical resources *psychologically* available in each 'life cycle' - childhood, preadolescence, adolescence, youth, maturity, old age - in relation to the natural and social '*roles and statuses*' acquired and continuously improved, as noted by U. Şchiopu & E. Verza (as cited in Cristea, 2016, p. 82).

The *horizontal dimension of lifelong education* refers to the *pedagogical space open* in every moment of human existence for the formation-development of the human personality by capitalizing on all the contents and general forms of education

in *formal and non-formal context*, but also *informed*. At this level, within the *educational process*, *lifelong education* generates major changes in the design of school training through:

- a) focusing *formal learning* on *basic contents*;
- b) completing/deepening the *basic contents* through *non-formal learning* (individual study, specialized school societies, etc.);
- c) openness to the resources of *informal learning*, offered by the subject's life experience (positive, negative), capitalizable in a *formal and non-formal context* (Cristea, 2016, p. 82).

The fundamental pedagogical concept of lifelong education defines a general direction of development of education as quality education that pedagogically engages all the psychological and social resources of the personality of the educated in order to exploit them throughout his/her existence and in every moment of his/her existence, achieved through the optimal integration of all the contents and general forms of education within "all the structures and stages of education on the vertical (temporal) and horizontal (spatial) dimensions" (Dave, 1991, as cited in Cristea, 2016, p. 83).

The fundamental directions of action in favor of lifelong education aim at:

- a) ensuring *continuity* between all *levels* and school/university contents, achievable according to the proposed *general and specific objectives*, which must aim in particular 'to avoid the loss of acquired knowledge';
- b) consolidating the *necessary unity* between *basic contents - forms of training, achievable according to the proposed objectives*;
- c) the maximum exploitation of the pedagogical resources (informational, human, didactic-material, financial), available in a determined pedagogical context (stage and discipline of education, lesson, etc.), with open character.

The *temporal dimensions of lifelong education* are extended within the education system, in an open context, pedagogically exploited at the level of 'two major orientations':

- a) *the education of pre-preschoolers, preschoolers, schoolchildren and students*, which aims at the formation-development of the "capacity to learn how to learn", which can be used throughout the human existence;
- b) *adult education*, necessary at a general level (cultural, civic, community) and special (professional).

The *spatial dimensions of lifelong education* are delimited and pedagogically exploited at any moment of the existence of the educated, in an open context, within:

- a) the global and partial social system (economic, political, cultural, community, natural);
- b) each level and discipline of education;
- c) each concrete education/training activity (lesson, specialized school society; university course, university seminar, etc.) (Cristea, 2016, p. 83).

"Lifelong education must be conceived, in the general framework of educational action, as a process starting at the dawn of life, encompassing what are commonly called school years, and continuing throughout life" (Faure, 1974, as

cited in Albulescu, 2019, pp. 57-58). Lifelong education integrates all types of learning experiences (formal, non-formal and informal) that an individual lives in his entire existence. A reality that the pedagogical literature does not hesitate to highlight: "The system of lifelong education requires a reasonably motivated integration of educational activities throughout the life. An integration of educational processes that take place in family life, in elementary and secondary school with vocational and adult education will help to oppose the exaggerated emphasis on the education of children and adolescents" (Dave, 1991, as cited in Albulescu, 2019, pp. 57-58). Education is not a passing moment in an individual's life. Typically, traditional pedagogy has considered it a process of training the young generation in an organized and systematic way, within the school system. In the vision of contemporary pedagogy, this process does not take place only in the years of childhood and youth, in school; it begins long before the individual steps on the threshold of the school and continues after graduation. Education is, therefore, an extension in time and space of formative actions and influences, beyond the institutional education system and beyond the age of schooling. It is a constant of the whole life, its effects being felt at the level of each stage of evolution of the individual's personality, as a continuous school, extracurricular and post-school formation.

C. Cucoş (2014, p. 200) considers: "The concept of *lifelong education* must be dissociated from another notion, *i.e. the permanent nature of education*". The need for the permanence of individual and social education was seen long ago, first of all by the classics of universal pedagogy. "For every man his life - notes J. A. Comenius - is a school, from the cradle to the grave "[...], "everything we are, what we do, what we think, talk, weave, acquire and possess it is nothing but a certain ladder on which we climb more and more to reach as high as possible, but without ever being able to reach the highest level". It should be noted that the expression "lifelong education" is a concept specific to contemporary pedagogy, which covers a theoretical and action principle that seeks to regulate a certain reality specific to our century. Moreover, lifelong education theorists always reveal the factors that demand and justify the inclusion of education in this perspective: the process of accelerating change, the population explosion, the unprecedented evolution of science and technology, increasing leisure, the crisis of relational and life models (P. Lengrand, 1973), the multiplication of professions, the increase of the degree of democratization of the social life (Văideanu, 1988). Today, education must be conceived as an existential continuum, the duration of which is confused with the very duration of life and which must not be limited in time (school age) and closed in space (school buildings) (Faure, 1974). Lifelong education is a specific response to the existential dynamism, in the sense of involvement in self-training according to multiple and unique demands, "it is a way for man to free himself from tensions, crises, unpleasant professional surprises. It is a shield and a support that strengthens confidence in the future and in progress; it has an anticipatory character, based on the habit of learning and on the idea that in a *democratic society everyone learns from everyone*" (Văideanu, 1988, as cited in Cucoş, 2014, p. 200).

I. Albulescu (2019, pp. 59-60) observes that the contemporary discourse on lifelong education is based on the following ideas:

1. Man does not possess definitive knowledge, sufficient for all life. He lives in a world of possible truths, which can be confirmed by the constant interrogation of meanings.
2. Contemporary society needs individuals who are able to adapt to the demands of a constantly changing life.
3. Learning means permanent personal reflection on one's own learning objectives, strategies and outcomes.
4. Learning occurs not only in traditional education systems, but also in other contexts, especially in specific communities (real or virtual).

### **3. Characteristics of lifelong education**

Prof. N. Silistraru (2002, p. 209) observes that the pertinent analysis of the exigencies and problems of the contemporary world allowed R. H. Dave to identify twenty conceptual features of lifelong education:

- the three fundamental terms on which the meaning of the concept is based are: 'life', 'permanence', 'education';
- education does not end at the end of school instruction, but it is a permanent process, which covers the entire existence of a person;
- lifelong education is not limited to adult education, but it includes and unifies all the stages of education: pre-primary, primary, secondary, etc. It makes an effort to consider education as a whole;
- lifelong education includes at the same time the formal and non-formal modalities of education; it encompasses both planned and accidental learning;
- the home plays the first role, the most subtle and crucial in initiating the process of lifelong education, which continues throughout life through family learning;
- the community also plays an important role in the system of lifelong education, from the moment the child begins to come into contact with it, and continues, during his life, his educational function in the professional and general fields;
- pedagogical institutions such as: schools, universities, training centers are obviously important, but some of the permanent organizations can no longer exist in isolation from the other educational institutions of the society;
- lifelong education aims at continuity and articulation according to its vertical and longitudinal dimensions;
- lifelong education also aims at integration in both horizontal and in-depth dimensions at every stage of life;
- contrary to the elite character of education, lifelong education has a universal and democratic character. It represents the democratization of education;
- lifelong education is characterized by: flexibility of content, tools, techniques and learning time;

- the permanent function aims at the dynamic approach of education, allowing the adaptation of auxiliaries and pedagogical means little by little, when the new achievements occur;
- lifelong education admits alternative ways and means of acquiring education;
- lifelong education has two component sides: general and professional. These components are not completely different from each other, they are related to each other and interactive;
- the functions of adaptation and innovation of the individual and of the society are realized through lifelong education;
- lifelong education exercises a corrective function, it remedies the difficulties of the current education;
- the purpose of lifelong education is to maintain and improve the quality of life;
- there are three conditions to achieve lifelong education: opportunity, motivation, educability;
- lifelong education is an organizational principle for all education;
- at the organizational level, lifelong education provides a total system of all education.

I. Jinga & E. Istrate (2008, p. 168) state that all these opinions outline some 'force-ideas' that deserve to be retained:

- the instruction and education can no longer be limited to the years of schooling, but must extend throughout life, at all people and in all spheres of social-human life;
- education must be conceived as a total formation of man, modeling multiple and deep the complex personality of each individual;
- education is constituted as a system of means, methods and techniques, meant to help the person and the community to achieve a normal process of social, professional and cultural adaptation;
- the stimulation of human creativity, productivity, thinking and action becomes the number one objective of psycho-pedagogical interventions.

#### **4. The purpose and objectives of lifelong education**

The *purpose* of lifelong education is to ensure the quality of individual and community life.

According to S. Cristea (2016, p. 84), the objectives of lifelong education are designed at the level of:

a) *general objective* - the transformation of the society, as a whole, into an 'educational city', responsible for the positive formation-development of the personality of the educated through the contribution of all subsystems of the global social system (economic - political - cultural - community - natural) and of all forms of human community (family; local, territorial, national and international community);

b) *specific objectives:*

- extanding the institutional /organizational *structures* responsible for the lifelong education on the scale of the whole society;
- improving the connections between *all: the educational steps and disciplines; the psychological ages of the educated*, throughout human existence; *teachers* specialized in continuing education organized in school/extracurricular; afterschool; at the general level - special (professional);
- ensuring the activity unity of *the lifelong education in open system: school - social actors* (from economy, culture, politics, art, religion, sports, etc.) - representatives of human communities (family; local, territorial, national and international community, etc.);
- extanding the pedagogical and social function of the *educator* in the conditions in which “at a given moment and in certain circumstances, any person has *responsibilities of instruction and training*; a special situation is that of *parents* who become more and more educators with priority”.

C. Cucoş (2014, p. 202) argues that the objectives of lifelong education cannot be dissociated from those of education achieved in general, from those of school education, in the first place. All the objectives of school and extracurricular education, of formal, non-formal and informal contents must be reoriented and dimensioned in such a way as to aim at acquiring formative autonomy with subsequent qualities, such as: intrapsychic stability, emotional vigor, inner momentum, responsible choice, social employment, self-improvement, willingness to renew knowledge, learning to learn, inter-learning, increasing educability, self-directed learning (Dave, 1991). At the same time, the principle in question concerns the whole human being, both the physical, psychomotor dimension, as well as the intellectual and psycho-affective qualities. Lifelong education has beneficial effects on the individual seen as an integral part of states and aspirations.

E. Macavei (2002, pp. 403-406) classifies the *objectives of lifelong education* into three categories of objectives: general, content structuring and strategic:

A. *General objectives:*

A1. *Objectives for biopsychic development:*

- acquiring knowledge, skills, abilities and attitudes to ensure an adequate level of health, prevention and cure of diseases;
- acquiring fundamental knowledge in different fields and forming general culture;
- formation and development of skills and abilities of physical and intellectual work (reading, writing, arithmetic);
- stimulating and maintaining the interest for the development of one's own capacities;
- development of the intrapsychic dimension in the context of the body-soul-spirit relationship;
- development of the interpsychic dimension (of relations with peers - solidarity, communication);
- interest in a harmonious way of intimate and community life.

*A2. Objectives for the learning activity:*

- development of learning capacity (cognitive, affective, volitional, attitudinal, aptitude abilities);
- developing the capacity for continuous learning;
- establishing a balanced relationship between the types of learning: hetero-learning (learning through others, from others), self-learning (by oneself), inter-learning (within interrelations, interactive learning);
- developing positive learning motivation;
- developing creativity in the learning process;
- integration of new knowledge, skills and abilities in their own structures;
- formation and consolidation of the individual study style;
- knowing and respecting the norms of psychohygiene and learning ergonomics;
- training the skills of using all information distribution channels: books, press, radio, television, computer, internet, classical and electronic libraries, museums, etc.;
- mastering the methods of guided and self-directed learning;
- interest in renewing knowledge, in improving learning.

*A3. Objectives for adaptation and social integration:*

- interest in lifelong learning to cope with changes in professional, civic, political life;
- receptivity to go through retraining, reconversion, professional development, career reorientation;
- increasing the degree of social employment, participation in community life;
- flexibility in accepting changes in personal life; family, professional, political;
- strengthening the attitudes of collaboration, cooperation, solidarity.

*A4. Stress control objectives:*

- noticing stress factors;
- assessing their degree of danger;
- assessing the personal degree of vulnerability;
- mobilising to overcome obstacles;
- transforming stress with negative value (demobilizing, frustrating) into stress with positive value (initiatives to overcome obstacles, firmness, perseverance in the fight for success);
- organizing a balanced lifestyle and meeting biological and psychosocial needs;
- elaborating and observing the stress management programs.

*A5. Change reporting objectives:*

- forming a positive attitude towards change;

- forming the ability to perceive the meaning of change, to react to change as a challenge to improve adaptation;
- diminishing the feeling of uncertainty, of anxiety;
- anticipating the elaboration of adaptive behaviors, taking into account possible changes;
- acceptance and understanding of social mobility, of the accelerated rhythms of the modern world;
- risk assessment;
- the need to assume risks with the lowest possible costs.

B. *Objectives of structuring the contents of education:*

- reforming and restructuring the institutional system of training and education, of the school that can no longer hold the monopoly of the individual and of the groups' formation;
- restructuring the learning contents - curricular reform (plans, programs, textbooks);
- rethinking the modernization of each level (preschool, school, post-school, university, postgraduate) from the perspective of lifelong education requirements;
- orientation and reorientation of the content of non-formal and informed education in order to facilitate social adaptation and integration, in order to complete and correct the initial (school) education;
- accessibility of learning contents according to age, level of training;
- ensuring differentiated and individualized forms of learning; offering the chances of diversified options;
- creating alternative forms of learning;
- articulating horizontally and vertically the contents of education at all levels;
- addressing content issues from a multi- and interdisciplinary perspective;
- adapting educational programs to social requirements, the requirements of individual and community life;
- focusing the programs (curriculum) on values, attitudes, motives;
- elaboration of educational programs from multicultural and intercultural perspectives;
- creating educational offers based on the balance between *enculturation* (assimilation of the values of one's own culture) and *acculturation* (assimilation of the values of the culture of others) to facilitate intercultural dialogue;
- resizing education through research;
- creating educational offers (formal, non-formal, informal) whose content should include the problems of individual and community life;
- creating formal, non-formal and informal educational offers that include the problems of the contemporary world: peace and security, human rights

and freedoms, development, environment, health, improvement of the human condition.

*C. Strategic objectives:*

- involvement of the state, non-governmental organizations, economic institutions in financing social policies related to education;
- creating a permissive and stimulating legislative framework to support lifelong learning;
- creating a flexible administrative framework through measures of material endowment of services, endowment with high-performing staff;
- democratizing access to all levels and forms of education training;
- reporting the content of education to the multiple problems of economic, political, cultural life, to the problems of personal life;
- reporting the content of education to the problems of the contemporary world: peace, development, environmental protection, etc.;
- the priority of promoting innovations compared to improvement measures;
- organizational, curricular, methodological improvement of all levels of education in the perspective of lifelong education;
- generalization of preschool and elementary education;
- completing secondary education with recurring forms of professionalization;
- diversification of higher education (types, profiles, specializations);
- adult education in and out of school;
- primary literacy (learning to read, write, calculate) and functional literacy;
- offering alternative solutions (diversifying the range of options);
- international cooperation;
- raising awareness of the political will of the community for solutions to improve and modernize the education system.

**5. Lifelong education: contents, factors, forms**

S. Cristea (2016, p. 85) highlights the idea that the contents of lifelong education are selected in terms of:

a) *general contents* - moral, intellectual, technological, aesthetic, psychophysical, "relevant for the personal, social and professional *efficiency*" of the educated in different moments of his/her evolution through *formal* (but also *non-formal and informal*) training and throughout his/her existence (school/post-school, professional, community), *pedagogical efficiency* dependent on the way of treating the knowledge subordinated to the competences "of organizing the experience and of analyzing, transforming and storing it", as R. H. Dave remarks.

b) *specific contents* - the ethos of the reference social organization (school, unit - economic, medical, military, cultural, political, artistic, sports institution, etc.); *profession*; *family*; the reference community (local, territorial, national, international); *reference culture*, asserted at the level of *superior products* (culture: philosophical, religious, artistic, scientific/mathematical, biological, historical,

sociological, pedagogical, technological etc.), *models of economic organization* (culture of industrial - post-industrial society) and *social leadership* (bureaucratic-managerial culture) and *political* (authoritarian-democratic culture); way of being at individual and (micro) group level, expressed through mentalities, *reproductive, active, proactive habits*.

The transformations that take place at the level of social practice make necessary an education that extends throughout the existence of the individual, achievable with the contribution of several educogenic factors.

I. Bontăș (2007, p. 353) specifies the factors of lifelong education:

- *The institutional school factors* that target the school of all grades which is the first (and most important) factor of education and at the same time of lifelong education, with the main role of ensuring the education of youth, personality formation and general and socio-professional training. In order to fulfill its integral role, the school must and can ensure: the preparation for self-education, for lifelong education, imperatively required by life, by social practice, after graduating from school; the realization in an organized and systematic way of the lifelong education, especially of the professional-scientific improvement, and for the educators also the pedagogical and methodical improvement.

- *Peri and extracurricular institutional factors* (fr. 'peri' - around, outside; lat. 'extra' - outside (of), (outside), especially (of), etc.), among which they make a valuable educational contribution, both in education, but especially in permanent, organized or spontaneous education: mass-media (radio, television, press, theater, cinema, etc.), Internet; popular universities; exhibitions, museums; symposia, scientific sessions; various consultations; clubs, cenacles, children's and youth homes; excursions etc. Within these factors, there must be integrated the family and youth organizations (associations, leagues), cultural-educational associations, social assistance, etc..

- *General factors (objective and subjective)*, among which we mention: social progress, in general - especially the scientific-technical, cultural, etc., in which the scientific-technical, cultural revolution, etc., has an important role; changes and mutations produced in the social-useful activity (production, in services, in professions); people's thirst for knowledge; the need to restructure education in accordance with social progress, in general, with scientific-technical and cultural progress, in particular; the need for the formation and adaptation (formation) of the personality to the requirements of social progress, of the scientific, technical, cultural revolution, etc., which increasingly demands the development of the personality through individual efforts, determining self-education, continuous self-improvement.

I. Bontăș (2007, p. 354) states that depending on the objectives and factors that contribute to lifelong education, there are known a wide range of forms: a) organized by the school - which prepare for lifelong education; b) organized by the lifelong education system; c) free, spontaneous.

*Forms organized by the school* have the role of preparing young people for self-education and lifelong education by: active participation of pupils (students) in

teaching new knowledge; answers to the teacher's questions or discussions regarding the establishment of new concepts, definitions, laws, etc.; participation in performing new exercises (solving some problems), both theoretically and practically - laboratory, specialized office, workshop, production practice, etc., as appropriate; by carrying out, independently, certain practical works in the laboratory, offices, etc., both within the didactic process, and especially within various school societies; by doing homework independently; through the independent individual study of the recommended bibliography (manual, journals, etc.); by conducting, independently, reports or communications to be held at scientific sessions (symposia, conferences, etc.) of young people, etc., by watching educational programs on television and the Internet, as well as other types of extracurricular activities. organized by the school or by the peri and extracurricular factors. Of course, all these forms, carried out simultaneously or in connection with the tasks of the educational process, require at the beginning guidance from the teacher, cooperation and, at the same time, independent work, which must lead to the development and manifestation of self-education, self-control and of educational self-regulation.

Among the *forms organized by the lifelong education* system are: post-school and post-university courses; professional training courses (retraining courses); management courses, marketing courses, etc.; scientific training courses in the country and abroad, etc.

The forms of professional development organized periodically may include: courses, seminars, discussions, certain applications and consultations, completed through colloquia (for retraining) and exams, for the rest of the forms. Of course, they also benefit from other forms of improvement, such as: consultations, exchanges of experience, scientific-didactic sessions and symposia, round tables, publications.

The organization of open and distance learning institutions and networks is an effective form of lifelong education.

*Relatively free, spontaneous forms of lifelong education* are primarily those of peri and extracurricular education (non-formal and informal): education on various topics through the media (radio, television, press, theater, cinema, etc.) and the Internet, with an increasing weight in the contemporary era; education through various cultural, scientific activities, etc., carried out in school societies, clubs, cultural centers, houses of culture, popular schools, etc.; education achieved through visits, excursions, hikes, exhibitions, museums, etc.; education to popularize science, culture, etc. within popular universities, etc.; education achieved through free, independent reading, education through posters and advertisements, etc.

## **6. Lifelong learning methodology**

S. Cristea (2016, p. 86) claims that the methodology for achieving lifelong education proposes, applies a set of methods, techniques, procedures of:

a) directed learning oriented towards *self-directed learning* (through self-assessment and self-communication), towards *self-learning*, towards *inter-learning* (in conditions of self-instruction in group / microgroup);

b) creation of learning/self-learning/inter-learning situations, in conditions of horizontally integrated self-training (spatially, through the connection between formal – non-formal – informal learning) and vertically (temporally, through the continuity of learning at different ages, oriented and exploited cumulatively, progressively, spirally etc.);

c) learning/self-learning through *special means of training*: cultural (radio, TV auditions, watching shows, visiting museums, organizing thematic excursions, etc.); technological (radio, television, video, computer aided training); psychological (internal motivation in conditions of “personal and societal engagement” in activities with recreational adaptive purpose: sports game with superior formative effects), didactic (acquisition of new knowledge and abilities), productive (efficient work in the context of the information society, in the knowledge economy ), creative (elaboration of new products in relation to the previous experience, individual or community: local, etc.).

C. Cucoş (2014, p. 206) states that education must be more concerned with learning methods, in order to make children respond satisfactorily to different situations, often nonstandard. A repertoire of intellectual skills that would allow children and young people to adapt to different learning methods would serve as an indispensable aid in school learning. A crucial point of learning is the acquisition of the science of learning, of learning strategies to reproduce the learning process. Once acquired, the best learning strategies must be preserved and extended to the scale of a lifetime. Children must learn in school the ability to self-form, to self-develop in a consistent, systematic way, learning involves interaction, a relationship either with another or with oneself.

According to J. Freedman (1993, as cited in Cucoş, 2014, p. 206), the metacognitive activities that accompany learning can be the following:

1. Preparation: to decide on objectives, strategies and time; to anticipate problems, to choose strategies; to have access to previously acquired knowledge, on a case-by-case basis;

2. Regulation: evaluation of evolution; examination and interrogation; review;

3. Evaluation: research and assessment of feedback quality; efficiency assessment.

Preparing students for lifelong education involves practicing adaptive and anticipatory learning with well-developed intellectual work techniques, capitalizing on effective knowledge tools, satisfying their own cognitive interests and conducting metacognitive training. Practically, the lifelong education, which belongs to an individual responsibility, cannot be imagined and realized in the absence of appropriate cognitive interests from a qualitative and quantitative point of view and to be supported and satisfied thanks to the use of activating ways of working (Bocos, 2016, p. 61).

C. Cucoş (2014, p. 206) thinks that the strategy of training students in the science of learning has a beneficial effect on increasing motivation in learning. The teacher must know how to use this mobile of the activity, getting himself involved in the training of young people. Far from escaping responsibilities, the educator, in

the case of lifelong education, increases his duties and responsibilities. The monitoring and counseling activity will be much more substantial. The educator will imagine and apply new techniques and strategies for learning to learn, to stimulate the critical spirit, to cultivate the qualities of autonomy of thought and action. The mission of education is to determine the acquisition of attitudes towards this science. It must develop the individual's critical spirit, teach him respect for the diversity of things and ideas and, above all, encourage him to value his original potential. The educator will help, in the true sense of the word, the pupil to learn to handle himself. Therefore, pupils are not the only ones who have to take note of their own abilities and adopt learning and thinking strategies. The teacher must allow the pupil to build new forms of knowledge starting from the existing ones, being aware of the possibilities and difficulties of this act. A number of precautions play an important role in solving new problems, others are just residues that play an obstacle role and need to be removed. Here comes the art, the mastery of the teacher to know what to rely on and what to remove or cancel in the accumulation of knowledge held by the pupil. Cognitive self-regulation is an important quality that must be accessed by the learner. Pupils must incorporate procedural values such as realistic and scientific approach to reality, self-reflection, holistic research, understanding of connections and interdependencies, systemic approach, etc.

## **7. Conclusions**

Permanence is an essential dimension of education.

The fundamental pedagogical concept of lifelong education defines a general direction of development of education as quality education that pedagogically engages all the psychological and social resources of the personality of the educated in order to exploit them throughout its existence and in every moment of his/her existence, achieved through the optimal integration of all the contents and general forms of education within all the structures and stages of education on the vertical (temporal) and horizontal (spatial) dimensions.

Lifelong education responds both to the internal needs of self-development and self-maintenance, and to external demands to adapt to social mobility, the accelerated pace of development of society.

Tracing clear, explicit, eloquent goals and objectives, capitalizing on general and specific content, forms and multiple factors that facilitate lifelong education helps the subject to continuously improve, so that he/she can successfully cope with changes in social life. This improvement consists in the acquisition of new knowledge, in the formation of new capacities, skills, habits or the development of the already existing ones, the formation of prosocial attitudes and behaviors, the continuous acquisition of values, the assumption of new social roles, etc. In this context, lifelong education is education for a changing world, it is conceived as an existential continuum, it encompasses the whole way of life and the totality of aspects of life and it becomes a dimension of the whole life.

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## LIFELONG LEARNING AND VALUE ORIENTATION DEVELOPMENT IN PERSONALITY'S SYSTEM

Diana ANTOCI<sup>1</sup>

### **Abstract**

*Reviewing the process of initiating lifelong learning and the need to form value orientations within the personality is one of the major perspectives for the entire educational system. The content of the article highlights constituent parts of lifelong learning and value orientation, reflects personal opinions on the relationship between lifelong learning and the process of forming value guidelines for personality supported by arguments derived from a theoretical-scientific study aiming at practical application. Consequently, the reflection on the process of value orientations formation resulted in developing a mechanism for the formation of value orientations within the personality as correlated with the educational process, sociocultural implications and as projected in lifelong learning. The mechanism of orientation formation towards values and through values is established from the perspective of the personality development in ontogenesis and it allows for its extension throughout various educational stages.*

**Key words:** Value orientation; Lifelong learning; Education; Personality.

### **1. Introduction**

Lifelong learning is one of the main directions of European educational policies, aimed at acquiring competences by learners, personal development, career guidance, raising the efficiency of competitiveness, providing support in facing and efficient and creative solution of problems related to personal, professional, and social life.

Lifelong learning is a priority of the entire education system, which focuses not only on promoting the personality at the levels of general, university, post-university education, but it also involves continuous formation of personality system throughout ontogenesis. This direction is becoming increasingly up-to-date and necessary, since it is resulting from social, cultural, economic, political changes, etc., which take place all over the world. Such changes also need to be taken into account in the education system.

The topicality of lifelong learning is extremely important from the perspective of values formation necessary for entire humankind, culture, nation, society, and personality in particular. The process of formation and development of values is a continuous one and it is possible by addressing a child or an adult within the educational system and by lifelong learning. Speaking of values, we understand that

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they represent a point of perfection in the personality system (being specific for each person). When this point is reached, the person enters the phase of transcendence, initiates another process of modelling for further “improvement”; thus, a person is in a permanent transition process due to the spiral-like development of values. Personality development is the result of learning that causes changes in value orientations and, accordingly, in values. Lifelong learning ensures value development by reaching the phase of transcendence.

The study of the subject of lifelong learning and formation of value orientations is actively addressed over the recent years and it is increasingly up-to-date and comprehensive. This stems from the contradiction between the urgent need to preserve and shape the general human values in future generations, conditioned by national policies through abroad approach to lifelong learning, which supports change, collaboration, mobility between education systems internationally, on the one hand, and the lack of theoretical-methodological foundations in the formation of value orientations, on the other hand. The established values allow for the review of the existing contents and situations, therefore, advancing new prospects that require continuous active involvement in the learning process, which takes place throughout the entire life and represents a permanent circle determined by and consisting of several variables which need to act simultaneously.

## **2. Theoretical approaches to lifelong learning**

The learning process in its classical meaning differs from that of lifelong learning. The first is incorporated in the entire educational system as presented by the functionality of general, university, postgraduate educational institutions, being a huge and functional mechanism. The development of the direction of lifelong learning is directly affected by the quality of education in university level educational institutions, which provides staff in all sectors of our lives: educational, social, economic, political, etc.

The determination of personality for lifelong learning occurs in an academic environment, but the grounds for learning motivation are laid in general educational institutions, whereby teachers have a major role in self-improvement, which also face the need to meet the requirements of modern life. In order to meet the expectations of forming a postmodern personality, the teacher is required to integrate such qualities as morality, humanism, responsibility, sincerity, mobility, flexibility, ability to cooperate, look towards the future, training and continuous development, etc.

Lifelong learning requires freedom, autonomy in making decisions regarding personal and professional training and it is related to the structural contents of the previously formed personality.

In conditions of continuous global change, it is not sufficient to have a very high level of education. The direction of education is changing towards the formation of a personality capable to adapt to constantly changing living conditions. In the vision of E.Dneprov (2011, as cited in Perejovskaia, 2015) “education for life” is gradually replaced by “education through life”.

A. Bolboceanu (2019, pp. 6-7) believed it is necessary to provide psychological and psychosocial support to people involved in various forms of lifelong learning in order to ensure the ability to capitalize on their learning potential at any time of human life.

The concept of lifelong learning is addressed broadly from several perspectives: philosophical, pedagogical, social, etc. The study of various positions, scientific opinions allows us to highlight the simultaneous use in synonymy of the following concepts: “lifelong education” – in English language, „educația permanentă”, „educația pe tot parcursul vieții”, „educația de a lungul vieții” – in Romanian language, „непрерывное образование” – in Russian language; other terms include „învățarea pe tot parcursul vieții” or „învățarea permanentă” – in Romanian language, “lifelong learning” – in English language, and „непрерывное обучение” – in Russian language. The term “lifelong education” includes education and training, whereby teaching and learning are carried out in formal, informal, non-formal environmental contexts and it refers to a system of lifelong education. The term “lifelong learning” refers not only to the support of society, educational structures, but also to the major involvement of the person at an inner level, as a subject of own formation, training.

A. Perejovskaia (2015) mentions that *lifelong education* is one of the most important areas of educational activity, which implies the continuity of processes in general education systems (including preschool, primary, secondary stages), but also the vocational, university, postgraduate systems. The effectiveness of education is determined by the interconnections between the different stages of the innovation cycle, producers and consumers of services. Lifelong education can be viewed as part of a lifelong learning structure.

The concept of “*lifelong education*” is based on the principles of continuity, flexibility, rapid dynamics associated with changing needs in the labour market, on the implementation of education “not for life, but through life”. A. Perejovskaia (2015) concludes that lifelong learning aims at establishing closer links with life, opening new opportunities in the development of theory and teaching methods, ensuring individual approach to training, using new technologies and advanced technology and tools.

M. Diachkova & O. Diachkova (2009) mentions some ideas dating back in the 19th century of the famous Russian critic and publicist D. Pisarev who underlined the importance of post-secondary education – one has to learn in school, but one has to learn even more after school, and this second doctrine is tremendously more important than the first one in its effects on people and society.

P. Goodman (as cited in Diachkova, 2009) believes that people should not be taught for so long and at such a high level as it is done currently, if it is known that the work they will perform does not require higher qualifications.

V. G. Onushkin & E. I. Ogarev (1995, as cited in Diachkova, 2009) note that the term “continuing education” does not currently have a generally accepted definition. In their view, lifelong education does not reflect what has been achieved in life, but “the idea of how to improve existing educational practices in a better way

in order to increase its social effectiveness, i.e. to make it more consistent with the logic of human development and the interests of the person at various stages of the life cycle”.

S. Dineva (2018) believes that long-life learning is the main key that allows a person to keep his/her competences up-to-date, to obtain new ones in response to fast changes in the socio-economic environment, such as digitalisation.

Lifelong learning refers to learning in the young and the old, in work and outside of the work environment, in Western and Eastern cultures across the globe. It offers understanding and direction to shape opinions about aging, personal growth, overcoming barriers, and innovation (London, 2011).

According to Encarta dictionary lifelong learning represents “development after formal education: the continuing development of knowledge and skills that people experience after formal education and throughout their lives” (Encarta dictionary, 2008, as cited in London, 2011).

M. London examined a number of definitions regarding lifelong learning and pointed out the following traditional definition “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective” (European Commission [EC], 2001, p. 9 as cited in London, 2011).

E. A. Stanila (2017, pp. 19-20) in Lifelong Psychology of Education examines human development from the perspective of “life-span development”, finding that no age period is considered to be prevalent for development. It occurs throughout life, development being seen from the perspective of life duration (the entire life), its multidimensionality and multidirectionality, the fact that it is determined by plasticity, multidisciplinarity and contextuality. It involves growth, maintenance and regulation (understood as compensation for losses), being built on a number of factors that work together permanently and in stages.

Thus, lifelong learning of a personality can take place in any context with the participation of the social environment, supporting the person’s intention to grow, to continuously develop positively in ontogenesis, and to change and comply with the requirements and challenges of modern life.

### **3. Value orientation from lifelong learning perspective**

The concept of lifelong learning involves the development of personality throughout life, throughout the entire ontogeny. The country’s educational strategies and policies orient the educational system towards lifelong learning; they provide openness to new and effective experiences in educational reforms; the documents developed and the actions undertaken guide the development of vocational education; societal change dictates the need to initiate the process of reorganizing university education. The educational ideal formulated in the Education Code of the Republic of Moldova (2014) consists in formation of a personality with integrity in the context of national and universal values. Additionally, the main purpose of education is to “form and develop a system of competences that includes knowledge,

skills, attitudes and values that allow for active participation of the individual in social and economic life".

The issue of values formation is a fundamental one in educational policies, widely addressed in the education system, obvious and necessary to be promoted at national and international levels, especially with reference to general human and universal values; however, the mechanism for formation of value orientation has not been identified. The need exists also to determine functioning of value orientation at the level of the entire personality system that can be used as a general model in the general, university level, postgraduate education system and in lifelong learning.

The definition of lifelong learning by Jarvis is of interest for our paper and it shows the relation with value orientations of whole personality (Jarvis, 2006, p. 134, as cited in London, 2011): "the combination of processes throughout a life time whereby the whole person-body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) - experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continuously changing (or more experienced) person".

This position shows that in the lifelong learning process the whole personality is involved with all its structural contents. The formation, development of value orientations and the functioning of value orientations take place in the same way throughout the whole ontogeny. Personality values and lifelong learning are interdependent variables that are constantly interrelated.

A. Bolboceanu *et al.* (2018, p. 5) note the importance of lifelong learning by reflecting it in values promoted by the person. The author believes that the central value promoted by lifelong learning is self-sustainability (the person's ability to solve problems as independently as possible, in all spheres of life) - voluntary and self-motivated acquisition of knowledge, either for personal or professional reasons.

A. Bolboceanu *et al.* (2018) examines functioning of personality contents in the process of learning and lifelong learning, and mentions the activation of three types of psychic phenomena (processes, states and psychic properties): instrumental, energetic and attitudinal.

Next we will present the position of A. Bolboceanu *et al.* (2018) for interpreting the involvement of these psychic phenomena in classical and lifelong learning. Cognitive processes are the tool responsible for our representations of learning. In the case of lifelong learning, these representations need to be supplemented or modified. Learning is no longer anchored to a specific portion of time (childhood and youth), but it is learned at any age. Similarly, it is no longer associated only with the school or other officially recognized educational institutions as such. Self-knowledge of one's own training needs, understanding of the importance of lifelong learning, learning skills, personal benefits that can be counted on to make decisions - all depend on the functioning of the entire set.

Regarding attitudes A. Bolboceanu *et al.* (2018) supports the position that they are formed on the basis of representations, and lifelong learning requires attitudes

which are different from traditional ones; this means that they are also going to change. The position “I’m too old to go to school” is no longer valid! The current position becomes: “a person learns as long as he/she lives” or “we live to learn”.

Accordingly, independence, responsibility, creativity is required and developed in the decision-making process: what, how, how much and where to learn.

Concerning the energy block of human psyche, A. Bolboceanu *et al.* (2018) mention that it is a very important one; it provides the reasons, needs and emotions that underlie the activism of a human being. Or, the need to learn is one of the prerequisites of success. The research of the reasons for continuing to study at university level reveals the pluralism of the reasons and their connection with a certain period of life. There is a strong relationship between epistemic motivation, high level of education and studies and the interest in continuing studies. A. Bolboceanu *et al.* (2018, pp. 6-7) analysed several researches conducted in various European countries and concluded that the reasons for participating in studies and training course tend to be mixed, referring to both professional activity and personal development. Here, too, the author finds a contradiction with the data in the literature, according to which adults are mainly motivated by only one of these reasons - the one that refers to professional activity.

The personality development is fulfilled in any learning process. D. Antoci (2019, pp. 69-70) believes that the process of value formation depends on the process of child’s personality development, in particular, formation of psychic functions, including, his/her cognitive development. Additionally, the construction of values is possible only in the social environment, the most important environment being the family and the educational institutions, which offer education and develop the personality of the child from different perspectives. The learned behaviours, the beliefs taken over from social environment, the attitudes formed, the acquired knowledge and the outlined convictions constitute the foundation for value which, being placed at the top of the pyramid, guides from its height the constituent components of this pyramid and through the integrity of the given assembly constitutes the value orientation.

Value orientation may be manifested through several convictions, attitudes, behaviours and it may be related to other values in the value system of the personality.

The process of initial formation of values in human beings occurs under the impact of social and cultural factors by internalizing values, norms, beliefs, etc., taking over the behaviours manifested by other people in the social environment generally in the learning process. In children behaviour is learned through observational imitation, while at a later age the child learns to shape them by situation, expectations formed and based on own background; therefore, behaviour is strengthened by approval or disapproval of members of society, and internalized through the socialization process. Afterwards behaviour is displayed, externalized in everyday life thus receiving further continuity.

Socialization is the individual's effort to appropriate the behaviours he/she observes in other people, to be part of the group and to be accepted, fulfilling the

role given and taken over, and occupying the status offered. Unlike internalization, socialization is a process that takes place in the opposite direction, from the individual towards society. By internalizing these “normal” behaviours, the individual becomes a social being, respectively a “moral being”, as E. Durkheim calls it (as cited in Antoci, 2018).

If the externalized behaviours are accepted by the members of the social environment of which the subject is part, their experimentation continues and they serve as foundation for development of convictions that are also formed based on experiences and knowledge gained from childhood and throughout life, thus forming attitudes that correlate with convictions and manifests themselves in various situations. Finally, these behaviours, attitudes, convictions lead to the formation and gradual development of values within the personality. The relationship of behaviours, attitudes, convictions is infused by the emotional sphere of the personality, which is necessary and important for the constitution of the entire personality system. The shaping of values from the perspective of verticality and laterality of their contents depends on the knowledge and experiences of the personality. After completing the process of outlining the value in the value guidance system, the action influencing the components of value guidance for externalizing convictions, attitudes and behaviours goes in the opposite direction; thus convictions, attitudes, behaviours, constituting the orientation value, are manifested under the guidance of values.

In the initial concern with the mechanism of value formation, we highlighted the components that underlie value formation: behaviours, knowledge-emotions-experiences infused by beliefs, attitudes, convictions, and values in top of pyramid. These elements are formed consecutively, giving impetus to each other and determining the shape of the contents of another component. If the learning process is lifelong, attitudes, convictions and values are fundamental, arguable and stable for relative long period.

In English literature we have encountered concepts of “belief” and “conviction”, which some scholars use interchangeably, as synonyms (belief, conviction); in other cases, the concepts were implicitly understood and translated unequivocally as “convictions”. We disagree with both positions: the position of treating these concepts as synonymous, and the position that they are equal in content.

H. Patapievici (2006) has tried to examine the concepts: conviction, belief, certainty. In his vision, “belief would be nothing without certainty; conviction could not be coagulated without belief and would be nothing but stubbornness if it did not seek certainty; but neither conviction nor belief would be worth anything if they were not constantly confronted with the truth, under the pressure of thirst certainty of the man who is in constant search”.

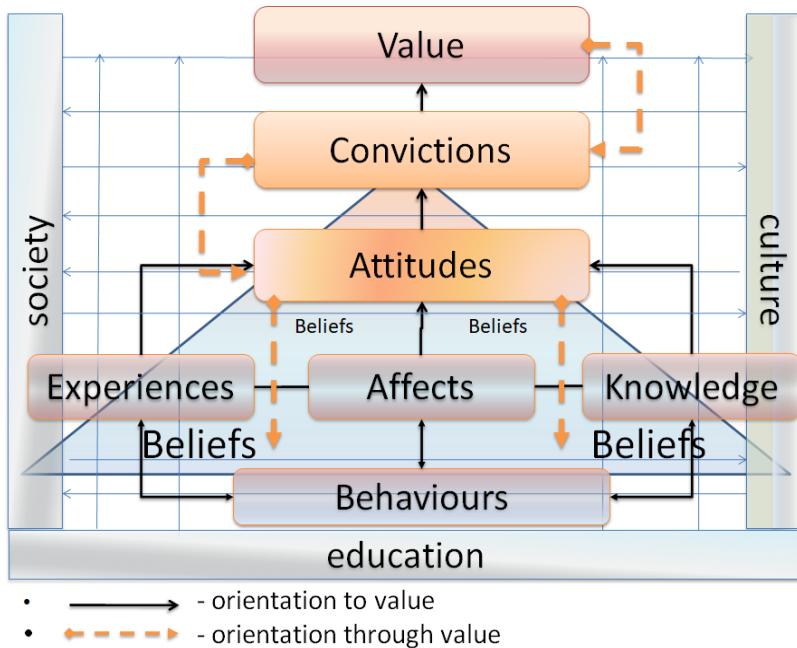
For the present research, it is valuable to examine the position of J. Jastrow (1917, pp. 535-538) regarding all the components of the value highlighted by us, especially with reference to the way of interrelation and submission. J. Jastrow designates the regulations of attitude and action that serve by three orders: logic,

morality, aesthetics. In all of them there is justice and error, a principle of selection that distinguishes both people's decisions and particularities. Logical law, moral law, aesthetic law is something special, it can be more frequently, with delicacy and uncertainty revealed from the erroneous. Logically there is right and wrong, truth and error; morality is good and bad in conduct and intention; aesthetically the standards are more variable, more receptive to the condition, but the distinction between good taste and bad taste and their products is no less real. Beliefs reflect these few phases of human nature. Behaviour is determined by logical, moral and aesthetic beliefs. Factors accumulate and interact. Belief is formulated as one, but includes logical, moral and aesthetic considerations. The process of phase domination changes periodically; but the selected thought / position is immediate and logically, morally and aesthetically composed, temperamentally organized and expressed with loyalty to each and every one. This conclusion also refers to the regulation of *conduct* through *attitude* and *belief*, being strengthened by logical, moral and aesthetic supports. People share common fidelity in faith or action after focusing on differentiating the grouping of motives and causes. The evaluation criterion is the behaviour (in this case being synonymous with the term "conduct"). What people do, depends on what they think and how they feel; their thoughts and feelings are important because they affect their actions. The usefulness is in regulating the behaviour. Returning to the role of conviction as the determinant of conduct, we find that schooling and experience, learning books and practical occupations, interrelating with people and all ways of respecting social institutions - all governed by beliefs in the form of traditional explanations - remain a repository of logical meaning, which acts according to the mode of sensitivity of the sensory type, but with a more complex psychology (Jastrow, 1917).

*Beliefs* are the synthesis of opinions received from the social / environmental medium known by the individual, taken as fundamental for a certain period of time, but which are not yet internalized, processed and transformed under the influence of factual information and experienced by the subject.

According to the analysis of the scientific positions mentioned above, we find that *convictions* are the final point in determining the position of the subject in relation to an object or subject, and in our view they are the last link in the formation of values. Belief, however, is a position outlined experientially and emotionally, but factually undetermined, although decisive in formation of attitudes and convictions of the personality.

Thus, the mechanism of value formation is a continuous process, which begins with the externalization of internalized behaviours involving beliefs, cognitive and affect sphere of the subject and his/her experience. Then attitudes and convictions are formed, in which the corresponding value takes shape and develops perpetually, interacting with other values and components from other systems of value orientations. Therefore, in general this mechanism presents the process of formation and action of value orientation (Figure no. 1).



Thus, value orientation includes the assembly of behaviours, beliefs, attitudes, convictions, emotions, behaviours monitored by a value or a number of values that are closely interrelated within the system of hierarchically organized values. It is a single unit resulting from the correlation of values and orientations of values hierarchized according to time, situation, personality preferences are a system of values, which is constantly changing; static movement and dynamic development throughout the entire ontogeny.

The action of values in human life and activity takes place in the opposite direction: values guide attitudes, convictions and behaviours being infused by the affective sphere of the personality.

#### 4. Conclusions

Lifelong learning is a priority and it has significance for the entire system of education, society and personality in particular. Lifelong learning does not only focus on promoting personality at the general, university, postgraduate levels of education, but it involves the formation of personality during ontogenesis and development from a personal and professional perspective.

The formation of value orientations in the process of learning and lifelong learning has a potential psychosocial, cultural and national impact: continuous positive development and transformation of the personality, raising the quality of education at national and international level, civic responsibility.

The existence of a simultaneous relationship between the trend for lifelong learning and the formation of value orientations of the personality is univocal. The principle of learning how to learn is the basis for lifelong learning and for formation of value orientations. The multitude of scientific positions described in axiological education aimed at prioritising the process of value development makes it necessary to use a universal mechanism for forming value orientations of personality, applicable to the entire education system, which involves general, university, post-university education and lifelong learning.

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## DIGITAL SKILLS OF TEACHERS FOR LIFELONG LEARNING - ROMANIAN REALITIES AND PERSPECTIVES

Alexandrina Mihaela POPESCU<sup>1</sup>

### **Abstract**

*The need for teacher's Lifelong learning is a permanent and paramount goal of any 21<sup>st</sup>-century education system and the best investment that any state can make to ensure the social, economic and cultural future.*

*The European Union has shown an increased interest in training and developing the digital skills of teachers in the European area in recent years. In this regard, EU has developed a series of measures and recommendations for Member States. Nevertheless, in Romania we are experiencing a crisis caused by the shift of teaching activities to the online environment, the lack of digital skills of teachers in pre-university education and, last but not least, the lack of digital media (free internet access, computers, tablets) for a large part of the students.*

*The current paper aims to identify the Romanian context shaping the development of the teachers' digital skills for Lifelong Learning up to the onset of lockdown, which led to the relocation of teaching activities online (on 16 March 2020), also focusing on the measures taken during lockdown (16 March 16 - 15 May 2020). The question we are trying to answer is how prepared were the teachers to cope with the online teaching activities, how much had the schools advanced in the integration of digital resources to face-to-face teaching.*

**Key words:** Lifelong learning; Digital skills; E-learning; Education crisis.

### **1. The Romanian context of the development of the teachers' digital skills for Lifelong Learning**

To meet the challenges of the dynamic knowledge-based society in the digital age, teachers must possess digital skills, both as a component, an integral part of their professional skills and as an incentive for the development of students' digital skills.

In a closely connected world, digital skills are gaining in importance and the school is becoming one of the poles - perhaps even the most important of them - that contributes to the development of these digital skills. In such a world, the school itself must transform in order to meet the new challenges and adapt its pedagogical practices to the technologies that can make it more effective (EduTech report, 2018, p. XI).

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Research estimates that there is a need to develop digital skills and use new technologies among teachers, in particular to adapt the teaching content and activities to the requirements of digital tools.

The European Commission has conducted a series of research on national teaching career policies in Europe in recent years. The analysis of the characteristics of the teaching profession focused on aspects such as: continuing education of teachers and types of professional support provided for them (2018, Teaching Careers in Europe: Access, Progression and Support. Eurydice Report); teachers' less developed competences, which require systematic interventions with relevance for the field of curriculum development: teaching methodologies adapted to the specificities of different groups; alternative methods of student evaluation; promoting interdisciplinary and collaborative approaches; promoting digital skills and using open educational resources; personalised approaches to learning, development of students' socio-emotional skills and self-regulation of learning (2015, 2013).

Currently, there is no national strategy explicitly aiming at teacher training, but the sectoral strategies of the Romanian education system implemented between 2015-2020 - *Strategy to reduce early school leaving in Romania; National Lifelong Learning Strategy*; The national strategy for tertiary education - underpinning multisided approaches to the training of teachers, with emphasis on their preparation to assume various roles in education.

## **2. Development of the teachers' digital skills for Lifelong Learning**

The main providers of continuing professional development for teachers in Romania are the Centres for Teacher Professional Development (Romanian name: Casa Corpului Didactic, acronym - CCD). These are defined, in accordance with the National Education Law no. 1/2011, as centres for resource and educational and managerial assistance for the teaching and non-teaching staff and as accredited providers of continuing education.

In the *Raport privind nevoile de formare ale cadrelor didactice din învățământul primar și gimnazial în domeniul abilității curriculare* (*Report on the training needs of teachers in primary and secondary education in the field of curriculum development*) (2020, coord. Irina Horga), we find that out of the 168 training courses conducted by the Centres for Teacher Professional Development, 74% took place in the face-to-face mode, 20% in the blended learning format and 0.6% online. It should be noted that 21 of the CCDs stated that they had not organized any training programme in the blended learning format; 9 had only one blended learning course; 7 CCDs organized between 2-5 such courses. Previous data highlight the limited experiences of CCDs in conducting and logically supporting courses in the blended learning format.

The number of dedicated training courses in pre-university education cannot be accurately computed, given the fact that only 4% of the total training courses organised by the Centres for Teacher Professional Development between 2013-2018 aimed at developing digital skills/use of ICT in the teaching-learning-evaluation

process. The report aiming at identifying the training needs of teachers indicated that only 10% of them stated that the last course they participated in comprised ICT/digital skills in the teaching-learning-evaluation process, and the purposes for which teachers previously used online learning platforms highlight only a partial and "static" use of the facilities and opportunities that such platforms can provide for users, to the detriment of flexibility, the ability to tailor training to personalised needs and their use for the development of genuine online learning communities.

The analysis of the National Registry of Accredited Continuing Education Programmes, updated in March 2020, published on the website of the Ministry of Education and Research, points out once again to the low interest of continuing education providers for ICT/digital skills, only 8% of the accredited programmes addressing the development of the teachers' digital skills for Lifelong Learning.

The Centres for Teacher Professional Development, according to the Law of Education, is the main provider in the field of continuing professional development of teachers in Romania, but the National Registry of Accredited Continuing Education Programmes dismisses this, at least in the field of ICT/digital skills: 55% of these programmes are provided by non-governmental organisations (associations, foundations), 36% by Centres for Teacher Professional Development and 9% by Universities.

This is the context regarding the development of the digital skills of teachers in Romania with the onset of lockdown, which led to the suspension of teaching activities in classrooms and the transition to online teaching activities.

### **3. Measures proposed by the Ministry of Education and Research during the online activities**

More than a month after the onset of lockdown, during which the teachers tried to keep in touch with the students, with no legal provisions in this regard, the Ministry of Education and Research issued on the Order no. 4135 on 21 April 2020, laying down the legal provisions for the development of the online instructional-educational process. The Order stipulates that the Ministry of Education is to draft and subsequently adopt the National Plan for Educational Intervention during the Suspension of Pre-university Courses. An Instruction for creating and/or strengthening the capacity of the pre-university education system through online learning was issued as Annex to the order, which provides the legal framework for the measures at the level of the Ministry of Education and Research, school inspectorates and pre-university education units in order to continue the learning process at the level of the pre-university education system. The measures provided are intended to ensure that the online learning process takes place.

It is planned to operationalise an online portal (<https://digital.educred.ro>) as a unique resource for online learning.

Furthermore, the Ministry of Education and Research will take the necessary steps to support the training of pre-service and in-service teachers in order to integrate teaching technologies to the teaching-learning-evaluation process through:

- the introduction of the specialised teaching methodologies and practical training subjects (compulsory) in the curriculum of the pre-service teacher training programmes with a view to the development of the competences of technology integration to the teaching-learning-evaluation process.
- supporting the Centres for Teacher Professional Development that will provide continuing training programmes for teachers aimed at the development of skills for integrating technology to the teaching-learning-evaluation process, by, first and foremost, accrediting them by the CSA.

This document drafted by The Ministry of Education and Research (Romanian acronym: MEC) specifies a series of duties and obligations that teachers must fulfill in the context of digital education; hence, the teachers shall: collect information necessary for students' access and participation in the online teaching-learning-evaluation process; design the support activity for online learning based on the online teaching and learning principles; carry out the teaching activity in the online system and to undertake responsibility for ensuring the quality of the educational act; develop, adapt and select open educational resources, learning sessions on education platforms, applications, as well as other categories of resources and means that can be used in the online learning process; develop assessment tools applicable online to record students' progress; provide permanent constructive feedback to each student, following the participation in the activities carried out and the completion of tasks; report the activity carried out to the management of the education unit, in compliance with the established conditions and terms of reporting; participate in the training activities and webinars recommended by the Ministry of Education and Research, The County School Inspectorate (Romanian acronym: ISJ)/ The School Inspectorate of Bucharest (Romanian acronym: ISMB) and the management of the education unit.

In order to be able to fulfill all these responsibilities, all teachers should already have developed digital skills, which is very unlikely, given the data in which this paper is grounded.

Article 11 of the Order establishes that parents/legal guardians have the obligation to ensure the access and participation of students in the online learning activities provided by the school. In other words, the parents are obliged to provide the student with the necessary equipment and to ensure the internet connection.

The Ministry of Education does not assume responsibility for ensuring free access to education for all students in the context in which 38% of children and young people under 16 are in a precarious financial situation that has been aggravated by the limitation of economic activities. The Ministry of Education has not conducted any study on the need for IT resources for schools and teachers in Romania (although it possesses statistical data that we have used in this paper, and reports at the national level) (2, p. 14).

This is the only normative act drafted by the competent ministry for this period, which unfortunately, does not offer solutions for any of the actors and stakeholders of the educational process: students, teachers, parents. All other ways of communicating and regulating the current situation belong to informal registers and settings: letters to teachers, press releases, etc.

#### 4. Conclusions

The Romanian school has faced serious difficulties in conducting online educational activities, because there has been no interest in developing the digital skills of teachers and no coherent strategy to prepare schools to use digital tools in the education process.

What can Romania do on short and medium term to facilitate the efficient development of education processes in the online environment?

More and more frequently the speeches delivered by the officials of the competent ministry highlight the idea of continuing the teaching and learning process in the online environment from the beginning of the new school year. In this context, it is necessary to regulate the obligation to use an online tool in parallel with the educational activities carried out in the traditional classroom.

Currently, digital textbooks are available on manuale.edu.ro textbooks, and the Ministry also owns the educred.ro platform, which has begun to be widely used in pre-university education. We consider it necessary to continue the development of this platform, which can be an important resource in the training of teachers' digital skills and a resource for carrying out online teaching activities. The moment of the Coronavirus crisis must be capitalised constructively in the sense of reforming education - on the one hand, the government must provide the necessary infrastructure to schools (equipment, internet access), train teachers and school managers to develop digital skills, support those measures ensuring that each student has access to online training (equipment, internet access).

The current context of the Coronavirus situation forces us to reshape existing educational practices, both in terms of teaching, which we must adapt to student learning, in interdependence with new evaluation methods and techniques, in compliance with online teaching-learning.

For education to continue in sustainable ways, it is absolutely necessary to take all measures so that technology will reach all teachers and students, so that teachers and students will stay connected.

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## TRAINING TODAY'S INDIVIDUAL FOR TOMORROW'S INDIVIDUAL'S PERFORMANCE. LIFELONG LEARNING

Florentin Remus MOGONEA<sup>1</sup>

### **Abstract**

*The contemporary world is characterized by a rapid and unpredictable evolution of science and technology, generating a significant movement of ideas, inventions and discoveries, an exponential growth of information and cutting-edge technologies. These have as a consequence the digitalisation of the society, the restructuring and the renewal of some multidisciplinary epistemological approaches, from all sectors of the social life.*

*Contemporary society is facing limited resources of raw materials and energy, population growth, widening the gap between rich and poor countries, the steady deterioration of the environment, and interethnic conflicts.*

*The solution to this crisis is the education reform, which will cause profound transformations in relation to the specificities of each country, a new education policy to increase its quality and imprint the prospective character.*

*Through structure, objectives and content, education must constantly meet the requirements of the evolution of national and international reality. The meanings and efficiency of the educational act are given by the adaptation and self-regulation capacity of education, compared to the more numerous challenges of the social space.*

*Our paper aims to demonstrate the importance of lifelong learning, deepening and capitalising on it, after the period of compulsory schooling. Tomorrow's human education is no longer reduced to what the school transfers; it results from the harmonious combination of the three forms of education throughout life. This means that the training of today's individual, through education, will meet the demands of the tomorrow's knowledge society.*

**Key words:** Continuing education; Lifelong learning; Adult education; Andragogy.

### **1. Preliminaries**

Contemporary reality shows that the role of the school not only has not diminished, but has become increasingly complex, due to its intertwining and functional correlation with other segments of the society, capable of performing, sequentially, the tasks and actions of this specialized institution.

Botkin *et al.* warned us as early as 1981 about the need for resizing and even changing educational paradigms. Traditional societies have adopted a type of

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maintenance learning, which emphasizes the acquisition of fixed methods and rules, in order to deal with familiar and recurring situations. This type of learning is meant to ensure the functioning of an existing system, of a known way of life, and it stimulates our ability to solve given problems and to perpetuate a certain cultural experience. In the conditions in which existential shocks, changes, evolution take place, another type of learning is needed, i.e., innovative learning. Innovative learning aims to prepare individuals and societies to act in new situations, and it involves the qualities of autonomy and integration. Innovative learning means formulating problems, breaking down clichés, predisposing to the breaking away from closed structures. Great existential changes take place on the basis of innovative visions, not on observance of traditions.

The reform of the Romanian education system has as an effect some changes of the educational policy and strategy. Educational policies and practices are based on reform principles:

- correlating education with the evolution of the economic system, the labour market, science and technology;
- equity as far as the opportunities for an open, diversified and modern education are concerned;
- optimizing the ratio between the general culture and specialized subjects in the curricula;
- European compatibility of the National Curriculum;
- decentralization and reform of school management.

The reform programme, developed on the basis of these principles, includes many elements of innovation, among which we list:

- restructuring of secondary, ethnic and vocational education;
- its organization in branches, specializations and curriculum cycles: observation and orientation, deepening and specialization;
- curriculum design at the national and local level;
- design of the national curriculum, compatible with the European one;
- design and implementation of curricula;
- design of state-of-the-art school curricula and textbooks;
- creating the market for alternative textbooks;
- improving the education infrastructure and connecting it to global electronic communications;
- organizing higher education in three cycles: colleges, part-time and full time higher education programmes;
- introduction of optional subjects for skills development;
- application of a new system of evaluation of students' performance;
- introduction of the entry examination upon the graduation from the secondary school;
- increasing the efficiency of the financing system and of the management of material resources;
- reform of school and academic management by decentralizing and developing the autonomy of education entities.

It has long been believed that school can provide the individual with a professional and cultural background for his entire life. In the school of that time, from which we have been separated for several decades now, education most often had an encyclopedic character, in the sense that the ambition was to teach the young people "everything" and to pass on as much of the treasure of knowledge accumulated by humanity. The unprecedented acceleration and amplification of the process of knowledge and the pace of obsolescence of knowledge in the contemporary world makes it impossible for a single person - no matter how intelligent and persevering s/he might be - to assimilate all the knowledge of his/her age. Even in a single field of activity or subject. Apart from the fact that, according to statistics, the volume of knowledge doubles every ten years, and the time required for the practical application of scientific discoveries has been greatly shortened. Human society, as a whole, is going through a period of revolutionary transformations that require the contemporary individual to have the capacity for continuous adaptation throughout his/her life.

Under the circumstances, the traditional type of education, based mainly on school, which had to solve all the problems thus preparing the young people for life, is gradually replaced by a new conception of education - lifelong learning. Since 2000 the European Commission has adopted a series of recommendations on the promotion within each Member State of an education that includes, not only structurally, but also in terms of educational content, elements of proximity and coincidence. The first common goals set out in European documents were "education for democracy", "lifelong learning" - continuing education, "multicultural education".

The concept of *lifelong learning* can be dissociated from another notional content, the one referring to the permanent character of education. The need for the permanence of education at the individual and historical plan has long been intuited, first of all by the classics of universal pedagogy. "The whole of *his life is a school for everyman, from the cradle to the grave*" says Comenius; he also considers that "everything we are, what we do, what we think, talk, weave, acquire and possess is nothing but a ladder on which we climb higher and higher, to get as high as possible, without ever reaching the highest level. "

There is no established definition for the concept of *lifelong learning* and, therefore, we operate with its characteristic features. Dave defines *lifelong learning* as the process of improving the personal, social and professional development throughout the life of individuals that would allow them to integrate into the socio-economic and cultural environment.

Maheu (p. 180) thinks, for example, that lifelong learning is a dimension of life. It is a certain attitude of insertion to the real and not the preparation for an active and responsible existence.

Lengrand (p. 49) sees *lifelong learning* as an action capable of enhancing the creation of structures and methods that help the individual throughout his/her existence in the continuous process of preparation and development; to prepare the individual so that s/he becomes his/her own subject of development through the multiple forms of self-instruction.

Schwartz defines *lifelong learning* as an integration of educational acts to a true continuum in time and space, through the play of a set of means (institutional, material, human) that make this integration possible (p. 53). In his opinion, education is not limited to a single educational subsystem, but it encompasses, in perspective, all social activities that are carriers of education: ... the idea of the permanence of education will go to such an extent that there will be no more talk about anything else but education, the notion of permanence being included in the very idea of education (pp. 53-54).

For Suchodolski, the expansion of lifelong learning will make it a means of developing the needs for and interest in cultural values, because it corresponds to the orientation of human preferences and inclinations, and because it makes our lives more colourful and valuable. (p. 312).

## **2. Characteristics of lifelong learning**

The concept of *lifelong learning* displays a number of characteristics:

- continuous character. The continuity in time of education should not be seen as a burden, but springing from the individual's right to education, as a way of adapting to the increasingly complex requirements of the environment. The right to education becomes the right of the individual to lifelong learning,

- global character. The globality of the individual, on the one hand, and the global character of the phenomena, on the other hand, explain this characteristic. The roles that the individual fulfills coexist at any time.

- integral character. Lifelong learning must horizontally integrate different psychic structures of the individual (intellectual, motivational, attitudinal, etc.), as well as the sources of non-formal and informal experience that influences the formation of the individual.

In a narrow sense, adult education represents the totality of the learning experiences that an individual goes through after reaching the legal age of enrollment to a system of compulsory initial vocational education and training. Most often, adult education is delimited by reference to children's education, the latter being still integrated to formal systems of compulsory education and initial vocational training. The term *adult education* has acquired different meanings throughout history and in different cultural spaces, but recent developments have focused on understanding adult education from the perspective of lifelong learning. Admittedly, adult education includes both continuing professional training (especially related to career and professional development) and the component of personal and civic growth (focused mainly on educating a passion, personal interests of knowledge, manifestation of civic behaviour or leisure activities).

According to the European Commission Communiqué of November 2001 - *Achieving a European Area of Lifelong Learning a Reality* - the term *lifelong learning* is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective".

According to the same document, lifelong learning involves:

- Acquiring and updating any type of skills, interests, knowledge and qualifications, starting from preschool education until the period after retirement. The concept of *lifelong learning* thus promotes the development of knowledge and skills necessary for every citizen to adapt to a knowledge-based society and to actively participate in all spheres of economic and social life, getting control of their own future.

- Valuing any form of learning, including: learning in formal contexts, such as a university course; non-formal learning such as professional skills acquired in the workplace; informal learning such as intergenerational learning (e.g. parents learning to use modern means of communication from their children or learning how to use a tool with a friend).

The current discourse on lifelong learning poses a number of new challenges for policy makers:

- dispersion and fragmentation of value systems at the social level, since the truth is permanently questionable;

- widening the discrepancies between various social groups and increasing the risk of social exclusion (those who lost the first chance to develop basic learning skills will continue to be increasingly disadvantaged);

- the decrease of the level of social cohesion, since survival strategies are more and more individualized;

- relativization of formal education systems and valuing of other contexts in which individuals learn through their own experience or through interaction with others;

- professional and geographical mobility of individuals within the globalization of the labour market.

### **3. Factors that enhance lifelong learning**

The development of research in the field of learning theories has highlighted new models of adult learning that are meant to reconsider the nature, process and purpose of adult learning. As a result, the idea that adults learning ability diminishes with age has been discarded. Also, pioneering studies on the specificities of informal learning draw attention to the educational value of all social contexts, regardless of the level and deliberate and conscious structure of the learning experiences in which adults participate. Research on learning as a social and cultural process, as well as on the impact of organizational culture on adult learning, has also broadened the field of understanding of adult learning.

a) We are also witnessing the extension of responsibility for adult education from the individual to the social level. Adult education is no longer just an individual responsibility of those who want to keep their job or spend their free time in the most interesting way. Adult education has become an important dimension of the learning society, it has become a social policy.

b) The increase of labour mobility has determined the extension of the sphere of continuing professional training from a narrower framework regarding the development of the professional competences required at the workplace to much

more extended social competences. As a result, continuing professional training tends to cover a wider area in the field of adult education. A parallel between the traditional and the modern perspective of the meanings of continuing professional training highlights this trend.

c) The population growth trends facing Europe today, shaped by the process of the rapid ageing of the population, accompanied by lower birth rates are changing the composition of the workforce and the system of demand for health, social and education services. In this context, the reconsideration of the adults' activity, even after reaching the legal retirement age, becomes an important topic of reflection for both adult education specialists and social policies makers.

d) The new information technologies widely used have driven the development of extremely diverse and accessible ways of education for all, regardless of age or residence. Use of distance learning modes, Internet access, e-mail, etc. laid the foundation of a new model of learning called *e-learning*, whose field of research is on the rise.

e) The increasing importance of human resources development, of the social capital, within the new economic development policies have determined the emergence of diversified policies and programmes to stimulate the participation of adults in education, as a condition of sustainable economic development. Regional disparities were thus addressed in terms of human capital development besides economic indicators, development policies for participation in education in disadvantaged areas being accompanied by human resource development programmes.

As a result, we are witnessing a resizing of the understanding of the term *adult education*, based on redefining the concept of learning as a psychological or cognitive phenomenon, individual and internal, to an understanding of learning as a social process, contextualized, belonging to a particular type of culture and social agency.

The Romanian pedagogist, Văideanu, claims that continuing education is currently a way of life of the contemporary individual. It is the way in which the contemporary individual overcomes his/her periods of crisis, unpleasant professional surprises, tensions. Through education s/he learns how to self-evaluate, to objectively assess his/hers place in a certain situation and, based on these evaluations, to take the appropriate measures of self-transformation. The same author is of the opinion that the individual who is prepared to assume responsibilities (including the responsibility of his/her own improvement), the one who reaches a high degree of autonomy in the learning process (...) that individual can be considered to be trained in the spirit of lifelong learning, knowing not only how to learn, but also to participate in the education of the other members of society "(1988, p. 140).

The historical and social factors that require the contemporary individual to be permanently educated are numerous:

- The contemporary information volume makes it possible to multiply the knowledge required to understand the processes of modern life and work in all fields of knowledge and human activity. The contemporary individual must be specially

prepared to seek, select and use the information s/he needs, as well as to reconcile what s/he knows with the discoveries in the fields that interest him/her.

• The dynamics of the occupational fields, at the beginning of this century, is another factor that requires lifelong learning. People, during their career, often have to change their job and even their profession, which forces them to constantly learn, to experience new institutions and to develop new professional skills;

• The advancement of technologies radically transforms the productive processes within the same profession; in order to keep their job, people are obliged to adapt as they go to the changes of the technological processes characteristic of the professional field in which they act; this adaptation is achieved through learning;

• The democratization of social life creates opportunities for a large number of people to participate in the management of various sectors of social life and to assume various responsibilities. In order to successfully fulfill his/her new roles (political, leadership, etc.), the individual in the new situation feels the need to be updated and to be trained in the social field in which s/he is involved;

• The prolongation of the average life expectancy has as a consequence, among others, the increase of the number of persons who have entered the retirement period; these people, relieved of their professional tasks, have more free time, which they often want to use to enrich themselves spiritually, to fulfill their aspirations which during their active life they did not have enough time to pursue. Fulfilling these aspirations often involves training, reading, systematic experiences, self-education.

#### **4. Objectives of contemporary lifelong learning**

The goals of contemporary lifelong learning have been classified into three broad categories (Dave, 1990):

- a) conventional (traditional) objectives;
- b) objectives of paramount importance;
- c) instrumental objectives:

Conventional (traditional) objectives refer to the traditional educational purposes of lifelong learning, the most important of which referring to the development of basic social skills and abilities, without which a person's ability to self-educate permanently cannot be conceived: reading, numerical skills, basic practical skills and abilities, abilities to maintain health and personal hygiene. Some of the traditional goals of lifelong learning have gained in the modern society, a renewed emphasis: cultivating in people's souls ideals that support the need for lifelong learning, such as the ideal of efficiency in what is done (without repressing the human spirit), the ideal of freedom, the ideal of peace and democracy. In conclusion, lifelong learning traditionally pursued:

- building a positive attitude towards education and permanent personal growth;
- initiating the individual in the technique of lifelong learning;
- initiating the individual in the logic and specific languages of different fields of knowledge;

- developing personal communication skills;
- enrichment and systematic updating of general and specialised knowledge;
- mastery of modern methods of organizing and managing work processes; change of qualification, if required, and improvement of skills, according to up-to-date requirements.

The main goals are considered to be closely linked to the so-called "new quality of life" in the contemporary and future society. Quality of life does not refer only to the welfare of the members of a society, but, first of all, to the way they feel the life they live and the way they conceive and carry out their existence. The most important objectives of lifelong learning, related to people's ability to live a quality life are considered to be the following:

- achieving inner stability, materialized in the resistance of individuals to possible "shocks" caused by the increasingly frequent changes in the contemporary societies, maintaining their mental health;
- emotional vigour, characteristic of emotionally robust people, able to withstand strong emotions caused by the risk and uncertainty that the contemporary individual faces;
- the inner young spirit, manifested by curiosity, alertness to what is new, instead of immersing in a state of "confusion";
- the ability to make a responsible choice, signposted by the ability to grow, to lead oneself, instead of waiting for "directions" from others or being led by other people;
- the tendency to permanently excell oneself, the desire to constantly improve oneself, as assessed against one's own prior achievements, not only against what one's peers are able to achieve (their achievements can sometimes be very modest, to which can be added a state of complacency in the state of mediocrity);
- social engagement, the ability to map one's abilities to the social and professional demands.

The instrumental objectives are those purposes of lifelong learning that are meant to contribute to the achievement of the broader goals, previously presented: learning how to learn, inter-learning, self-directed learning, increasing educability.

• learning how to learn refers to "knowing how to learn" by using the most appropriate methods and techniques, likely to make the learning effort effective. The school, in addition to initiation in various learning techniques, must offer the individual opportunities to become familiar with the logic and specialised languages of different sciences, as well as with the structure of knowledge of different areas of human reflection.

- inter-learning refers to the ease with which an individual is able to learn from others and with others, in the family, at school, in group, etc.;
- self-directed learning implies the ability to plan and lead one's own learning processes, depending on the instructive-educational objectives to be achieved;
- increasing educability aims at the ability to take advantage of different life experiences, the ability to change one's own pre-existing structures, when required.

## **5. Forms of lifelong learning**

Contemporary lifelong learning, by bringing together all forms of education - formal education (taking place within educational institutions), non-formal education (outside of school, through cultural institutions, media, etc.), informal education (occurring spontaneously, in various social groups) - includes a wide variety of forms:

- school-based education (including post-graduate education and various forms of vocational reskilling);
- family education;
- educational activities in clubs, cultural societies, children's and youth organizations, etc.
- education in some institutions (church, army, political institutions, etc.)
- education through media;
- self-education.

Basically, however, it can be appreciated that lifelong learning is a synthesis of school education and adult education.

## **6. School-related duties in lifelong learning**

The main duty of the school in order to promote lifelong learning - in addition to fulfilling the above mentioned objectives - is to prepare students for self-education. The school must provide students with certain intellectual skills and tools, indispensable for any self-education:

- self-control, objective self-evaluation of one's own progress in learning;
- the ability to communicate what has been learnt (in various forms: oral, written - summary writing, scientific papers, presentations, etc.);
- the ability of organizing and using one's time rationally; critical thinking in the use, for example, of the media, of leisure time, and of intense study;
- mastery of efficient learning techniques and methods (memorization techniques, data processing (summaries, fact files, syntheses, schemata, etc.);
- mastery of information mining skills (use of textbooks, notebooks, use of bibliographic catalogs, e-documentation, etc.).

## **7. Characteristics of contemporary lifelong learning**

In order to achieve these objectives it is considered that lifelong learning should meet the following characteristics:

- continuing education, generated by the way of living, working and adapting of the contemporary individual, who in order to meet the challenges of the contemporary way of life, resorts to education, to his/her own transformation;
- global education, which integrates in a continuum all levels and types of education. It includes formal, informal and non-formal models of education, a plurality of alternative, complementary, open lifelong models of education, not limited to adult education;

- comprehensive education, as it aims to provide people with a multisided and balanced training, not just reskilling, or getting another qualification in a particular field;
- education for participation and development, because the individual trained in the spirit of continuing education is ready to assume responsibilities, s/he knows how to learn for himself/herself and how to participate in the education of others (Văideanu, 1988).

## **8. Adult educations – duties and forms of achievement**

In general, adult education underlies three major categories of duties:

- cultivating the adult's personality;
- enrichment of knowledge;
- fully rounding the school culture.

The mission of education is to help the individual to cultivate, that is, to raise to the level of his/her own potential and to the level of his/her own destiny (Kriekemans). The cultivated individual is not the one who acquired, like ornaments, knowledge and abilities of all kinds from all fields. An individual can be considered motivated to the extent to which s/he:

- has managed to excell himself/herself so that s/he is able to express and assert his/her own unique identity;
- has become able to self-evaluate and appreciate things realistically;
- has acquired the power to dispose of himself;
- has become able to lead his/her life responsibly.

To sum up, it essentially means the ability to conquer and maintain one's freedom. Both workers and intellectuals can be considered cultured people, insofar as they have acquired these abilities. For all these reasons, human cultivation cannot stop during the school years.

Adult education can sometimes aim - in addition to preparing to live the daily life in freedom - as a secondary duty, the enrichment of knowledge which, at some point, the individual may feel deemed to, and even the third - the fully rounding of the school culture. The most important is, of course, the first, because it involves freedom, full self-awareness, the ability to choose consciously, responsiveness and the ability to understand everything that life teaches him/her so that no joy and pain has been experienced uselessly.

Schwartz (1976) distinguishes among three forms of adult education, corresponding to these three duties:

- education in the socio-cultural environment (popular education, preparation for leisure time, citizenship training, etc.)
- education in the socio-professional environment (through daily work);
- post-secondary education (reskilling, training - usually undertaken by various educational institutions).
- adult education in the socio-cultural environment has developed four more important models over time:

- the Anglo-Saxon model - based on university education; universities carry out, either inside or outside, various activities for disseminating scientific knowledge, training citizenship, etc.;
- the French model - involving the use of an institutional system of clubs, open universities, libraries in which adults participate freely and which adds a system of various after-school activities;
- the Scandinavian model- based on open universities, communal schools, peasant schools, evening high schools, where the emphasis is on civic education, national history, national folklore, etc.;
- the mass-media model - consisting in the use of radio and TV broadcasts, documentary films intended for adult education (Topa, 1973).

Broadly speaking, the forms of adult education in the socio-professional context, in terms of their content, start from the issues that life itself raises for the adult: profession, politics, children's education, love, marriage, social and economic problems. It always starts from the real problems, as they are encountered in the life of the adults. Unlike when working with children and adolescents, when the educator is the one who decides what they will have to learn, when it comes to adult education, those who are the object of education decide whether or not to deal with the issues that they are proposed. It is a training that can no longer be imposed, because, in general, it is no longer perceived as a "means for later", but as an end in itself. Regarding the methods used, given that the content of these forms of adult education is the personal life of the participants, associated with the intention of finding its meanings, of course, scholarly and dogmatic lectures are inappropriate. Usually, the activities take place in the form of conversations in which each presents his/her case, expresses his/her point of view, so that, gradually, the impression is given that the path to truth and problem solving is discovered together (Kriekemans, p. 438).

## **9. Directions of education change as required by lifelong learning**

In order to meet the changes taking place in contemporary social life and to be able to transform itself into an authentic education for change, contemporary lifelong learning imposed the following categories of changes of traditional education (Văideanu, 1988):

- the expansion of education - the learning period extends over the entire life of an individual, by including some categories of the population that once remained outside the formal education systems (based on educational institutions): preschool children and adults.
- education innovation - lifelong learning forces education to rethink its outcomes and content so that through everything it does to continuously develop and maintain the students' capacity of self-instruction and self-education.

Alongside rethinking the outcomes and content, the methods of school education and the way of organizing education are reshaped. Among the organizational transformations, the most important are considered to be:

- (a) the decentralization of education (the possibility of making important educational decisions on the educational objectives pursued, the content and, in

general, the whole curriculum, at the level of the smallest units of the education system in a country;

(b) de-formalizing education (creating opportunities to move from one class to another, to move from one type of school to another, in less formal and less standardized ways);

(c) the diversification of forms and modes of learning so that, in addition to guided learning, specific to traditional education, new forms of learning such as self-learning (independent learning), inter-learning, group learning, spontaneously established), self-assessment and cooperative assessment;

(d) the development of effective systems for pedagogical counseling and the educational and vocational guidance of the population receiving education.

(e) the integration of forms of education - cooperation among all forms of education: formal, informal and non-formal. In the contemporary society there is an increasing tendency to use non-school structures, such as open universities, community learning centres, in conjunction with classical educational institutions (formal education), as well as informal education systems, such as radio and television broadcasts, online courses. All these forms of education must show unity of educational action, ensured by the pursuit of a common educational ideal and common general educational goals.

## **10. European programmes of lifelong learning and professional training**

At the level of the European Union and of the European Commission, a wide range of decisions are made regarding education, its quality, educational systems and processes. There are several areas of intervention, including the one aimed at Vocational Education and Training, which aims to expand the range of professional training and personal growth opportunities in the context of lifelong learning. To this end, the European Commission sets as its priorities the multiplication of communication, cooperation and collaboration relations between the Member States with regard to educational policies and the identification of possible sources and resources for financing educational projects.

The education and training programmes, managed by the European Commission and implemented at the level of each community belonging to the Member States are:

- The Lifelong Learning Programme, which aims to capitalize on lifelong learning opportunities (LLPs), based on an agreement signed by the Member States.

- The Erasmus Mundus Programme, which aims to improve the quality of higher education and promote the intercultural dialogue through cooperation of the Member States with third countries, according to Decision no. 1298/2008/EC of the European Parliament and of the Council, as of 16 December 2008;

- The Tempus Programme, which aims to and supports the modernization of higher education in the neighbouring areas of the EU. It promotes institutional cooperation at the level of the Member States and in partner countries, concentrating its actions on the area of higher education in Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region;

• The bilateral cooperation programme, which aims at a set of actions designed to enhance cooperation between the Member States and the industrialized countries targeted primarily in North America and Asia-Pacific. This programme equally aims to provide financial support for student mobility. Cooperation with industrialised countries proposes various partnerships in higher education, including the EU-USA ATLANTIS Programme, the EU-CANADA Transatlantic Exchange Partnerships (TEP), the EU-ICI ECP understanding and cooperation programme, involving countries such as Australia, Japan, New Zealand and the Republic of Korea.

• Intra-ACP Academic Mobility Scheme - promoting higher education cooperation in Africa, the Caribbean and the Pacific (ACP), and managing partnership funds between higher education institutions (HEIs) from different countries in these regions, providing scholarships for students and academics to carry out research or teaching mobilities in another country included in the programme.

Returning to the Lifelong Learning Programme (LLP), it is composed of the following categories of (sub-) programmes:

a) Sectoral programmes: Comenius; Erasmus; Leonardo da Vinci; Grundtvig.

These programmes are carried out by the punctual identification of some transversal activities: Cooperation and innovation policy; Linguistic diversity; Information and communication technology; Dissemination and capitalisation of results.

The structure of the Lifelong Learning Programme is therefore made up of:

• four sectoral programmes addressing pre-university education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig);

• a cross-cutting programme, focusing on cross-cutting areas (policy cooperation and innovation on lifelong learning, languages, use of information and communication technology innovations, dissemination and exploitation of results);

• a programme to support teaching, research and reflection on European integration and the main European institutions and bodies (Jean Monnet Programme).

The structure of the LLP programme therefore consists of the following sectoral sub-programmes:

- Comenius Programme (schools)

- Erasmus Programme (university education)

- Leonardo da Vinci Programme (vocational training)

- Grundtvig Programme (adult education)

- A cross-cutting program with four key activities;

a. Key activity no. 1: Strategic cooperation and innovation in lifelong learning;

b. Key activity no. 2: Foreign languages;

c. Key activity no. 3: Development of ICT-based content;

d. Key activity no. 4: Dissemination and exploitation of results.

- Jean Monet Programme (Jean Monet Action, funding grants for designated institutions, funding grants for other European institutions).

Based on the Candidate's Guide, we also identify a series of objectives common to all (showing minor changes for the years 2010, 2011, 2012 and 2013):

Overall objective: to encourage exchanges, cooperation and mobility between education institutions and systems in the European Union so that they become benchmarks worldwide.

Specific objectives:

- To contribute to the development of quality lifelong learning, to promote high performance, innovation and a European dimension in the systems and practices in the field;
- To support the achievement of an economic area of lifelong learning;
- To help improve the quality, attractiveness and accessibility of lifelong learning opportunities in the Member States;
- To emphasise the contribution of lifelong learning to social cohesion, active civic spirit, intercultural dialogue, gender equality and personal development;
- To promote creativity, competitiveness, employment opportunities and the development of entrepreneurship;
- To contribute to the increased participation in lifelong learning of people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
- To promote language learning and linguistic diversity;
- To support the development of ICT-based content, services, pedagogical methods and innovative practices of lifelong learning;
- To strengthen the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, encouraging tolerance and respect for peoples and cultures;
- To promote cooperation in the field of quality assurance in all sectors of education;
- To encourage the optimal use of innovative results, products and processes, as well as the exchange of good practices in the field relevant to the Lifelong Learning Programme, in order to improve the quality of education and training.

Since 1980, the Eurydice network has been an extraordinary provider of information on education in Europe. The network's mission is to cater reliable information and comprehensive analysis of European education systems and policies. It consists of 40 national units, located in 36 countries participating in the EU Lifelong Learning Programme: Member States; Croatia, Macedonia, Iceland, Montenegro, Serbia and Turkey; Liechtenstein, Norway and Switzerland. The Eurydice Network is coordinated and managed by the EU-based Education, Audiovisual and Culture Executive Agency (EACEA), based in Brussels.

Eurydice is a multilingual online encyclopedia that aims to present as accurately as possible the image of education systems across Europe. Managed by the Eurydice network and regularly updated by education experts and national ministries across Europe, it provides access to over 5,000 articles on the organisation of education systems and the latest reforms. If you want to understand a particular education system or if you want to analyse an issue of education at the European

level, Eurypedia provides you with the most detailed information about 38 school and university systems.

b) The Jean Monet Programme aims to enhance learning, teaching, research and reflection within and outside the European Commission.

The studies focus on the origins and evolution of the European Community and the European Union, the role of the EU in the dialogue between peoples and cultures, the role of the EU and its perception in the world.

## **11. Conclusions**

The permanent character of education highlights the fact that education is undertaken throughout life. In the past, education referred only to one stage of human life (childhood and youth), which was possible given the slow pace of the development of society.

Even in these conditions, the great thinkers insisted on the idea that education is necessary to be pursued throughout the entire life. Seneca, for example, advocated that the elderly should also learn, Comenius claimed that for every man his life is a school, from the cradle to the grave, and Nicolae Iorga stated that a learned man is one who learns constantly and who constantly teaches others.

However, lifelong learning becomes a vital necessity of the contemporary society, it is a theoretical and action principle aiming to put order in a reality specific to our century. It is a permanent process in time (taking place throughout life) and extensively in space (it includes both school education and education that takes place outside of school).

The fundamental purpose of lifelong learning is to maintain and improve the quality of life. It represents the democratisation of education, being at the same time an organisational principle for all types of education, thus fulfilling multiple functions: adaptation, correction and innovation.

The permanent character of education lends a new perspective to education as an activity aimed at the development of the human personality. The permanence of education makes education no longer conceived as mere preparation for life, but becomes a dimension of life, an existential continuum, whose duration overlaps with the duration of life itself. This abolishes the division of life into two stages: one for the acquisition of knowledge and another for its use. Education is no longer limited to what is achieved in school, but it continues after graduation (post-graduate education, various forms of training and development, including self-education).

At a theoretical level, lifelong learning is, on the one hand, a fundamental pedagogical concept, an integrative one, which encompasses all aspects of the educational act, and on the other hand, an operational pedagogical concept, which extends its applications to all aspects of education.

As an open pedagogical model, lifelong learning fosters curriculum design in school, achievable at all levels, and the subjects of study in relation to all training and development resources of the student, capitalisable throughout life, in a moral, intellectual, technological, aesthetic, psychophysical way; formally, non-formally, informally.

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## ALLOSTATIC NEUROPLASTICITY AND EPIGENETIC MECHANISMS IN PERSONALITY DEVELOPMENT

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### **Abstract**

*Genetics is part of the life of every individual having a great influence not only in terms of the transmission of physical characteristics, but also in terms of the development of the human being. Genetics makes its mark on the character and lifestyle and relationship of an individual with the social environment. Epigenetics is a relatively new field of genetics that aims to elucidate the causes of the presence or absence of a pathology caused by the activation of genes. Epigenetics does not end its activity in intrauterine life, but is in a permanent dynamic. This dynamic is influenced by the individual's lifestyle and environmental factors. Thus, by adopting sanogenic practices to maintain good systemic and mental health, as well as ensuring an environment free from pollution, an optimal state of health of the human body can be obtained. An individual's adequate state of health encompasses three major factors: physical, mental, and social health. Alteration of one factor leads to the cancellation of the other two. Therefore, in order to maintain a balance, a good functionality of the bio-psycho-social complex is necessary. The novelty element brought by epigenetics compared to classical genetics is represented by the way in which certain factors act on human DNA and produce changes throughout life.*

**Key words:** Epigenetics; Bio-psycho-social factors; AND.

### **1. Introduction**

If only recently many specialists supported the idea that the nervous system cannot be subjected to modeling processes, nowadays the concept of neuroplasticity is advancing more and more. Neuroplasty is the ability of the neuronal cell to adapt to the conditions imposed by both the external environment and the internal dynamics of the body. Thus, the claim that the nerve cell cannot regenerate or develop other new neural networks is increasingly losing its scientific credibility.

Allostasis is the ability of the human body to react to internal or external stimuli. Through allostasis, the body takes over the information received and acts

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through the constituent systems (nervous / digestive / cardiac / respiratory system, etc.) in such a way as to protect itself from harmful processes. The notion of allostasis is relatively new and had as a starting point the concept of homeostasis, which referred strictly to the body's ability to maintain its balance in different conditions (Vitalie, 2010).

Although the allostatic process is considered beneficial in some key situations, as it manages to prevent the deterioration of health, if it is active most of the time it can have negative consequences. One of the most common negative consequences is hypertension (Vitalie, 2010). Thus, it has been shown that in the case of individuals constantly subjected to negative stress (distress) there is a high level of catecholamines in the body which maintains an increase in blood pressure leading in extreme cases even to myocardial infarction.

Therefore, there is a major interdependence between chronic stress and cardiovascular diseases. Recent studies have shown that the onset of heart disease (in adolescents and children) is attributed to the mismanagement of their emotions (McEwen, 1993).

## **2. The link between human DNA and emotions**

Unlike the cellular system, DNA has greater stability. Often, the body's cells are unstable, easily altered by harmful factors. However, even in the case of the structural architecture of the DNA, changes may occur. As is well known, DNA has a role in storing genetic information. Literature studies have highlighted the impact of emotions on DNA by conducting experiments: two groups of people were set up: the first group was subjected to positive emotions, and the second group was subjected to negative emotions. The results of the experiment showed that in the case of the group exposed to intense negative emotions, the DNA twist was approximately 25% larger. Researchers have concluded that the impact of negative factors on DNA is quite important and can lead to changes in individual behavior through mental destabilization (Dispenza, 2016).

Each individual has a quantum system. This quantum system stores waves from various emotional states. In the case of positive emotions, the waves are coherent, being much stronger and having a beneficial role on the whole body. Negative emotions, however, are characterized by the presence of out-of-phase waves that lower the individual's immunity.

- Studies have been performed to verify the predominant type of emotion in different areas of activity. The method used was that of the PANAS-X questionnaire and targeted workers in the medical, economic, tourism and construction fields. The results showed that positive emotions predominated in the tourism and financial sector, while in the medical and construction sector it was noted that negative emotions predominate (Dumbravă, 2014).

Another aspect of this study highlighted the fact that people working in areas where there were high levels of positive emotions (tourism, finance) achieved higher performance (Dumbravă, 2014). The presence of negative emotions among medical staff is somewhat justified given that they are often burdened with the problems

stated by the patient, leading to changes in mood and decreased enthusiasm. In the case of individuals working in the field of construction, negative emotions often occur due to physical exertion, as well as the rigor of the work performed.

In any work line it is necessary to regulate emotions in order to have a good self-control of the activities carried out. However, there is still a great difficulty between the process of generating emotions and the process of managing them. According to Mauss *et al.* (2007) emotional regulation is defined as “the deliberate or automatic attempt of an individual to influence what emotions to have, when and how to have them and how to express them”. This is a complex process and requires good self-knowledge as well as a lot of training. Owning self-control is based on clearly setting the goal, as well as prioritizing. Emotion regulation is a basic component of the self-control process and focuses mainly on the subjective side of the individual, on his emotional experiences (Vrasti, 2015).

### **3. Understanding the type of personality through the prism of acquired social masks**

Each individual is exposed at a certain point in life or even repeatedly to experiences that greatly influence his personality. The main events that have a major impact on the individual are: rejection, abandonment, humiliation, betrayal and injustice. Of course, it is not mandatory for a person to be the victim of all these experiences, it can only be partially exposed. Total exposure leads to sometimes irreversible changes in behavior, but which can be ameliorated with the help of psychotherapy sessions.

**Rejection** should not be confused with abandonment. Rejection is a deep lesion and can manifest from the first years of life. An example of rejection manifesting itself since childhood is that of the unwanted child. This child will wear this soul injury all his life even if after a while it is possible that the parents have revised their idea and are satisfied. This is because when he is born, the child is transmitted a feeling of rejection that greatly influences him. Thus, the child will always have a tendency to run away from certain people or situations. Through this avoidance of people / conjunctures, the individual tries to protect himself, to avoid suffering.

From the point of view of physical appearance, individuals who have suffered because of the feeling of rejection are distinguished by a bodily inconsistency. Facial asymmetries can often occur, as well as significant differences between the development of the upper and lower body. Such a person may leave the impression of an incomplete body, it seems that a certain part is missing or it is insufficiently developed, and this situation can attract the attention of others in a negative way. Often, these people may look like children even if they are in adulthood. In the worst situations, the individual may have a deformed body, which leads to the appearance of inferiority complexes, thus aggravating the initial situation.

The facial appearance is characterized by the presence of small eyes, often with a lost look. The eyes of these people often convey fear, often having an unpleasant physiognomic appearance due to the presence of dark circles. The opposite can also

happen: it occurs when a child is overprotected. If in the early stages it seems to be a beneficial action for a child's development, it must be borne in mind that any overexerted action turns into a harmful action. Overprotection does nothing but prevent the child from creating his personality. At some point, the child will feel overwhelmed by affection, and when he grows up instead of giving affection to others he will react in the opposite way by rejecting others (Bourbeau, 2018).

Following the phenomenon of rejection, a series of somatic manifestations may appear:

- cardiovascular diseases by installing arrhythmias (uncontrolled heartbeat); high blood pressure can often occur if the individual feels a strong sense of fear;
- gastrointestinal disorders caused by repeated mental stress, as well as lack of proper nutrition;
- respiratory diseases in the case of individuals suffering from panic attacks;
- prolonged stress leads to a drastic decrease in immunity resulting in the appearance of autoimmune diseases or even tumors;
- other manifestations: diabetes (produced by excessive mental stress or excessive consumption of foods / drinks with a high sugar level); depressive states; episodes of bulimia nervosa;
- these people may develop rare pathologies that do not currently benefit from a curative treatment (Bourbeau, 2018).

**Abandonment** is also manifested from the first years of life, more precisely in the interval of 1-3 years when the child needs increased attention from the parents, not being able to understand certain notions or to distinguish between good and evil. The physical appearance highlights a weak person, lacking optimal muscle tonicity, the limbs are often weak. At the facial level, there are large eyes that attract the attention of those around them through sadness. Many children face the feeling of abandonment at least once during their childhood. It can be determined by situations such as:

- parents attention given mainly to the job and neglecting the daily activities to be performed with the child;
- the birth of another child; the attention on the newborn will be even greater if he suffers from a certain pathology;
- precarious health of parents who due to medical conditions can not focus on the needs of the child;

Children who suffer from abandonment will become adults who will show an exaggerated affectivity, often becoming dependent on their life partner. It is this absence of parental affection that contributes to the feeling of insecurity. These individuals will always be suspicious and will have difficulty establishing relationships based on trust. Basically, people affected by the feeling of abandonment will tend to put any event in doubt. Regarding the body aspect that is most commonly characterized by the absence of muscle tone, these individuals will seek to make corrections to the defects. Depending on the intensity of the defect, some individuals resort to remodeling through exercise that contributes to toning muscle mass. In severe cases, the affected people resort to reshaping plastic surgery.

The most common cosmetic interventions are breast augmentation, liposuction, and lip augmentation. Of course, aesthetic interventions are mainly required by females (Bourbeau, 2018).

**Humiliation** is a soul wound that can manifest itself after the age of 5, when the child is able to understand at least partially what is happening around. In order for a person to be affected by the feeling of humiliation, he must be able to understand the inter-human relationships that are established both in the family and in the social environment (in the group of friends, teachers, relatives). Often, humiliation occurs when the child enters the school environment. This happens because many teachers / educators believe that by "humiliation" a re-education of the student is achieved. In fact, the exact opposite effect occurs. Instead of remedying the unpleasant or erroneous situation caused by the student, it will only amplify the feeling of guilt that will lead to the development of an internalized child, unable to express his feelings and dissatisfaction.

Another cause of guilt is the situation in which the parents expose the child's problem to other people. Even if it is a minor incident that for parents can be noted as something comic or specific to young age, the child does not have the ability to accurately understand the seriousness of the situation and will interpret it as something very important that changes the perception of him by the people around. At maturity, the child who has been humiliated will often be distinguished by submissive behavior, desperately trying to help and please everyone around him. However, he does not exercise these actions in order to be good to those around him, but he wants to create for himself the image of a good person who does not disappoint and can always be counted upon. Humiliated people often lack a sense of self importance and are very easy to hurt. They perceive even the most insignificant reproach as a real drama, tending to exaggerate. The physical appearance of these people is characterized by the presence of obesity, and on the face there are large eyes with wide opening that give the impression of innocence.

**Betrayal** manifests itself especially in the interval of 2-4 years and is closely related to the Oedipus complex. This complex refers to the attraction of the young child towards the parent of the opposite sex, and if the presence of extreme cases is noticed, it is necessary to resort to cognitive-behavioral psychotherapy. Through therapy, the individual is helped to overcome the situation and to understand the normality of life through the prism of establishing inter-human relationships.

Also, betrayal is assimilated as an infidelity or as an unmasking of a situation that puts in a negative light the person concerned. Often, betrayed people reach the position of dominator and stand out by their imposing physical appearance. A dominant man is characterized by a well-developed trunk with broad shoulders, strong limbs, optimal muscle tone. In the case of women, it can be seen that the hips are well expressed, the lower limbs with very well developed muscles, have a "pear" silhouette. Dominant people have a good mental training and often anticipate the situations that will arise in the future. It can be said that there are people who seem to live in the future and neglect the present that they consider monotonous.

They manage with great difficulty to trust other people and they want to control everything, tending to get angry easily if their ideas are not accepted.

**Injustice** - a person whose merits are not recognized and whose value is not properly appreciated feels that an injustice is being done to him. This feeling occurs between 4 and 7 years when the child is in the process of developing individuality. An individual who has been repeatedly subjected to actions that have wronged him becomes rigid, often internalized. These people will frequently opt for a dark, sober (generally black) clothing, and may also notice the posture of the body which often highlights the crossing of the arms (in this way the person tries to show certain feelings, it seems that he uses a shield against suffering).

However, this person will become rigid in adulthood, and is in a constant search of justice. He tries to be "perfect" although this is not possible, being always a person who does not deviate from the rules, who is correct, punctual. He also claims that all these principles of his should be respected by those around him. He plans very carefully the things he wants to achieve and is very selective in terms of the group of friends, the employees he chooses, etc. In terms of physical appearance, the rigid individual is characterized by bodily harmony, balance tending to perfection, but also a constant fear of not changing its proportions. The clothing chosen by women highlights the waist, which is very thin. However, this preference to accentuate the small waist again refers to the minimization of emotions / feelings. In general, these individuals are confident, show optimism and prove to be strong people who manage to achieve their goal (Bourbeau, 2018).

The wronged individual wants fair appreciation. He wants to be rewarded according to his merit. Doesn't ask for anything extra. If he receives more than he knows he deserves, he will try to get rid of the surplus. Rigid persons know very well how to mask their emotions, but those can be detected by changing his vocal tone. It suddenly becomes inflexible. They are constantly afraid of making mistakes and are very demanding both with themselves and with other people. Burnout syndrome is common in this type of person, because they avoid asking for help and always have the ambition to push their limits. Another feature of rigid people is to disregard the concept of "luck" or "chance / coincidence". There is no luck for them. They work hard for everything they get and are reconciled to this attitude that they consider fair and just. If he is a lucky person he will feel a strong sense of guilt. Also, discipline is a watchword for this typology, and non-compliance with this lifestyle brings dissatisfaction. Physical health is generally unaffected, extremely rare in various conditions, but which have a low or moderate intensity. Most often they are subjected to psychological disorders caused by the chronic stress of the desire to achieve everything perfectly (Bourbeau, 2018).

#### **4. Resolving internal conflicts**

Resolving internal conflicts is absolutely necessary to have a state of balance in both the professional and personal environment. Teachers are often forced to confront students who have a hostile attitude towards academia or a difficult-to-understand personality typology. All these aspects must be managed with great care

in order not to obtain the opposite result from the one we want. Approaching this type of students requires, in addition to a good professional training in the field, a broad knowledge of school psychology.

Types of conflicts encountered in academia:

- **Discomfort**: there are students who constantly have a feeling that they do not find their place or think that they have not chosen correctly the field in which to work after completing their studies; communicating with them is quite difficult because they avoid expressing their feelings;

- **The incident**: there are situations in which a student or a group of students suddenly behaves atypically compared to the way they behaved previously; this raises an alarm for the teacher who is trying to better understand the causes that determined this reagent; it is a rather rare situation and has a short duration;

- **Misunderstanding**: this conflict occurs when the sender does not send the message clearly, objectively; the receiver will take the message from the sender and perceive it either erroneously or in contrast to what the sender wanted to say;

- **Tense situation**: it is common in adolescents and young people who tend to support their point of view even if it is not correct; in this case the teacher's intervention must aim at correcting the student's perception regarding a certain subject; this intervention requires a tactful and serious approach that does not come to "attack" the idea promoted by the student, but to bring justified clarifications that do not harm the student's personality;

- **Crisis situation**: it is quite rare, but not non-existent; over the years, many cases of verbal or even physical aggression by teachers or students / students who have sparked controversy have even been promoted in the media; in these situations psychological counseling is necessary (Iușcă, 2010).

The causes that led to these conflicts are extremely varied: different opinions, inefficient communication, inappropriate behavioral style.

## 5. Stimulating students' creativity

Stimulating students' creativity is a complex process in a continuous dynamic due to new teaching techniques, as well as due to technological development that facilitates access to a wide range of information in a very short time. By stimulating the student's creativity, special school performances are obtained, but it also contributes to the harmonious development of thinking in everyday life. However, it is not uncommon to notice that there are students who have a blockage of creativity.

These blockages may have the following etiology:

- **perceptive blockages**: this situation is often encountered in the first year of university study when the student comes into contact with a very large amount of new information. Perceptual blockage is all the more intense if the basis of the studied discipline is absent. Basically, it is impossible for the student to make the connection between the notions taught if he does not have a solid foundation. In this case, the creative process is out of the question.

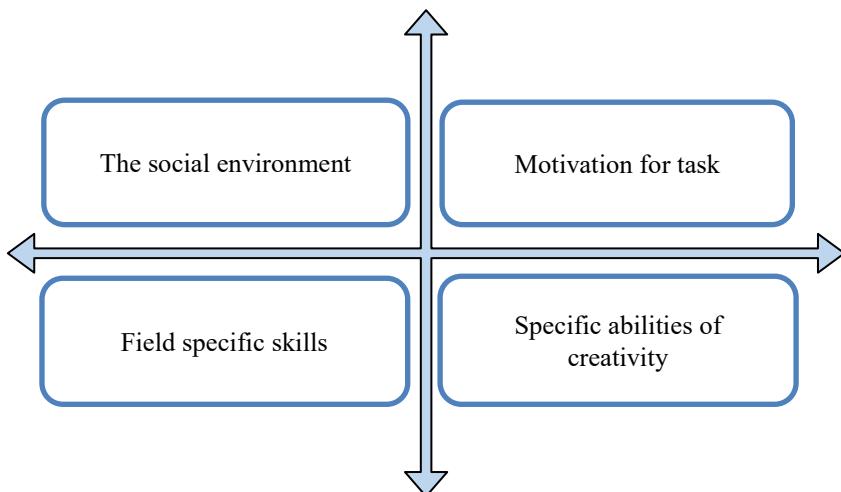
- **emotional blockages**: occur especially in the case of anxious people who feel a strong sense of insecurity. Thus, the teacher must come to the aid of the student

and find methods of encouragement, to try to appreciate him in front of others when necessary in order to increase his self-esteem and to understand that he is in no way inferior to his colleagues;

- **cultural blockages:** the lack of basic notions in the studied field, as well as the knowledge of general culture can generate a series of blockages of creativity. This type of blockage can be overcome by in-depth study;

- **social blockages:** often occur in the case of individuals who grew up and developed in an authoritarian, rigid environment based strictly on compliance with certain rules; also, in our country the educational system was based and continues to be based on machine learning by reproducing information provided to students; this educational method hinders the development of students' creativity, because it imposes a limited thinking that does not promote originality or innovation in the studied field (Salavastru, 2004).

### 5.1. Techniques for developing students' creativity



**Figure no 1. The structural model of creativity (Amabile, 1996)**

Starting from the creativity development scheme proposed by Amabile in 1996, we will try to exemplify its applicability in the case of dental students.

The first factor is the **social environment** in which the student lives. It is important not to be neglected, especially in the case of medical students, because it can influence the way he perceives the medical act. If the student has a group of friends / acquaintances who minimize the impact of the medical process on the patient instead of treating him responsibly, we will notice (in most cases, but it cannot be generalized) that the student in turn adopts such an attitude. That is why it is very important that during the years of study, the student chooses very carefully both the group of friends and the doctor coordinating the practice. The practical activity has a great weight in the learning process in the medical field, and

the coordinating doctor has the obligation to correctly train the student regarding the applicability of the theoretical notions.

It should also be emphasized that the student is explained and exemplified by the doctor how to communicate with the patient. Thus, the student-future doctor will understand how to approach patients according to their personality and you will have the opportunity to practice this activity during practice in the doctor's office.

Communication between doctor and patient must be interactive, being known two types of communication: verbal and nonverbal. Through verbal communication, the doctor must develop the ability to address patients differently depending on their personality. For an easier understanding of information , it is recommended to use common terms for explanations, taken from everyday life, close to the patient's occupation (Iorgulescu, 2017).

Particular importance in communicating with the patient is given to nonverbal communication through which patients' trust can be easily gained. Calm, eye contact conveys to the patient that he is important, that he is given attention and thus he will become more communicative. Communication with the patient also consists in assessing the patient's wishes (Pasca, 2006).

The second factor stated by Amabile is that of **motivation**. Following a university education system, but also post-university courses can be achieved only through the prism of a strong motivation, because it is about many years of schooling and training in the desired field (Jones, 2010). Of course there are many situations in which students complain of lack of motivation or reduced motivation for what they have to study. American psychologists attribute the lack of motivation to the fact that these people do not set a clear purpose for the activities to be performed. Thus, they focus on insignificant activities, which leads to decreased energy. Focusing attention on a particular goal imposed in the field of study results in achieving school performance (Maslow, 2007).

In 2009, Jones B. developed and proposed to teachers a motivational model for students called MUSIC ("Mpowerment", Usefulness, Success, Interest, and Caring). The five components of this model are meant to promote the need to change the classic teaching style based on machine learning and propose the implementation of interactive courses based on effective communication and understanding the usefulness of theoretical knowledge in everyday practice. The first component brought into discussion refers to student **empowerment**. This highlights the fact that the student / student has a great deal of control over how they learn. However, one cannot speak of absolute control, because every student needs the guidance of a teacher. The control is also influenced by the difficulty of the discipline, as well as by the student's ability to manage the information accumulated throughout the previous learning. Student empowerment can be achieved through several means:

- The teacher leaves to the free choice of the student the study topic;
- Students are not required to have a specific approach to the field studied or the obligation to use certain materials or sources of information;

- The evaluation of the knowledge accumulated by the student can be done in several dates, because there may be the possibility that the student may not be able to present at a certain date;

- The teacher to offer the student the opportunity to support his opinion (Jones, 2009).

The second point: **utility**. Often, students complain that they do not attach importance to theoretical notions, because they do not know how to put them into practice. So they consider them useless. The teacher is obliged to make applications with his students so that they are aware of the applicability of the theoretical knowledge taught. In this case, techniques such as: brainstorming, the 6-3-5 method, the interview method, etc. can be used successfully, which gives the student the opportunity to better and correctly understand what has been taught (Jones, 2009).

Third point: **success**. Achieving school performance depends not only on the student's ability to assimilate the knowledge taught, but also on the way in which the teacher exposes the notions during the courses. Thus, the teacher must provide clear information, objectives that leave no room for misinterpretation by the student, come up with updated information in the field taught to attract the attention of interlocutors and provide feedback.

Fourth point: **interest**. This component of the MUSIC model is often difficult to achieve. In order to arouse students' interest in a particular topic or discipline, the teacher must bring new information, provide eloquent examples, encourage students to actively participate in classes and make arguments for or against the topic being discussed. The last point refers to care which is of two types: personal and academic. Personal care refers to the teacher's concern for the condition of his students, making sure that he does not encounter difficulties or ambiguities. Academic care is the teacher's concern for the success of his students. This will make it possible for them to achieve performance in the field of study they have chosen and become professionals (Jones, 2009).

This factor is the specific skills in the field. In the case of dental students, medical practice has a major influence on the quality of medical services that they will provide on the dental market after completing their undergraduate studies. Therefore, in the first years of college the emphasis is on theoretical notions, and in the last years of study practice becomes a priority in their formation. However, there are many teachers who believe that it is much more effective to combine theoretical and practical notions from the beginning, because the distance of two or three years between theory and practice often leads to the loss of valuable information. At the beginning of the practical activity, students are required to resume theoretical knowledge.

The last factor highlighted by Amabile refers to the student's ability to be **creative**. Creativity in the medical field is essential and beneficial for both the doctor and the patient. Often, the student-future dentist faces atypical medical cases that are not highlighted in the specialty books. The human body is unpredictable and often does not exactly meet certain criteria set out in textbooks. Dental (tooth) and gingival structures can undergo numerous changes during treatment, changes that were not

specified or described in the course of the faculty. Thus, the student has to adapt quickly and look for a solution to the patient's problem. It should also be emphasized that the creative process is dependent on the quantity and quality of the theoretical information held.

## 6. Conclusions

Epigenetics is essential in understanding how human personality develops. In addition to the professional training in the field, a teacher must have a good knowledge of the psychological component of his students in order to manage the teaching process correctly. The allostatic process guides us in obtaining mental balance, but also guides us in terms of changes that may occur under the action of internal or external factors.

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## CHANGE MANAGEMENT – THE APPLICATIVE CONTEXT OF THE FACTORS WHICH DECISIVELY INFLUENCE THE QUALITY OF EDUCATIONAL ACT

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### ***Abstract***

*Romanian pre-university education, is at the point when it needs a rethinking, a reconsideration, a change. We speak about a necessity imposed by the endogenous factors of system, but required by external aspects of educational system, by the interaction of education with social subsystems and challenges humanity.*

*The article proposes a definition of change, of the structural elements susceptible to the change process and of the systematic approach, according to which this change may take place within Romanian pre-university education.*

**Key words:** *Change management in education; Levels of change; The transforming change in education.*

### **1. Premises of educational change management**

As meaning, *management* signifies a process (the activity exercised by people over others, to determine them to do what it has to be done), the decisional factor (authority, competences, responsibilities), science (set of knowledge, skills and attitudes connected with the structure and the development directions of an organisation).

Speaking of educational management, E. Păun, (1999, p. 142), sustains that "it reunites all basic features of organizations management", that's why "is more important to identify those characteristics which customize and differentiate it: the moral-axiological dimension (it cannot ignore the educational finalities and values tablet, according to which they are established), the substance of educational management being constituted by the mobilization of human resources, centered upon a human dimension, the major objective of educational management being the valorisation of human entity and its capacities, it refers to persuasion ethic, that leads to individual freedom and responsibility ethic, which presupposes honest assumption of responsibilities, it develops between centralization and decentralization, between centralism and decentralization measures (at least, in terms of Romanian education)" (*ibidem*, pp. 142-144).

The field of education has been submitted for several decades to a lot of reforms and modifications of its values, in reference to:

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- the „modernization” of its performance;
- the adjustment to social demand;
- the reduction of operating cost;
- and, finally, the increase of the ”performance” (the beneficiaries’ success, the striving against school dropout, gaining fundamental knowledge, persuasion, courses attendance during higher education, international ranking etc.)”.

Modification and reform involve a *changes management* and it refers to how to lead and organize evolution and/ or the transformation of a completed collective action. Such an approach takes into account:

- Managing change implementation: instruments and mechanisms/ devices (a vision based on resources), which means:
  - ✓ Designing a strategy, defining objectives, project management, plans, budgets;
  - ✓ Work setup structures, procedures and processes, information systems;
  - ✓ Assessment of collective and individual performances.
- Managing individuals and their preoccupations: meaning and values (a human-centred vision), which means:
  - ✓ Creating meanings, innovations, values change, collective projects;
  - ✓ Change management, new forms of work setup, individual and collective motivations, conflict/ cooperation;
  - ✓ Assessing the change impact.

To be noted that both visions are useful and found within managerial practice. The emphasis on one or the other, the predominance of one over the other, are consequences of social contexts within which organizations evolve.

It is necessary for educational management to benefit from the contribution of both visions, especially in the conditions of inverted relations between society as system and education as social subsystem.

The vision that has human being in its centre, a personalist approach, promotes ”common regulation” (Reynaud, 1997, *apud* Păun, 1999, p. 34), considered to be a process of elaborating the ”rules of game” that allows the appearance of relations of trust and cooperation. *Common regulation* implies management and staff. It involves juxtaposition and transformation of some collections of tools and of some examples of different approaches.

That’s why, at the heart of common regulation there are “the legal formalities that have to be replaced in relation with practice”, (Ungureanu, 2015, p. 9), beginning with the reality that ”in each individual is stored the collective in the form of sustainable dispositions, such as mental structure”, (Bourdieu, 1980, p. 29).

The common regulation within an organization, and the principle is also valid in the case of School, derives from an extensive organizational culture, that is based on an accumulation structure.

One way of regulation establishes a ”set of procedures and individual and collective behavioural model that have to simultaneously reproduce social relationships”, (*ibidem*, p. 30). In guiding collective or individual behaviour, there are *three principles of action of institutional forms*: the law (understood as rule or

reglementation), negotiation (sometimes in the form of compromise) and the set of values, representations or routines.

The regulation operates in two forms:

- a) in the form of management systems (a regulation of control), involving:
  - mission and projects;
  - structures and hierarchy;
  - rules and procedures;
  - standards and formal values;
- b) pursuing individual and group dynamic (autonomic regulation) referring to:
  - motivations and real objectives;
  - interpersonal networks;
  - behaviours;
  - norms and real values.

Between the two forms, there functions a common regulation, daily operated by managers.

Organization, as an open system, is described by Alexandre-Bailly (Alexandre-Bailly *et. al.*, 2016, *apud* Chomienne, 2019) with *principal variables* organized through strategic management:

- „organizational devices (structures, informational systems, rules and procedures);
- organizational culture/ cultures;
- values;
- behaviour of generic actors;
- environment”.

These variables give a complex, unpredictable character, which is the object of study of strategic management.

Within the strategic management there may be encountered a formal organization (strategy, values, setup, available resources, instruments), but also an informal organization (interpersonal relations networks, practices and habits, national and professional cultures, individual norms and values, conflicts and collaborative relations, feelings, needs, motivations, real power and prestige, social climate).

## **2. Change management in education**

### **2.1. The transforming change in education**

An important *variable* for an organization is *change*. This means that *transformation* (“the transformation of the relations with others; results the creation of new rules (...). To change means to transform the ways through which things, relations, statuses are realized”, (Bernoux, 2004, *apud* H. Chomienne, 2019).

Change is understood as an informal and/ or formal process:

- in the form of a difficult to control evolution, emergent and progressive (even diffuse) of representations, behaviours, practices and values;
- or as a succession of steps that is necessary to be mastered, which leads to the unfolding or the transformation of formal devices (structures, rules, tools).

In Table 1, is presented a typology of change situations that influences the process, considered on two axes, at the meeting of which result two approaches: a planned, proposed, directed one, the other continuous, effect of contingency, incremental (of rising, development in time and interaction, of addition, progress):

**Table no 1. A typology of change situations that influences the process**  
(Source: Autissier and Moutot (2016); Autissier *et al.* (2018))

	<b>Imposed change</b>	<b>Negotiated change</b>
<b>Permanent change</b>	<b>Organised change</b>	<b>Continuous change</b>
<b>Change as rupture</b>	<ul style="list-style-type: none"> <li>▪ is necessary the change of objectives, because these are vague;</li> <li>▪ experiments have deadlines set by the leadership and actors identify objectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ emergent modifications in behaviour, practices to change working methods.</li> </ul>
	<b>Channelled/ directed change</b> <ul style="list-style-type: none"> <li>▪ tailor-made solutions with strong constrains and implementations deadlines</li> </ul>	<b>Proposed change</b> <ul style="list-style-type: none"> <li>▪ results and program are set by management, ethos and arbitrations are set by actors.</li> </ul>

There can be identified two main alternative logics of change:

- a), „a directed change (involving a planned approach) based on:
- a framed, clear vision of desired future and how to get there;
  - precise definition of the organization’s elements that are to be modified to get to this vision;
  - key-players make decisions up to bottom;
  - the existence of a relatively small space for manoeuvre left for the actors, who need to implement and adapt.
- b) a continuous change (sequel of an interpretative approach) beginning with:
- an open flexible vision of desired future and how to get there;
  - definition of a participative approach to co-build the modifications which have to be done;
  - the desire to highlight new behaviours through common diagnosis and decisions;
  - a great freedom of action for the actors to nurture each creativity and autonomous behaviour, experiments”, (*apud* Vandangeon-Derumez, 1998, and Autissier *et al.*, 2016).

It is obvious the useful desirable manner for the change. Reality proves, at least social Romanian reality, that directed change and of rupture one, are the most common.

Planned change is a formalized process in successive stages:

- a) Diagnosis and definition of change (Context: why?, where?; Content: what?, who; Process: when?, how?);

- b) Co-building and/ or communicating change (gives meaning, informs, changes, explains, experiments);
- c) Training during change project (training for displaying, assurance, support);
- d) Management of concerns/ change (implementation, observation of produced effects and strategies, management, resistance/ resiliency, cooperation);
- e) Transformation management (assessment, adjusting, anchoring in daily reality).

But a reality consists of contingencies, interactions, negotiations and adjustments, and then, management of transformations become *integrating changes and practices*.

We can distinguish, within change management, amongst three elements: the context (intern and extern), *change process/ process of change* (actions, reactions and interactions, actors affected by change) and *change content* (areas subjected to change), (Brouwers *et al.*, 1997).

*Educational change* is strongly connected to *the organizational climate of School and its culture/ cultures*.

From this perspective, change refers to "myths and beliefs, symbols, ceremonies and rituals, the system of metaphors and specific language, system of values and norms", (Higgins, 1991, p. 65).

Educational change may be *unplanned* (unscheduled, evolving, exceeding the will of leadership), *planned* (scheduled, reactive), *imposed* (when all alternatives have been exhausted, may generate a lot of dissatisfaction and resentments, can end up at the same time with "the disappearance of the power source or in lack of adequate sanctions"), *negotiated* (depends on a certain strategy, is collaborative, demands receptivity from generic actors and dialogue), *participatory* (needs a much more time, is durable, "favours the implementation of change and participants' adherence to change process"), (*apud* Nedelcu, 2015, pp. 24-25).

A. M. Huberman (1978, p. 20) appreciated that "educationally we can talk about of at the following levels: individual perceptions, teaching-learning process, institutional system, environment".

In this regard, the quoted author saw as types of changes within school systems:

- "material changes (those which complete and modernize material base, equipment and didactic materials);
- outlook changes (which refer to elements related to principles, didactic methodologies);
- changes within interpersonal relations", (*ibidem*, p. 20).

The profile of a "School open to change" involves characteristics such as *clearness and acceptance of objectives, satisfactory communication, optimal equalization of power, cohesion, efficient use of resources, capacity of innovation, adjustment, ability to solve problems*.

As certainty and clearness are preferred, there occur two questions, the answers to which involve an extended analysis:

- Why do not all changes succeed?

- At what levels do blockages "happen"?

Within educational managerial practice there are blockages at the organizational level ("fixed positions, manager's limits, lack of specific proactivity", P. Senge, 2016), at individual level (stereotypical thinking, "double thinking, dissociation between official thinking and intimate thinking of the individual, who thinks and acts differently within private context, informal, and within the official one, formal", G. Orwell, formal adherence to change, "thinking by mandate, when the individual offer solutions not because this is the way he judges the situation, but because this it should be, he is being asked, he would be close to what would managers ask for", (cf. Lerbet), lack of conviction that change is necessary).

Change in education "should be consistent with *quality* and value, all the more as the effects of this change reflect upon students' training but also upon teachers and school in generally", (Scurtu, 2015, p. 17). That is why "*value* becomes the essential motive in critical identification and assessment of main educational changes, in analysing how they are structured, in detecting possible technical contradictions they may cause", (*ibidem*). Change means, within this context, increased, added value.

## **2.2. Change management in education**

A change management implies "a methodology", which promotes change:

- „identifying the factors that trigger change;
- recognizing the need of change;
- diagnostinating the problem;
- identifying the methods and alternatives through which change can be achieved;
- presenting the existent conditions;
- choosing the method;
- overcoming the change resistance;
- implementing and coordinating change", (Ivancevich and Gibson, 1989, p. 302, *apud* Andronache, 2012, p. 193).

The function of change, implicitly of change management, is, in essence, corrective, ameliorative, optimizing. It follows the categories of phenomena encountered in "the life" and activity of the organization.

- "objective phenomena through which there are solicited the elimination or at least, subduing the existing dysfunctions in organization.
- subjective phenomena, generated by certain organizational deficiencies, and involving the improvement of management towards their elimination", (Scurtu, 2015, p. 20).

Change management in education may be defined as a coherent, systemic administration of the transformations required/ claimed by reporting to the society to which educational system belongs, or by internal requests of its internal organization, for its efficiency and effectiveness.

The notion itself, change management, is imposed by social changes and by their projection within educational system, is of social origin and socially grounded,

even if through pedagogical, financial and instrumental-acting mechanisms and levers.

School is, in the light of *Europe Strategy 2020*, Education and Training, as "education organization within school education as integrated learning system", which involves:

- „a clear vision of the quality of education, with common values regarding the development of school, teachers and students;
- an approach concerning student-based making-decision, to create significant learning experiences and environments that contribute to the child's general development;
- collaborative decision-making processes, which imply trust and sustained dialogue among various stakeholders at all system levels, as well as, promoting a sense of commitment, responsibility and accountability;
- school development as learning organization that supports efficient decisional process and becomes context for a research process and of permanent development at local level;
- contribution to policies that support very trustful and competent professional communities, recognition of teachers and school managers as key-agents for change, promoting shared leadership, collaboration and innovation, as well as investments in reinforcing the abilities that will motivate their on-going development, to ensure high-quality teaching and learning;
- generating and usage of different types of data from different parts of the system, which can contribute to a better identification of strengths and domains that need improvement;
- elaborating, proper policies, meaning that these, directly respond to change needs within the system, with specific implementation processes, with adequate duration, as well as coherence with other current policies, for a sustained and renewed change", (C.E., *Professional Education and Training 2020*, 2019, p. 6).

That is why a school should be characterized by *the capacity of sustainable change*, that refers to structural components, such as: *quality assurance, continuity and transitions in students' development, human resource and management, school results*.

The priorities of educational change management, are considered to be: *planning, change monitoring and assessment*, beyond *implementation* phases.

Change management within social field, generally, and within education especially, operates with contingent and complementary realities and concepts such as: change administration, change anticipation, vision, change planning, the nature of change.

At the same time, there are found wrong and unfit realities: discontinuity, defective management, preconceived optics (selective retentions), wrongful replacements (substitutions), limited viability of change, inadequacy, deficiency, defective organizational communication, control intensification, lack of vision on change, ("managers tend to analyse the change process from one point of view, the other options being excluded; this limitation of perspectives, inevitably leading to

limiting the access to levers of change”, Tichy, 1999, p. 86, *apud* Cherechean, 2010, p. 126).

„Some outstanding leaders have a vision for their school – a mental image for a desirable future – that is shared to all members of educational community”, sustain Beare, Caldwell and Millikan (1989, p. 99), while ”in practice, many visions are in fact generalized educational objectives”, (Bolam *et al.*, 1993, *apud* Bush, 2015, p. 15).

For the Romanian educational system, change meant and still means, the connection to European educational practices, beginning with its recognized traditions. This connection involves *reorientation and reconsideration of educational management*, ”anchoring educational institutions within community reality, the individualization and streamlining of educational act, Romanian contributions to the identity of European education” (Scurtu, 2015, p. 21).

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## PSYCHO-SOCIOLOGICAL PERSPECTIVES ON THE FAMILY INSTITUTION IN THE CONTEMPORARY SOCIETY

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### **Abstract**

*The family is part of the phenomena for which there was an interest especially in all societies. Knowledge of the functioning of this institution it is of paramount societal importance, given that it leaves itself, directly or indirectly, the imprint on the entire socio-economic system. So, on the state of the family depends, first of all, the reproduction of the population in a society, socialization / education of new generations, creation and transmission spiritual values, behaviour patterns, process organization production and consumption etc.*

*This article is presenting the most important theoretical contributions – from psycho-sociological point of view – on the family institution. The concept of family is analysed in a correlation with the concept of “couple”. Also, the article is presenting the most important typologies of families that are used in scientific literature, mainly the sociological one. We have tried to present in a comparative manner what are the characteristics of the traditional family and modern family in our contemporary society.*

**Key words:** Nuclear family; Modern family; Couple; Family model; Isolated nuclear family.

### **1. Theoretical context**

The formation of a family is nowadays a complex issue, being based on social, economic, biological, psychological and legal factors. Family is both a legal institution and a fundamental social group, both for the individual and for the society of which he is part. Family is strongly connected to marriage.

The establishment of a family in most cultures and peoples is based on the document by which the marriage between two persons is recognized. Marriage is considered by specialists to be the strongest demographic event, an event that is influenced by social, legal, cultural, psychological and moral factors (Mitrofan, Ciuperca, 1998, p. 67).

When analysing from a legal point of view, we emphasize the fact that, through marriage, the freely agreed union between a man and a woman is achieved, celebrated in compliance with the legal provisions, in order to establish a family. As far as our society is concerned, the main reason for this celebration is explicitly the establishment of a family. In support of this principle are the regulations stipulated

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in the Family Law on marriage and family. For sociologists and demographers, marriage underlines the beginning of the first sequence of the “family life cycle”, it influencing demographic events of maximum importance, such as fertility and birth (Mihăilescu, 1999, p. 34).

The life of certain people in their families is based on two very important aspects, namely:

- ✓ the biological side which is constant and which has remained almost unchanged over time and which has as its essential function the procreation and raising of children;
- ✓ the social side, which is constantly changing, representing morality, education, economy, legal and mental aspects.

In the extensive and documented study of primitive peoples, Nicolae Petrescu considers marriage as an act of civil and religious nature that includes many aspects including: the social evolution of peoples, the multitude of traditions, customs, habits, all causing a great diversity of types in which the marriage takes place (Petrescu, 2003, p. 38).

In traditional societies, marriage having a pronounced legal character, it can be achieved by: buying a wife, by preferential union of partners and by kidnapping. For primitive societies, marriage has its origin in the family, the real conjugal life starting after the birth of a child, which underlines the completion of the nuptial act. Some customs related to marriage, the forms in which it can be celebrated, are perpetuated in the history of the family and society, which means that on advanced stages of development (nineteenth and twentieth centuries) marriage can be achieved by kidnapping the wife. In many peoples, marriage is conditioned by wealth, parental rights over children, prejudices and social differences, which leads to a situation of degrading the woman, to consider it as a means of increasing the property of the husband.

Marriage and family evolved in time, and the transformations from the economic and social life, the habits, the traditions, the customs, leaving their mark on them. We can say that between marriage and family, on one hand, and social life as a whole, on the other hand, there is a permanent process of influence, conditioning, adjustment. Regarding the family life, in the relations between the partners, the changes do not have the same essence and depth as those in the social life and, especially, they are not established automatically. And, of course, the variety of conceptual delimitation would be much wider because different forms of marital manifestation accentuate or promote different sets of values in such a way that the claim to encompass the full range of forms of marital manifestation is impossible (Voinea, 2005).

The changes in family patterns are also the result of the convergent action of cultural, psychological, legal, moral factors. What is the couple? What about the family? This topic has been and is still studied by many sociologists, anthropologists or historians. Despite the fact that there have been and are many changes at family level, it seems that the needs and motivations to form a couple and later a family

have not changed, even though we live in a society where the number of divorces or the number of cases of infertile partners has accentuated.

Even if lately the concept of couple and implicitly of family has experienced changes and is still in the process of change, it remains, as Levi-Strauss says “a universal phenomenon, present in all types of society”. Love has different forms and meanings for each person, so that everyone will come to feel this feeling for a person at some point. It is more difficult for this unique feeling to be maintained and developed and to succeed in making the person next to us feel loved. The couple's relationship is the basis for the formation of any family and is the starting point of the partners to a life together.

In today's society, a couple's partners no longer consider that their conjugal life begins with the marriage itself. Now the partners spend, before this step, a time together, they discover each other, in all aspects, they have sexual relationships before marriage. Conjugal roles have also changed. If in traditional societies, within a couple, the roles were well determined, now the partners tend towards freedom, flexibility in the couple and on the sharing of responsibilities. The importance given today by young people to marriage is lower than in the past, for many of them the professional achievement being more important, often defining themselves by what they have, and not by what they do or are.

## **2. The family and the couple – a conceptual analysis**

Family is a universal institution, found everywhere and fulfilling the same main functions: transmitting biological and cultural heritage, ensuring material and emotional protection for descendants, forming a climate for the development of the personality of all its members. In any society, the family has distinguished itself as a specific group characterized by a strong internal weld, maintained both by the action of internal forces and by the pressure of society.

Overtime, the family has been the most favorable environment preserving and transmitting national traditions and values from one generation to another, being considered one of the most conservative institutions of society. In recent decades, in many societies the family seeks to get rid of these “merits”, becoming more and more sensitive to everything the essential transformations that take place on the economic, social, political and cultural. There is an obvious process of emancipation, of democratization, of secularization, liberalization of family life, manifested by non-compliance legal or ethical rules promoted by the company or by non-adherence to socially convenient virtues (Mihailescu, 1999, p. 28).

According to Burgess and Locke, “the family is a group of people united by marriage, blood, adoption, or any sexual relationship in which adults cooperate financially to provide mutual support, and people have committed to each other in an intimate interpersonal relationship, and members have a sense of self-identity significantly attached to a group that in turn has its own identity” (Burgess, Locke, 1953, pp. 89-90). G.P. Murdock defines the family as “a social group characterized by common residence, economic cooperation and reproduction. It includes adults of both

sexes, at least two of whom have a socially approved sexual relationship and one or more children owned or adopted by sexually cohabiting adults" (Murdock, 1953).

Davis Kingsley describes the family as a group of people whose relationships with each other are based on inbreeding and are therefore related to each other (Kingsley, 1939, pp. 660-661). Malinowski said the family is the institution in which the cultural traditions of a society are handed down to a newer generation. This vital function could only be fulfilled if the relations with parents and children were mutual relations of authority and respect (Malinovski, 1960, pp. 60-63).

Giddens defines the family as "a group of people directly related by kinship; whose adults take responsibility for raising children" (Giddens, 2000, p. 23). He understands kinship as relationships between individuals, relationships established, for example, either through marriage or offspring, and establishes blood ties, such as: mother, father, children, grandparents, etc.

For defining the types of family, another criterion can be the house, distinguishing the *residency families* (people living in the same house, have a common home and carry out some economic and household activities together) and *meaningful interaction families*, self-help relationships, exchanges reciprocal visits with other relatives. Another classification, perhaps the best known, is that of traditional and modern families (Voinea, 1993). The traditional family is the family group with a large number of members, with a fixed role structure, with elements of authority well determined by gender and generations and which is subject not only to legal provisions but also to all canonical imperatives of the traditional type. The modern family - also called nuclear family - is a type of family with a small number of members, with an egalitarian structure, with roles assumed by agreement, which makes its own rules and is no longer dependent on a set of traditions, customs, cultural rules, or harsh social control (*Ibid.*).

The transition from traditional to modernity implies a gradual reduction of community influence and, of course, of the extended family group. If the "blessing" of marriage was a direct consequence of the families of origin, sometimes even against the will of young people, modernity valued much more love, intimacy, freedom of choice and an increasingly diminished external influence.

Many sociologists argue that industrialization, urbanization, space and social mobility, access to education and changing the status of women have led to a fundamental basis for changes in family structure. It has gone from extensive tradition-based structures to nuclear ones. Parsons argues that modern industrial society has led to the growth of what he calls the "isolated nuclear family" (Parsons, 1956). Parsons argued that there is a functional relationship between the isolated nuclear family and the modern economic system. Nuclear families best meet the requirements of industrial society. In modern societies with a large division of labour, there are people with specialized skills necessary to move to distant places. The isolated nuclear family is geared towards this type of geographical mobility. In addition, the status of a person in modern industrial society is based primarily on the criterion of achievement and further universalist standards.

The quality of the marital relations of the future generations depends on the new values that modernity promotes, but also on the way in which the conjugal relationship is appreciated. Marital relationships are not born by themselves but are created and permanently consolidated in a long process of communication, interaction, in a process of mutual adaptation, support and construction of common goals.

Couple is defined as a bipolar structure, of biopsychosocial type, based on mutual interdeterminism - partners, men and women support, develop, stimulate, satisfy, they develop as biological, emotional and social individuals, through each other (Mitrofan, Ciupercă, 1998, p. 67).

The conjugal couple represents the generative core of the family micro-group, structurally and functionally expressing the way in which two people of the opposite sex are creatively founded, developing, motivating and determining each other through mutual adaptation and assimilation, simultaneously biologically, psychologically and socially (Mitrofan, Mitrofan, 1994, p. 89).

The couple can be harmonious, satisfying, stabilizing, having good chances to turn into a marriage, or, on the contrary, disharmonious, dissatisfying, distorting, tending to dissociation / dissolution. The family, as a fundamental social institution, is inter-conditioned with multiple domains of social life.

In every society, the law accompanies the couple throughout the institution of the family through legal regulations on marriage (formal and substantive conditions), rights and obligations during the existence of marriage, as well as regulations on the dissolution of marriage (Voinea, 2000). Moreover, the law regulates all family relationships that have been converted into legal relationships: mutual obligations between spouses, property relations, the exercise of parental rights, parental responsibility, the effects of divorce, etc.

The family has been a landmark of stability in the lives of individuals over time. The accelerated rhythm of change in contemporary society has made it increasingly difficult to decide over a definitive choice or a lasting relationship.

Most researchers in the family field, but also political actors or public opinion, in general, claim that, in recent decades, the family in contemporary societies has experienced important changes. At the same time, it continues to be a fundamental institution in society, which is why, in public debates, the issue of "family decline" is viewed with increasing concern.

The image of the family, taken over in the political and scientific speech, is that of an institution that preserves national traditions and values, being relatively independent of the socio-economic context and having a great capacity for inertia (Ghebrea, 2000, p. 32).

Without diminishing its importance as a social institution, the changes of the last decades in the sphere of the family justify the conclusion that, on the contrary, the family is no longer a conservative institution, but one more and more adapted to society transformations: the family now seeks to get rid of the glory of conservatism, of the "merit" of being the keeper of national values, becoming rather the "barometer" of social change, going through a visible process of democratization, laicization and liberalization (Mihăilescu, 1999, p. 17).

The last thirty years have witnessed a redefinition of the traditional model and family functions. The changes caused by industrialization, modernization, globalization, migration and new models of consumerism have influenced families and their perception of themselves (Popescu, 2009, p. 31). The family is no longer such a conservative institution, but one that is adaptable, dynamic, sensitive to changes in society and adopting a new social structure, which also involves the emergence of new lifestyles (Popescu, 2009, p. 34).

In other words, the state of the contemporary family, "its restructuring", as well as the development prospects of this institution, will be able to be appreciated only taking into account the cardinal transformations (Toffler, 1983, pp. 282-283) that have taken place produced in social life and in the mass consciousness during the twentieth century XX century. We also mention that the factors that generated the changes in marriage behaviours and family patterns are not the same in all societies, just as changes are not the same in magnitude, nor as content.

An expression of the major changes in Romanian society is the evolution of the age of marriage. The increasingly active involvement of women on the labour market, but also the choice of forms of cohabitation without documents delays the moment of marriage. In accordance with the data provided by the National Institute of Statistics, the average age for marriage tends to rise. In 2017, the average age at the date of marriage increased compared to 2016 for both men and women. Thus, the average age at marriage, in 2017, was 33.3 years for men and 30.1 years for women, compared to 32.7 years for men and 29.4 years for women in 2016.

Currently, the family is dependent on the social system, in many respects, and by respecting the norms of society it retains its role as a fundamental social institution, being a stable reference ground in the life of the individual. The functions of the family remain the same, but the content of the changes, due to the new institutions that take over from the traditional functions of the family, especially the economic, educational functions, but also those of socialization (Voinea, 2005).

In traditional societies, the suitable age for marriage, especially for women, was up to 25 years. After 25 years, a woman was considered "old" for marriage. In today's society, the increase in the level of education for both men and women, the increase in employment for women and their desire to be promoted on the labour market, but also the value changes lead to the delay of the moment of marriage. This has consequences for when children are born. By delaying births, the number of child births is reduced, which contributes to lowering the fertility rate below the level of generational replacement.

In general, the traditional family was based more on financial aspects than on feelings. The marriage was concluded only if it was advantageous for both parties, being considered more of an economic partnership. The family had several children, because most of them did not survive, the infant mortality rate being very high. The children had well-established rights, as well as obligations. The parents were more concerned with the economic development of the family than with the personal development of the child. The parents dictated, for the most part, the child's path to adulthood, because it was considered that they knew what was best for the child.

Marital roles are strongly differentiated in societies in which the family performs a multitude of functions and not only those of reproduction and socialization. Thus, in traditional societies, the family was a unit of production in which tasks and responsibilities were rigorously specified and assigned by sex, age, birth rank. The man, husband and absolute parent, had a privileged economic role, with a great responsibility, namely to ensure the proper development of the entire economic and social mechanism of the family. The constitution of the conjugal family also implies the creation of some material conditions necessary for the natural development of the family life and the fulfilment of its purposes for each individual and for the society. The existence of a home, its endowment with the necessary household and technical means as well as the provision of a budget with which to satisfy the material and spiritual needs of the group members form the fundamental economic coordinates. Marital roles are manifested differently in economic terms; the husband will have obligations to procure the means necessary for the family's living and will concentrate the household activities to satisfy the family's needs, and the wife will take over the traditional housework: food preparation, childcare, cleaning, laundry, etc. The children, according to their sex, age, birth rank, had a series of domestic obligations as well as those related to field work, cattle care, etc.

### **3. Conclusions**

The decision to choose the partner with whom to form a couple is supported by conscious and unconscious motivations of the individual. Sociologists and psychologists believe that the choice of partner is motivated by both the similarities between the two of them and their complementarities. People are attracted to those who are similar to them in terms of socio-cultural values and norms or professional status, but also to those who are different.

The partners paradoxically appreciate the differences or what they do not find in themselves, but discover in others. Studies have indicated that even though similarities play a key role in marital choice, socio-cultural and personality traits complementarities become essential for maintaining the cohesion of the couple. For instance, similar experiences initially shared may be a point of mutual attraction, but the manner in which each has resolved the situation can be difficult and complements their own strategy.

We live in a world that is constantly changing, facing great difficulties and to which we often do not seem to belong. Whether we like it or not, we all need to bear the idea of diverse opportunities and risks of such a world. There is no place where this observation is more valid than in our personal and emotional lives.

The term "relationship", applied to personal life, started to be widely used only about 20-30 years ago, as did the idea of need of "intimacy" and "connections" in personal life.

The fact that many of us, whether we oppose these changes or not, is of concern to us today and is representative for the deep transformations that have affected our personal and emotional lives for a few decades. A relationship is something active, you have to maintain it. It depends on gaining the other person's

trust to maintain in time. Most types of sexual relationships have now become alike marriage. Couple compatibility is also very important, the partners building a relationship based on the values they are guided by and not only.

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# **EDUCATIONAL PRACTICE – PERSPECTIVES / PRATIQUES ÉDUCATIVES - NOUVELLES OUVERTURES**

## **FORMATION OUVERTE ET À DISTANCE (FOAD) : QUELS ENJEUX POUR PLANIFIER ET ÉLABORER LE SYLLABUS D'UN MODULE MASTER EN DIDACTIQUE DES LANGUES (DDL) ?**

**Euphrosyne EFTHIMIADOU<sup>1</sup>**

### **Résumé**

*A l'ère du numérique, la Formation Ouverte et à Distance (FOAD) se présente comme un nouvel enjeu par la mise en place de nouveaux systèmes informatiques tout en créant une interdépendance parmi les participants avec la réalisation des tâches actionnelles actives à travers des pratiques différencierées et innovantes en vue de s'adapter aux nouvelles exigences professionnelles d'une société en mutation profonde. Dans le cadre de l'apprentissage collaboratif à distance, la contribution du mentor s'avère essentielle pour mettre en place une pédagogie actionnelle où les participants pourront optimiser leurs attentes par la mise en œuvre des tâches collaboratives en ligne, l'adoption d'une pédagogie de projet interactive et l'intégration à la fois de nouveaux dispositifs de formation ouverte et à distance (FOAD), en vue d'atteindre l'accomplissement de soi et de satisfaire les nouvelles exigences qui se créent en matière de formation. L'investissement psychologique et émotionnel des participants renforce leur motivation mais aussi leur engagement pour développer des compétences numériques et cultiver des compétences transversales avec l'application de systèmes informatiques sophistiqués. D'une part, on va souligner les défis de la pédagogie informatisée dans une formation ouverte et à distance. D'autre part, on va s'intéresser à l'approche interactionnelle constructive par la mise en place de la perspective actionnelle et focaliser l'intérêt sur l'élaboration de la fiche de Planification du syllabus d'un module Master en Didactique des Langues (DDL). Enfin, on va aboutir à l'élaboration du syllabus pour didactiser un module de cours master par la sélection des méthodes pédagogiques tout en précisant leurs fonctions et les types d'activités pertinentes et en promouvant le développement en spirale en faisant distinguer les différentes étapes de réalisation de la méthode itérative dans la mise en application du projet e-learning.*

**Mots-clés :** Ère numérique ; Formation Ouverte et à Distance (FOAD) ; Application des systèmes informatiques sophistiqués ; Approche actionnelle ; Élaboration d'une fiche de planification du syllabus ; Méthodes d'enseignement innovantes au cycle supérieur.

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## **OPEN AND DISTANCE LEARNING (ODL): WHAT ARE THE CHALLENGES IN PLANNING AND DEVELOPPING THE SYLLABUS OF A MASTER MODULE IN DIDACTICS OF FOREIGN LANGUAGES (DFL)?**

### ***Abstract***

*In the digital age, Open and Distance Learning (ODLT) presents itself as a new challenge the implementation of new IT systems while creating interdependence among the participants by carrying out active action tasks through differentiated and innovative practices in order to adapt to the new professional requirements of a society undergoing profound change. In the context of collaborative distance learning, the mentor's contribution proves to be essential in setting up an action-oriented pedagogy where participants will be able to optimize their expectations by implementing collaborative online tasks through the adoption of an interactive project pedagogy and the integration of both new open and distance learning (ODL) devices, with a view to achieving self-accomplishment and meeting the new training requirements that are being created. The psychological and emotional investment of the participants reinforces their motivation but also their commitment to develop digital skills and cultivate transversal competences with the application of sophisticated IT systems. On the one hand, we will highlight the challenges of computer-based pedagogy in open and distance learning. On the other hand, we will focus on the constructive interactional approach through the implementation of the action-oriented approach and focus on the elaboration of the syllabus planning sheet of a Master's module in Didactics of Foreign Languages (DFL). Finally, the syllabus will be elaborated to didactize a master course module by selecting the innovative teaching methods in higher education while specifying their functions and the types of relevant activities while promoting spiral development by distinguishing the different stages of realization of the iterative method in the implementation of the e-learning project.*

***Key words:*** Digital age; Open and distance learning (ODL); Application of sophisticated IT systems; Action-oriented pedagogy; Elaboration of the syllabus planning sheet; Innovative teaching methods in higher education.

### **1. Introduction**

A l'ère numérique, la Formation Ouverte et à Distance (FOAD) se présente comme un nouvel enjeu pour les futures générations s'adressant non seulement aux personnes en formation mais aussi aux professeurs mentors. Avec le développement des interfaces numériques, l'intégration de nouveaux outils technologiques sophistiqués exige la participation active de tous les actants du processus pédagogique par la réalisation des tâches actionnelles actives à travers des pratiques différencierées et innovantes en vue de s'adapter aux nouvelles exigences professionnelles d'une société en mutation profonde. Sous cet aspect, il s'avère essentiel de répondre avec efficacité au renouvellement des dispositifs de formation

mais aussi de former les mentorés en vue d'apprendre autrement dans un environnement numérique flexible. D'une part, on va souligner les défis de la pédagogie informatisée dans une formation ouverte et à distance en se référant, d'un côté, à la naissance du tutorat et de la pédagogie différenciée et, de l'autre à l'instauration du mentorat (mentoring) avec la création des « *Cours en Ligne Ouverts à Tous* » (MOOCs) grâce à l'intégration de nouveaux systèmes informatiques. D'autre part, on va s'intéresser à l'approche interactionnelle constructive par la mise en place de la perspective actionnelle et focaliser l'intérêt sur l'élaboration de la fiche de Planification du syllabus d'un module Master en Didactique des Langues (DDL) tout en insistant sur les compétences visées et les objectifs opérationnels spécifiques. Enfin, on va aboutir à l'élaboration du syllabus pour didactiser un module de cours master par la sélection des méthodes pédagogiques tout en précisant leurs fonctions et les types d'activités pertinentes et en promouvant le développement en spirale en faisant distinguer les différentes étapes de réalisation de la méthode itérative dans la mise en application du projet e-learning.

## **2. Formation Ouverte et à Distance (FOAD) : de nouveaux enjeux en Didactique des Langues (DDL)**

### **2.1. La naissance du tutorat et de la pédagogie différenciée**

La naissance du tutorat fait son apparition avec l'adoption de la pédagogie différenciée, une nouvelle approche méthodologique prônée par le pédagogue Louis Legrand. Tout en créant une rupture avec le système éducatif de son époque, qui visait à faire distinguer les élèves selon leur classe sociale, Louis Legrand (1986) ose creuser une perspective pédagogique innovante par la création des classes hétérogènes tout en respectant le rythme individuel de chaque apprenant.

*La pédagogie différenciée que je propose doit, à partir d'objectifs communs, adapter les méthodes et les cursus à la réalité des élèves enseignés. C'est-à-dire que l'essentiel en sera les instruments de détection de cette réalité et les processus variés dans lesquels l'enseignant pourra puiser pour adapter son enseignement à la réalité constatée* (Legrand, 1986 : 37).

Selon la pédagogie différenciée, il est de prime intérêt de regrouper des moyens et des procédures d'enseignement et d'apprentissage diversifiés pour s'adresser à un public varié ayant pour but non seulement de cultiver des aptitudes mais aussi d'exercer des savoir-faire et des savoir-agir hétérogènes. Comme le souligne Legrand (1986),

*Une méthode devrait être liée nécessairement aux objectifs poursuivis et à la nature psychosociologique de l'apprenant. C'est dire qu'il convient de dépasser le « style » pour accéder, autant que faire se peut à une technologie de l'enseignement. C'est là tout le problème de la différenciation* (Legrand, 1986 :120).

Dans cette optique, différencier signifie diagnostiquer en amont tout en prenant en considération la diversité d'outils et de moyens à didactiser et nouer avec

la conception de stratégies flexibles et ajustables pour former en aval le groupe-cible en interaction selon des styles d'apprentissage variés associant l'aspect cognitif à l'affectif et au comportemental. En ce sens, la différenciation pédagogique se lie étroitement avec les qualités innovantes de l'enseignant en formation car il n'existe pas de différenciation *sans formation transformée*. Comme le note Halté (1987),

*Je crois, comme L. Legrand, que pour différencier efficacement, les enseignants doivent être dotés d'une haute compétence et d'une technicité d'excellence. Mais les techniques sont faciles d'accès dès lors que la haute compétence est construite : c'est le but bien compris, dominé, qui conduit au moyen, non l'inverse* (Halté, 1987 : 116).

Dans les années 1960-1970, si le « tutorat de pairs » (peer tutoring) connaît une floraison dans les établissements scolaires et supérieurs des pays anglo-saxons en Grande-Bretagne et aux Etats-Unis sous forme d'assistance pédagogique par un pair plus compétent, en France on atteste que

*L'absence du terme tutorat dans Le Dictionnaire de la Langue Française (1971) ou même dans Le vocabulaire de l'Éducation (1979) est un indicateur de l'usage tardif de ce terme dans le champ éducatif français. La première formulation du terme tutorat date du « protocole de St Quentin » (9) d'avril 1970, défini en tant que charte, et qui réglemente l'expérimentation du tutorat au sein des collèges expérimentaux sous la direction de Louis Legrand (1982)* (Bédouret, 2003, No 3 :120).

En ce sens, le tutorat vise à créer une relation de soutien pédagogique et de suivi individuel d'une personne ayant besoin d'accompagnement pédagogique, afin de suivre son progrès par étapes progressives et de le conduire à assumer son autonomie. C'est dans les années 1990, lorsque Granath (1996) développe le

*concept de processus de conception collectif, qui est axé sur « une activité de conception participative où tous les acteurs sont considérés comme experts et leur participation est basée sur leurs connaissances propres plutôt que sur les rôles qu'ils jouent ou les intérêts qu'ils représentent ».* (Caelen, 2009 : 83).

Dans ce cas, le processus de conception collectif est conçu comme un acte créatif où tous les actants interagissent activement lors du déroulement des quatre (4) opérations principales : a. la capture en présentiel avec une communication synchrone enregistrée, b. l'archivage des données, c. l'analyse de l'activité de conception divisée en phases, d. l'extraction des connaissances classées sous forme de réseaux sémantiques ce qui accorde une nouvelle dimension dans la participation interactive (Caelen, 2009 : 93).

Ainsi, le tutorat se développe dans une interdépendance positive entre tuteur et novice en vue de coordonner et de mettre en œuvre des tâches indispensables ayant une responsabilité individuelle ou même collective tout en menant des interactions simultanées et des contacts individuels asynchrones.

## **2.2. L’instauration du mentorat (mentoring) avec la création des MOOCS et l’intégration de nouveaux systèmes informatiques**

Avec la création des « *Cours en Ligne Ouverts à Tous* », nommés **MOOCS** (en anglais : *Massive Open Online Courses*), une nouvelle approche interactionnelle constructive s’instaure faisant appel à des transmissions des données verbales ou non verbales mettant en lumière la compétence créative qui se met en action. Il est de prime intérêt de signaler la relation de confiance mais encore la nouvelle dynamique, qui se crée entre le médiateur et son groupe-cible par la mise en œuvre des partenariats stratégiques en action. Sous cet aspect, « *Le mentorat (mentoring) se réfère donc à une relation de soutien, de confiance et de formation entre un novice et un guide plus expérimenté.* » (Malet, 2000 : 76).

La mise en place d’une formation collaborative et interactive permet de faire susciter la créativité des participants et de faire cultiver la pente créative, qui se met en action tout en respectant le rythme d’apprentissage des personnes en formation. Lors du déroulement des tâches actionnelles, il s’avère essentiel de cultiver la disposition à apprendre, puisqu’ on arrive à dépasser les impasses, si l’on établit un climat d’équilibre et de négociation qui promeut des valeurs positives telles que le courage d’entreprendre, l’enthousiasme d’intervenir et le désir d’acquérir des expériences transférables dans des domaines convergents et divergents à la fois.

*Cette stimulation de la personne passe aussi par la construction et l’exploitation de schèmes nouveaux, ce qui élargit les perspectives de formation. A coup sûr, la relation pédagogique s’établit non seulement sur la perception et la dimension socio-affective mais aussi sur les valeurs comportementales* (Efthimiadou, 2011 : 166).

D’autre part, les participants ont l’opportunité de se confronter à des tâches pragmatiques et de faire développer

*la capacité à comprendre et à évaluer le contexte en action mais aussi la capacité à s’adapter à des environnements flexibles. Le fait d’exercer des tâches collaboratives se réalise dans une interdépendance où tous les membres doivent savoir porter une réflexion critique face aux challenges qui se créent et s’expérimenter avec d’autres acteurs pour se professionnaliser* (Efthimiadou, 2019 : 42).

Dans une relation de mentorat, le partage d’expériences entre le mentor et les stagiaires en formation se fonde sur l’investissement mais aussi l’engagement réciproque de tous les actants dans de pratiques collaboratives et innovantes en créant des synergies efficaces lors de l’exécution de nouvelles tâches numériques. Dans cette perspective, avec l’émergence de e-mentorat se créent de nouveaux modes de contact avec les mentorés en vue d’établir la communication synchrone et asynchrone. Etant conseiller et guide, le mentor instaure une relation interpersonnelle de soutien et de confiance tout en gardant le suivi synchrone et asynchrone avec les mentorés. Comme le signale Després, Ch.

*le mode asynchrone assouplie les contraintes liées au temps puisque les protagonistes n'ont pas à se réunir au même moment, en revanche, il ne permet pas au formateur d'assister les apprenants en "juste à temps". Cette notion d'assistance en synchrone est parfois une nécessité liée aux activités d'apprentissage où un problème peut s'avérer totalement bloquant pour la suite du processus d'apprentissage* (Després, 2000 : 1).

De cette manière, le suivi synchrone se présente comme une alternative non seulement pour encourager et accompagner les personnes en formation mais aussi pour faire développer des nouvelles compétences et habiletés dans une démarche d'épanouissement mental et affectif et de modification de mentalités. C'est pourquoi, avec l'intégration de nouveaux systèmes informatiques, les modes de contact en Formation Ouverte et à Distance (FOAD) se varient et deviennent plus sophistiqués en alternant les forums de discussion et la messagerie instantanée « chat » avec le clavardage, fusion des mots **clavier** et **bavardage**, pour instaurer le dialogue en ligne de façon synchrone et asynchrone tout en restant connecté par la visioconférence à l'aide d'une plateforme numérique.

### **3. La fiche de planification du Syllabus dans un module master en Didactique des Langues (DDL)**

#### **3.1. Accomplir des tâches collaboratives dans une perspective actionnelle**

La Formation Ouverte et à Distance (FOAD) devient un nouvel enjeu à entreprendre avec l'intégration de systèmes informatiques sophistiqués dont il est nécessaire de prendre en considération lors de l'élaboration de la Fiche de planification du Syllabus dans un programme Master en Didactique des Langues. D'ailleurs, l'expérience menée par l'Agence Universitaire de la Francophonie avec l'implantation d'une Formation Ouverte et à Distance pendant les années 1992-2012 a tiré des bénéfices majeurs vis-à-vis des modes d'apprentissage asynchrones mais surtout synchrones, ce qui met en valeur l'instauration d'une approche originale tout en mettant en évidence.

*(...) les modes d'apprentissage associés à la FOAD à travers l'adhésion à l'idée selon laquelle « Dans les FOAD, on apprend autrement ». Il s'agit de souligner ici que les avantages de la FOAD dépassent son cadre organisationnel et que les différences observées par rapport à la formation en présentiel affectent aussi la manière d'apprendre des participants* (Karsenti, Depover, Collin, Jaillet & Peraya, 2013 : 53).

Actuellement, la création d'un nouveau module master en Didactique des Langues (DDL) présente une nouvelle ambiguïté en ce qui concerne l'approche méthodologique adoptée dans la réalisation des micro-tâches fermées, semi-ouvertes et ouvertes et dans la mise en application des macro-tâches avec la création des projets pédagogiques tels que le scénario-action et les simulations globales dans un environnement virtuel et hybride à l'aide d'une communication synchrone, semi-

synchrone et asynchrone. Il s'avère essentiel de mettre en exergue l'environnement personnel de l'apprentissage (EPA) car

*il ne s'agit plus de s'intéresser uniquement aux dispositifs conçus et mis en œuvre institutionnellement – sous la forme de plateformes numériques, de dispositifs hybrides ou entièrement en ligne, etc. – mais bien de découvrir l'émergence de nouvelles pratiques mises en œuvre par les étudiants grâce aux outils et services issus du Web 2.0, à l'informatique personnelle et nomade – smartphone, tablette, cloud computing – ainsi qu'aux nouvelles innovations technologiques* (Roland et Vanmeerhaeghe, 2016 : 2).

Tout en tenant compte d'une dimension praxéologique de l'apprentissage numérique réalisé de manière synchrone et asynchrone à la fois, la perspective actionnelle centrée sur les apprenants permet de mettre en pratique des modes d'apprentissage pragmatiques et d'assurer de nouvelles exigences en matière de formation par l'adoption de bonnes pratiques éducatives cultivant un savoir agir centré sur le potentiel créatif. Comme le souligne Efthimiadou,

*(...) l'approche actionnelle se définit comme une approche multidimensionnelle et holistique, qui vise à cultiver l'aspect physique et émotionnel mais aussi l'état mental et psychologique des actants du processus pédagogique. Selon l'approche actionnelle, les interactions en groupe accordent une dimension cognitive, socio-affective et comportementale dans la mise en œuvre des tâches collaboratives liant convivialité et pragmatisme* (Efthimiadou, 2017 : 178).

### **3.2. Planifier le syllabus d'un module Master en DDL : Focaliser sur les compétences visées et les objectifs opérationnels spécifiques**

En ce qui concerne la fiche de Planification du Syllabus d'un module Master en Didactique des Langues (DDL), il est nécessaire d'englober des paramètres focalisant non seulement sur l'analyse de la démarche adoptée mais encore sur la polyvalence des styles d'apprentissage cognitif affectif et psychomoteur à la fois. Plus précisément, le contenu de la Fiche de la Planification du Programme détaillé d'un module à didactiser en Formation Ouverte et à Distance (FOAD) doit comporter la description analytique des compétences visées et des objectifs opérationnels spécifiques pour chaque semaine de formation, ce qui souligne l'importance cruciale accordée à la formulation des compétences visées ainsi qu'à l'implantation des objectifs opérationnels spécifiques mis en application lors du déroulement de chaque activité pédagogique adressée aux mentorés.

Pour cette raison, il devient nécessaire de définir les objectifs d'apprentissage et de les relier aux activités programmées pour chaque séance de formation hebdomadaire mais aussi aux types d'évaluation choisis dans le but de cultiver des habiletés supérieures dans son public-cible lors du processus pédagogique selon des taxonomies décrivant et classifiant les performances attendues à la fin d'un apprentissage. D'une part, les objectifs opérationnels cognitifs (Bloom, 1956 ;

Landsheere, 1975 ; Krathwohl, 2002 ; Berthiaume & Daele, 2013) formulés par des verbes d'action, précisent les comportements concrets et directement observables par les participants en formation lors de chaque séquence d'apprentissage. Quant aux objectifs opérationnels affectifs (De Ketele, 1989 ; Krathwohl, 2002 ; Berthiaume & Daele, 2013), ils signalent les étapes dans la modification des intérêts, des attitudes et des valeurs, ainsi que la capacité d'adaptation, tandis que les objectifs psychomoteurs (Harrow, 1974 ; Berthiaume & Daele 2013) se réfèrent à l'investissement de soi et au savoir-agir des mentorés.

Tout en adaptant la régulation du temps accordé au rythme chrono biologique et au rythme d'apprentissage de l'élève, la fiche de Planification du Syllabus d'un module Master en Didactique des Langues (DDL) comprend des détails supplémentaires concernant une description brève d'une unité pédagogique et la formulation des Résultats d'Apprentissage (RA) pour chaque séquence hebdomadaire ainsi que la technique pédagogique adoptée tout en précisant le Type de l'Activité Pédagogique suivi d'une description courte et de la définition détaillée des Résultats d'apprentissage (RA) atteints, sans négliger de mentionner la bibliographie/sitographie à consulter.

#### **4. L'élaboration du syllabus pour didactiser un module de cours master : sélectionner et associer les méthodes pédagogiques aux activités pertinentes**

Pour didactiser un module de cours master en Formation Ouverte et à Distance (FOAD), la démarche pédagogique adoptée vise à exécuter des tâches actionnelles allant d'une part, du repérage des informations collectées à leur analyse critique et, d'autre part, de la prise des décisions à leur expérimentation et leur application et aboutit à la synthétisation et transformation convergente et divergente des données par l'adoption des méthodes actives comme l'étude de cas et la résolution de problèmes mais aussi l'implantation des méthodes coactives en vue de coordonner des actions et de collaborer en créant des synergies pour élaborer des micro-tâches ou des macro-tâches actionnelles collaboratives en ligne de manière synchrone, semi-synchrone ou même asynchrone par la participation à des Forums de discussion, des Blogs ou Wikis ou même au Clavardage (mode quasi-synchrone) sans négliger l'élaboration d'un Scénario-Action ou d'une Simulation Globale. Ainsi, les Approches conceptuelles ou procédurales ou même comportementales y intègrent la dimension socio-affective et surtout émotionnelle avec l'investissement et l'engagement de l'ensemble des mentorés en visant à modifier les attitudes par l'usage de nouvelles interfaces numériques.

## **Le tableau no 1. Méthodes pédagogiques, Fonctions et Types d'activité**

<b>Méthodes pédagogiques</b>	<b>Fonctions et Types d'activité</b>
1. Méthode théorique Théoriser un concept, une notion	1. Comprendre ou faire des prédictions Se documenter Créer une fiche de synthèse
2. Méthode affirmative ou expositive	2. Décrire un fait, une situation – Comprendre ou expliquer un concept, une notion, un phénomène Conférence, Exposé (magistral), Témoignage d'un expert, Démo, Film
3. Méthode interrogative ou participative (maïeutique)	3. Exposé interactif, Quiz, Auto-test, Remue-méninge(brainstorming), Association de mots et d'idées, Synectique (selon Gordon) Activité à Choix Multiple(s) (Q.C.M.), Activité à deux options ou d'alternative, Activité d'association ou d'appariement, Activité de réarrangement, Activité lacunaire, Jeu(x) de rôle(s), débat Entretien fermé – Questionnaire, Entretien semi-ouvert, Entretien ouvert
4. Méthode démonstrative, Démontrer Faire faire par expérimentation Faire dire par reformulation	4. Transférer des connaissances et des savoir-faire, Acquérir un savoir-faire par imitation, Activité de transfert ou d'imitation Activité d'analyse critique
5. Méthode de découverte ou expérimentuelle	5. Découvrir et s'expérimenter : Créer des images mentales ou un Mind Map Expliquer et appliquer : Activité d'application
6. Méthodes actives Transformer, Créer	6. Produire et synthétiser des données : Résolution de problèmes Mettre en œuvre et valoriser les acquis : Etude de cas
7. Méthodes co-actives Agir et Co-agir	7. Coordonner et Collaborer en créant des synergies pour élaborer des micro-tâches ou des macro-tâches actionnelles Tâches collaboratives en ligne (synchrone, semi-synchrone, asynchrone), Forums de discussion, Blogs, Wikis, Clavardage (mode quasi-synchrone), Scénario-Action, Simulation(s) Globale(s)

D'après le tableau mentionné ci-dessus, l'adoption des Méthodes Pédagogiques demeurent étroitement liées aux Fonctions mais aussi aux Types d'Activités pertinentes tout en respectant le développement en spirale et en faisant distinguer les différentes étapes de réalisation de la méthode itérative dans la mise en application du projet e-learning. Les phases du management du projet e-learning partent de l'analyse des besoins pour se conduire à la planification et la création du projet éducatif et atteindre la remédiation et la pratique réflexive par le retour en arrière (feed-back). En fin de compte, l'élaboration du syllabus pour didactiser un module de cours master s'avère un processus de formation complexe visant à faire activer les ressources cognitives, socioaffectives et psychomotrices des mentorés à travers la mise en application des techniques de communication, de collaboration et d'interdépendance positive cultivant des stratégies cognitives, socio-affectives et psychomotrices dans un environnement virtuel et hybride.

## **5. Conclusion**

Avec l'apparition de nouvelles interfaces numériques, le connectivisme et la formation ouverte et à distance visent à l'interactivité diversifiée et à la collaboration en ligne par la mise en œuvre des synergies efficaces visant à l'épanouissement mental et psychologique des personnes en formation. De plus, la Formation Ouverte et à Distance s'enrichit par des tâches actionnelles, qui promeuvent d'exploiter le potentiel créatif des mentorés. Enfin, la rénovation des pratiques éducatives par l'adoption des méthodes participantes actives et co-actives optimisent le niveau de qualité de la formation tout au long de la vie. En définitive, la pédagogie numérique modifie la manière de procéder à l'exécution des tâches conçues par les mentors et la mentalité adoptée par les formés.

*Par conséquent, il est possible de cultiver la pente intérieure et créative de l'apprenant-acteur. Ainsi, l'élève cultive son élan créatif faisant preuve d'un savoir agir complexe dans l'accomplissement de sa tâche. L'application de nouveaux systèmes informatiques rénove le processus pédagogique et se met en accord avec les nouvelles exigences en matière d'évaluation* (Efthimiadou, 2016 :198).

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## L'ANDRAGOGIE ET SES IMPLICATIONS SUR LA FORMATION CONTINUE DES ENSEIGNANTS

Imad BELGHIT<sup>1</sup>

### Résumé

*La formation continue des enseignants n'est pas étrangère à la problématique de la qualité du système éducatif. Au-delà des politiques éducatives, l'andragogie est partie prenante dans le processus de formation du public cible. Elle permet de s'interroger sur les savoirs et sur les mécanismes de la transposition didactique. Stratégies, méthodes, dispositifs, objectifs et suivi des projets de formation continue des enseignants seront questionnés dans le contexte marocain afin de dresser un état des lieux de la question et apporter des propositions à même d'améliorer les pratiques de formation.*

**Mots clé :** Andragogie ; Formation continue ; Stratégies ; Dispositifs de formation.

## ANDRAGOGY AND ITS IMPLICATIONS FOR IN-SERVICE TEACHER EDUCATION

### Abstract

*In-service teacher training is not unrelated to the issue of the quality of the education system. Beyond educational policies, andragogy is an integral part in the process of training the target population. It makes it possible to question the knowledge and the mechanisms of didactic transposition. Strategies, methods, mechanisms, objectives and the follow-up of in-service teacher training projects will be tackled within the Moroccan context in order to draw up the issue and put forward proposals to improve training practices.*

**Key words:** Andragogy; In-service training; Strategies; Training systems.

### Introduction

Les mutations globales de la société moderne ont entraîné des besoins éducatifs nouveaux d'ordre technique, scientifique ou culturel, d'où la nécessité d'une réflexion sérieuse sur les savoirs en tant qu'objets vivants et évolutifs et sur le rôle de l'andragogie dans la formation des enseignants. Pratique toute jeune mais déjà nourrie de rebondissements et d'évolutions en tout genre, l'andragogie propose des pistes pour optimiser les conditions d'apprentissage des adultes.

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Dans le cas de la formation continue des enseignants, bon nombre de considérations nécessitent une relecture qui tient compte de certaines interrogations déterminantes dans cette recherche : Jusqu'à quel point les politiques éducatives favorisent-elles la formation continue des enseignants ? Si le métier d'enseignant est de transmettre des savoirs et des savoir-faire, et si la réalisation efficace de cette mission passe par une formation continue appropriée, quelles stratégies et quels dispositifs devrait-on adopter pour pallier les insuffisances ?

L'objectif est de s'appuyer sur des jalons théoriques et méthodologiques qui privilégient une démarche réflexive à propos de la formation continue des enseignants. La relation entre andragogie et formation continue nous permettra d'analyser l'apport de l'andragogie au ciblage des compétences professionnelles dans le contexte du Maroc. L'étude des stratégies, méthodes et approches des dispositifs de formation continue des enseignants dévoilera l'intérêt de l'implication du participant dans l'amélioration des compétences professionnelles.

Les *Objectifs de cette étude* sont les suivants :

- Combattre le manque de congruence entre la formation initiale et la formation continue des enseignants dans le contexte du Maroc.
- Réfléchir sur la formation continue des enseignants afin de développer -les compétences professionnelles.
- Améliorer ces dispositifs de formation continue.

*La méthodologie* de l'étude consiste en une revue documentaire à propos de:

1. La littérature sur l'enseignement des adultes, 2. La littérature sur la formation des enseignants.

## 1. Andragogie et politiques éducatives

### 1.1. L'andragogie : un domaine réservé à l'adulte

Autant la pédagogie reste incontournable dans l'apprentissage de l'élève, autant l'andragogie constitue la clef de voûte de l'activité d'enseignement de l'adulte. C'est d'ailleurs en 1833 que le terme andragogie « *der Andragogik* » a été cité pour la première fois par Alexander Kapp, pour décrire la théorie éducative de Platon. Par la suite, le terme désigne une formation appropriée aux besoins des adultes.

Dans son document final adopté par la cinquième Conférence Internationale sur l'Education des Adultes (CONFINTEA V) en 1997, une étude sur le sujet (UNESCO, 1997) définit l'andragogie comme :

*L'ensemble des processus d'apprentissage, formels ou autres, grâce auxquels les individus considérés comme adultes dans la société à laquelle ils appartiennent développent leurs aptitudes, enrichissent leurs connaissances et améliorent leurs qualifications techniques ou professionnelles ou les réorientent en fonction de leurs propres besoins et de ceux de la société.*

L'andragogie désigne ainsi la combinaison de plusieurs savoirs qui permettent aux adultes d'entretenir un rapport d'intelligence avec le monde moderne, puisqu'elle représente le processus d'apprentissage dans lequel théorie et pratique se rejoignent, actualisant un véritable modèle expérientiel.

En lien avec l'objet de nos réflexions, l'andragogie a pour objet d'étude les aspects relatifs à la théorie éducative et ses applications appropriées à l'adulte. Or, pour les éducateurs, la population adulte est complexe à appréhender, ne serait-ce qu'en rapport avec les facteurs de l'âge, de la culture ou encore des caractéristiques socio-économiques des intéressés. En effet, biologiquement, l'adulte est celui qui est en âge de se reproduire ; juridiquement, il a atteint l'âge de la majorité ; économiquement, il subvient à ses besoins ; psychologiquement, il a conscience de ses responsabilités. Le profil de ce dernier reste ainsi extrêmement difficile à positionner en regard de ses rôles sociaux et de ses responsabilités variées : consommateur, citoyen, parent, professionnel, étudiant.

Cela étant, l'andragogie renvoie à la science de l'apprentissage des adultes, une connaissance des fondements et des principes qui résument les caractéristiques de la personnalité de l'adulte et de sa diversité biologique et psychologique en rapport avec son développement social.

### **1.1. La formation continue des enseignants**

Depuis les années 1990, l'importance accordée à la formation continue indique que les concepts d'apprentissage tout au long de la vie et de développement continu des compétences progressent au sein de la profession enseignante. D'après Ardouin (2003), la formation continue est :

*L'action de se doter de moyens pour permettre l'acquisition de savoir par une personne ou un groupe, dans une perspective contractuelle, en lien avec un contexte donné en vue d'atteindre un objectif* (p. 14).

Pour Bernard Blandin (2011), la formation continue concerne quatre grands types de fonctions :

- Métiers décisionnels (DRH, chefs de projet, consultants, spécialistes de la conduite des politiques de formation).
- Métiers de conception (ingénieurs de formation, concepteurs de ressources).
- Métiers de conduite (enseignants, formateurs, animateurs, spécialistes de contenus et de méthodes de formation).
- Métiers d'accompagnement (coach, médiateur, accompagnateur, consultants).
- Il va sans dire que ce sont les métiers de conduite qui nous intéressent dans ce papier. Avec les nouvelles vocations des CRMEF<sup>1</sup> au Maroc, la formation continue des enseignants est perçue comme une nécessité étant donné que la formation initiale attire des populations différentes dans leurs motivations, leurs attentes, et leurs manières de travailler.

Au Maroc, *La vision stratégique* de l'enseignement qui s'étend sur la période 2015—2030 est le fruit d'un travail collectif auquel ont participé activement toutes

<sup>1</sup> Selon le décret n°02.11.672, les CFI et les CPR ont été regroupés, au niveau de chaque académie, en Centres Régionaux des Métiers d'Education et de Formation (CRMEF) dont les missions portent, entre autres, sur la qualification des cadres enseignants stagiaires, l'organisation de la formation continue et la promotion de la recherche pédagogique. Quant aux ENS, elles ont été rattachées aux universités depuis 2009.

les instances du Conseil Supérieur de l'Education et de la Formation, qui en ont dégagé les fondements, les leviers et les propositions. Cette vision a pour finalité d'asseoir une École nouvelle portée par trois grands fondements : l'équité et l'égalité des chances, la qualité pour tous et la promotion de l'individu et la société.

Le document (Vision Stratégique, 2015) souligne l'intérêt de la formation continue des enseignants :

*La formation continue et la qualification tout au long de la vie professionnelle offre aux acteurs éducatifs une occasion renouvelée de perfectionnement professionnel, de mise à niveau et de suivi de l'évolution de leur domaine. A ce propos, il faudra, à court terme, préparer et mettre en œuvre, en coordination avec les académies, les centres de formation et les universités, des stratégies de formation continue spécifique aux diverses catégories de personnels, dotées de plans de formation et répondant à leurs besoins effectifs* (p. 35).

Le document vise à asseoir une bonne gouvernance dans la gestion du parcours professionnel des acteurs de ces métiers. Il va sans dire que le contexte actuel est celui de la formation tout au long de la vie.

La formation continue s'inscrit ainsi dans la culture de la société contemporaine. Désormais, les routes vers l'apprentissage peuvent être rompues à tout moment pour reprendre après.

## 2. Freins psychologiques et ciblage des compétences

### 2.1. Blocages communicationnels dans la formation continue des enseignants

Dans son ouvrage *Les méthodes actives dans la pédagogie des adultes*, Mucchielli<sup>1</sup> (1991) énonce plusieurs raisons qui représentent des handicaps pour l'efficience des dispositifs de formation des adultes. L'andragogie rappelle donc l'intérêt de l'appropriation des connaissances acquises, car en les mettant en œuvre, les adultes les incorporent à leurs compétences, ce que nous fait remarquer Bourgeois (2013) :

*Les théories et réflexions sur l'apprentissage adulte ont toujours accordé une importance primordiale au rôle de l'expérience. Le courant de l'andragogie [...] en avait même fait la marque emblématique.*

<sup>1</sup> Muchielli énumère ces caractéristiques de l'adulte en situation de formation : 1) La saturation (l'esprit de l'adulte est saturé des apprentissages ; il devient nécessaire de rassurer les adultes en leur offrant l'opportunité d'apprendre autrement, de capitaliser les connaissances acquises à travers leurs expériences professionnelles) ; 2) Les menaces (l'évaluation et la sanction traumatisent les adultes en leur rappelant les blocages dus à la rigidité du système éducatif, alors qu'ils veulent apprendre sans contraintes) ; 3) L'inhibition (les adultes craignent d'être jugé ; la formation doit être un lieu de réflexion et d'expérimentation) ; 4) L'indétermination (les objectifs à long terme sont rejettés par les adultes qui fonctionnent par un objectif immédiat ou, à défaut, à moyen terme lorsqu'ils suivent une formation) ; 5) La théorie (les adultes donnent peu de crédit à la théorie, lui préférant des comportements pratiques en phase avec l'activité professionnelle. La théorie n'est tolérée que lorsqu'elle permet d'intégrer les nouvelles connaissances via un processus de confrontation d'expériences et d'abstractions).

Aussi l'insertion de situations d'apprentissage basées sur des applications concrètes répond-elle à un double besoin des adultes : un rapport à l'expérimentation et une preuve d'utilité de la formation. Ne tenir compte qu'en partie de l'expérience des adultes dans la formation reflète irrémédiablement une méconnaissance de la psyché et du comportement humain, avec le présupposé des déboires de la prestation.

Toutefois, et dans son dernier rapport intitulé « Système de la fonction publique », rendu public par la Cour des Comptes (2017), il est noté :

*Dans l'état actuel, les actions de formation continue des enseignants sont dispensées souvent par le corps des inspecteurs qui a pour mission principale de les contrôler et les évaluer sur le plan pédagogique. Ces actions ne font pas l'objet d'évaluation et de suivi en termes d'impact sur le rendement des enseignants et sur l'amélioration de leurs compétences et l'exercice de leurs missions.* (p. 150).

Le rapport fait référence à cette double casquette des inspecteurs qui ont pour mission à la fois de superviser la formation continue des enseignants, mais aussi de « les contrôler » et « les évaluer ». Cet amalgame quant au statut du formateur freine certainement la motivation des enseignants. A cela s'ajoute la spécialisation des acteurs assurant certaines formations continues, car il est rare qu'on sollicite des ressources extérieures. Bref, ni l'ingénierie de formation, ni sa mise en application ne sont encouragées par les rapports de la cour de comptes, en témoigne cet extrait du rapport de Mai 2018 :

*Le rendement insuffisant des inspecteurs pédagogiques : en se référant aux différents rapports de la Cour des comptes élaborés durant la période 2009 – 2017, le rendement et la productivité des inspecteurs pédagogiques demeurent insuffisants sur les plans quantitatif et qualitatif. Ainsi, il a été relevé la faiblesse des effectifs et du rendement, le manque de plans d'action des inspecteurs, l'absence de suivi de leur activité et la non exploitation de leurs rapports* (p. 78).

Pour que la formation se déroule dans de bonnes conditions, l'interaction entre formé et formateur est tellement impactuelle qu'elle devient décisive dans la réussite du processus. Recueillir systématiquement les objectifs, les interrogations, les propositions des participants les responsabilise tout en les motivant. Cette approche qui s'appuie sur la perspective de la psychologie de l'apprentissage est efficace, étant donné que le rôle du formateur (non de l'inspecteur) est d'orienter le participant pendant l'opération éducative, à la différence de la méthode transmissive propre au modèle traditionnel.

## 2.2. Apport de l'andragogie au ciblage des compétences

La psychologie de la relation andragogique s'appuie sur l'étude des pratiques enseignantes dans leurs rapports aux positions des acteurs dans les situations de formation continue. Pour bon nombre de théoriciens de l'andragogie, la rentabilité professionnelle constitue l'objectif intégrateur pour l'adulte. C'est donc par rapport à un type de situations professionnelles concrètes, à un comportement pratique particulièrement ciblé que doit s'organiser sa formation.

Ce postulat a pour conséquence que toute formation doit commencer par une interrogation sur les attentes et la motivation du participant vis à vis de la formation pour aboutir à l'analyse de la situation professionnelle à maîtriser ultérieurement. Selon Paquette (2002) :

*Dire qu'une personne doit connaître quelque chose ou acquérir telle ou telle connaissance n'est pas suffisant. Il faut se demander jusqu'à quel point, de quelle façon, dans quel contexte, pour quel usage.*

L'on en déduit que l'adulte a besoin de connaître l'objectif de l'apprentissage, le rôle de l'enseignant étant de l'aider à prendre conscience de son besoin, lui dévoilant la nécessité d'améliorer la gamme de ses compétences.

Un dispositif réfléchi de formation continue motivera certes les enseignants qui s'y impliqueront nécessairement, car il visera une consolidation professionnelle, un développement actif des compétences, une valorisation de l'expérience, voire un accompagnement et un soutien des projets. Le besoin de formation continue des enseignants est sans doute pressant pour répondre aux mutations technologiques et aux interconnexions croissantes de la société de la connaissance.

Diagnostiquer des besoins d'apprentissage, formuler les objectifs de la formation, configurer le programme, construire un modèle d'évaluation formative, élaborer un modèle d'évaluation du programme en termes du contenu, des méthodes, et des résultats, ce sont là les principes organisationnels pour le bon fonctionnement de la relation éducative.

La formation comprend les connaissances dont l'enseignant a besoin. C'est le cas des compétences méthodologique qui peuvent s'articuler autour des phases de la séquence didactique à savoir la préparation des cours, l'animation des séances, et enfin l'évaluation des connaissances. Rappelons néanmoins que les compétences à cibler sont multiples, allant du savoir savant aux domaines connexes tels que l'éducation, la culture et le développement, en passant par celui relatif aux théories de l'enseignement, les stratégies d'apprentissage, la didactique des disciplines, l'élaboration de curriculum et les moyens d'évaluation.

L'acquisition de nouvelles compétences, la mobilisation de l'expérience du participant à la formation continue des enseignants, la réflexion commune sur le perfectionnement des pratiques enseignantes, l'état d'esprit de l'apprentissage de l'apprentissage, la capacité de procéder à une évaluation formative sont autant d'activités qui impactent directement la formation. Le formateur devient ainsi un passeur, étant donné que l'enfant est formé par un « père », alors que l'adulte est formé par un « pair ».

Or, dans l'expérience marocaine, la Cour des comptes (2017) reste réticente quant aux résultats de ces formations, en témoigne cet extrait :

*A l'instar des autres administrations publiques, la formation continue des enseignants ne bénéficie pas encore de l'importance qu'elle requiert. En effet, les actions y afférentes ne s'inscrivent pas dans une stratégie découlant de l'identification et de l'évaluation des besoins* (p. 150).

### **3. Dispositif de formation continue des enseignants**

#### **3.1. Intérêt de la formation continue des enseignants**

Sous le titre "Des politiques enseignantes efficaces", l'OCDE (2018) a publié un rapport sur les résultats de PISA 2015 pour répondre à la question : Quelles politiques enseignantes trouve-t-on dans les systèmes éducatifs les plus performants ? La réponse est qu'en moyenne, les enseignants ont droit à huit jours annuels de formation continue.

L'état des lieux a fait ressortir que la formation continue des enseignants se fait presque exclusivement sous forme de séminaire avec des ateliers de durée variable. Les contenus dispensés pendant ces sessions sont généralement des savoirs savants ou d'ordre méthodologique. Ces formations sont souvent programmées au niveau central et ne tiennent pas compte des besoins spécifiques de l'enseignant parce qu'elles mettent l'accent plus sur les méthodes d'enseignement que sur les aspects pédagogiques.

Cela étant, la formation continue marginalise les principes de formation du modèle andragogique tels que définis par Malcom Knowles (1990) : 1. Le concept de soi (l'autonomie, l'auto-évaluation et la coopération sont nécessaires à l'adulte qui se conçoit comme une personne arrivée à maturité), 2. L'expérience (l'adulte est en apprentissage constant), 3. La volonté d'apprendre (les tâches développementales liées aux rôles sociaux sont particulièrement appréciées par l'adulte), 4. L'orientation de l'apprentissage (l'adulte vise une utilisation immédiate de la connaissance, d'où son intérêt pour la résolution des problèmes), 5. La motivation (cruciale dans le processus d'apprentissage).

Compte tenu de ce qui précède, la formation continue devrait être décentralisée et provenir des besoins constatés par les inspecteurs pédagogiques ou exprimés par les enseignants. Ces derniers auront pour tâche d'identifier ces besoins, de les hiérarchiser et de les traduire en programmes d'activités à exécuter en partenariat avec les structures d'encadrement. La formation continue des enseignants doit être :

- Holistique : elle prépare l'enseignant à être opérationnel sur le plan des savoirs savants et celui de la transposition didactique qui sera investie ultérieurement au niveau de la prise en charge des classes par les enseignants formés.
- Professionnaliste : des professionnels de la formation continue doivent veiller à porter les apprentissages à un niveau d'évolution constante.
- Participative : elle vise à créer une dynamique entre les professionnels de la formation et les enseignants afin de promouvoir une synergie due aux nouvelles formes de collaboration entre les différents intervenants.

Si l'expérience personnelle de l'adulte est la résultante d'une lente maturation qui façonne sa manière de penser et d'agir, la formation continue devrait tenir compte des savoirs savants et des savoirs d'expérience qui participent ensemble de l'amélioration des compétences méthodologiques et relationnelles de l'enseignant.

### **3.2. Stratégie de formation continue des enseignants**

L'absence d'une politique de formation continue adaptée aux besoins réels des enseignants pénalise le système éducatif marocain. Une formation régie par la logique de l'offre et non par celle de la demande ne peut déboucher sur une formation continue au service de la gestion de la carrière professionnelle des enseignants.

Pour aller au-delà de ce qu'a révélé l'état des lieux de la formation initiale des enseignants, de courte durée, le contenu de la formation continue des enseignants mettra l'accent respectivement sur les connaissances, sur les aptitudes et sur les attitudes.

- Sur le plan du savoir : psychologie, andragogie, histoire de la connaissance, didactique des disciplines, gestion des savoirs, e-learning, etc.
- Sur le plan du savoir-faire : académique (l'enseignement / apprentissage actif des compétences), pédagogique (les stratégies d'apprentissage pour promouvoir l'autonomie de l'apprenant, les techniques d'observation de classe, la gestion des projets), professionnel (le développement professionnel et personnel).
- Sur le plan du savoir-être : les valeurs et attitudes requises permettant le bon exercice de la profession à savoir le respect, la rigueur, l'esprit d'équipe, la coopération, etc.

Aussi le ministère de tutelle doit-il renforcer le cadre politique de cette formation via les finalités du curriculum de formation qui préciseront : a) l'adéquation entre les objectifs et les moyens des programmes d'enseignement. b) l'identification des profils d'entrée et de sortie dans la formation des formateurs. c) l'insertion des procédures spéciales à même de servir les objectifs du programme et d'optimiser les opportunités d'apprentissage.

### **3.3. Méthodes, approches et objectifs des dispositifs**

La formation continue des enseignants peut revêtir plusieurs formes. Il faudrait évoquer tout d'abord la variété des grands dispositifs : l'enseignement (conférences, cours, exposés), les sessions de formation de groupe, l'accompagnement individuel (coaching, pratique supervisée), la formation en alternance, les communautés de pratiques, la formation à distance, la formation au travail : compagnonnage, tutorat, mentorat et outdoor.

Cela étant, des méthodes d'enseignement visent l'acquisition de compétences organisées selon une taxinomie appropriée. L'auteur de *Théories et méthodes pédagogiques pour enseigner et apprendre* (Lebrun, 2007, p. 128) propose un modèle basé sur les méthodes actives ancrées dans un contexte qui fait sens, offrant des ressources variées, s'appuyant sur l'interaction entre les partenaires pour aboutir à une production qui mobilise des compétences de haut niveau : « *L'apprentissage par résolution de problèmes, [...] l'apprentissage coopératif, [...] La pédagogie du projet ou par le projet* ».

Dans le cadre de la méthode active, la formation est dirigée sur le tas. Le formateur intervient pour préciser les moments-clés ou les points essentiels. Dans ce sens, la formation se fait sur simulateurs, à travers une situation expérimentale qui

met en jeu les caractéristiques structurales des conditions réelles ce qui permet d'acquérir une expérience accélérée. Appelé à se convertir en coach, le formateur facilite l'accès à des compétences de métier, fournit l'encadrement en phase avec le domaine de recherche du participant et sa pratique professionnelle. Le formateur se propose d'aider les adultes à apprendre.

Le choix de la méthode se traduit dans la conception des objectifs. En effet, les outils servant à la définition des objectifs professionnels sont diversifiés : l'auto analyse de sa fonction, le questionnaire d'autodiagnostic des compétences et des aptitudes, le questionnaire de connaissances, la matrice des compétences d'une activité. Cela étant, il y a enseignement actif à partir du moment où des situations d'interaction, au sein desquelles les participants peuvent construire leurs compétences, sont instaurées. Par sa nature, le travail en groupes est donc adapté au développement des compétences communicatives et réceptives.

Il n'en demeure pas moins que l'outil des besoins reste extrêmement prisé puisqu'il révèle les activités professionnelles à perfectionner. L'analyse est réalisée à partir de six composantes qui représentent les oubassemement de la performance :

- les facteurs se référant à ce qu'apporte personnellement la personne pour le bon exercice de son travail : a. un problème de connaissance ; b. un problème de motivation ; c. un problème de savoir-faire ;
- les facteurs se référant à l'environnement qui encourage ou décourage la personne : a. un problème d'information ; b. un problème de soutien extérieur ; c. un problème d'outillage.

L'outil permet de dire si la formation est la bonne réponse au dysfonctionnement, de fixer l'objectif et le résultat visé, de définir des objectifs adaptés aux besoins exprimés, ce qui donne aux participant un rôle actif dans le cahier des charges. En outre, la définition des objectifs est non moins importante. Un objectif doit respecter quatre critères : a) il décrit les connaissances à acquérir à la fin de la formation ; b) il décrit une activité identifiable par un comportement observable ; c) Il précise les conditions dans lesquelles le comportement souhaité se manifeste ; d) il indique le niveau d'apprentissage à atteindre. Pour être opérationnel, un objectif de changement doit être spécifique, concret, mesurable, établi sur des critères factuels pour que l'on puisse évaluer son atteinte dans les faits.

### **3.4. Modalités de la formation continue**

Compte tenu de l'intérêt des méthodes actives, bon nombre d'implications pratiques s'imposent au formateur lors de l'élaboration de l'ingénierie de formation :

- Étude de besoins ;
- Négociation et positionnement : considérer l'enseignant qui suit une formation comme un expert qui vise l'obtention de compétences complémentaires ;
- Identifications de situations problèmes : adaptation du contenu et du programme aux attentes et au niveau des participants ;
- Identification de compétences à acquérir : transmettre des outils pédagogiques applicables dans les situations d'apprentissage ;

- Choix raisonné des modalités pédagogiques et des activités.

Les expériences fructueuses d'apprentissage collaboratif, de mise en projet, d'activités centrées sur l'apprentissage dans la formation continue sont de plus en plus exploitées comme l'affirme l'OCDE dans le rapport signalé plus haut. Aux formateurs de cultiver cette conscience à travers des politiques éducatives accompagnées de plans d'action en vue de réussir des projets de formation.

D'ailleurs, contrairement à l'enseignant, le formateur des adultes doit négocier le contenu avec les participants, accompagner ces derniers dans leur progression, faire amorcer une démarche durable, faire surgir du sens et encourager les possibilités de création chez les participants.

Le Maroc n'a pas accompagné la formation continue des enseignants par les mesures stratégiques, en témoigne l'absence d'une politique de gestion prévisionnelle des compétences du corps enseignant. La séparation entre la formation initiale, la qualification et la formation continue ne permet pas l'élaboration d'un plan de carrière intéressant pour l'enseignant.

#### **4. Propositions pour améliorer la qualité des offres de formation continue des enseignants**

##### **4.1. Focus sur la motivation**

Dans *Traité de la psychologie de la motivation*, Philippe Carré (2009) mentionne dix motivations des adultes en formation : le plaisir d'apprendre, le plaisir d'être ensemble, d'avoir des contacts sociaux, le plaisir d'être dans un cadre valorisant, les avantages économiques, l'obligation d'y être, l'occasion de quitter un environnement, l'acquisition de compétences professionnelles, l'acquisition de compétences personnelles, la recherche de son identité, la recherche d'une nouvelle voie professionnelle.

L'adulte doit être engagé dans la planification et l'évaluation de son apprentissage. En effet, si le sujet est adapté au travail en groupe, le participant à la formation continue peut acquérir des compétences communicatives, sociales et cognitives évoquées plus haut. Il est donc question d'une collaboration entre le formateur et les participants qui échangent, prennent l'initiative, créent des mécanismes de planification et se sentent impliqués dans le processus de prise de décision pour exprimer leurs besoins et leurs attentes afin d'apporter une valeur ajoutée à leurs compétences.

La formation est bénéfique aux participants lorsqu'elle met à leur disposition un programme cohérent décliné en processus d'apprentissage efficace à même d'améliorer leurs performances dans un cadre d'échange professionnel. Si l'adulte estime que la formation l'aidera à résoudre des problèmes, à se mettre à niveau et à perfectionner ses performances, il s'investit dans la formation. Instaurer un environnement propice à l'apprentissage, compte tenu des données interpersonnelles, transactionnelles et groupales s'impose plus que jamais.

Les méthodes actives mènent les participants à construire par eux-mêmes la connaissance à travers des partages d'expériences. Le formateur doit disposer d'une série de techniques de formation afin d'atteindre la création d'un espace accueillant,

démocratique et participatif. La transparence du cursus de formation, l'identification des compétences à améliorer, le volume horaire, le responsable de formation, la méthode utilisée, le nombre de participants, la certification de la formation, tout cela participe des critères d'implication ou non chez le futur enseignant bénéficiaire de la formation continue.

Aussi, la fréquence des actions de formation continue est nécessaire pour l'enseignant. Dans certains pays, la loi stipule que dans chaque échelon, l'enseignant doit accomplir des modules de formation en rapport avec la pratique pédagogique, la reconversion professionnelle, ou les fonctions de gestion administrative. Au Maroc, cette formation devrait permettre aux enseignants de développer les pratiques didactiques et pédagogiques (approche, évaluation formative intégrée à l'apprentissage, recours aux TIC), et poursuivre ainsi le développement des compétences professionnelles, tout en repensant le temps de travail pour qu'il intègre l'enseignement en classe et la formation continue. Cette vision devrait contribuer à stimuler une formation continue de manière décloisonnée.

#### **4.2. Boite à outils du formateur**

L'aspect concret de transférabilité des connaissances acquises est crucial dans l'opération éducative. Ce qui facilite toutefois l'assimilation des adultes, c'est que les connaissances, les compétences et les attitudes sont exposées dans le contexte de leur mise en application sur des situations réelles.

D'ailleurs, tout projet de formation continue passe par trois moments : a) Les fondements du projet : intitulé, nature et motif du projet, étayage du projet. b) Le plan d'action : activités, ressources, calendrier, équipe du projet. c) Le plan d'animation : plan de management (anticipation et traitement des résistances au changement), plan de suivi et d'évaluation, plan de communication interne et externe.

L'étude de cas, héritée des expériences andragogiques de l'université de Harvard, reste une référence parmi les exercices de formation. A partir de la présentation des données du cas et de leur analyse puis de la discussion qui s'ensuit, l'adulte découvre des notions inhérentes au sujet et des solutions à un problème pratique posé par le cas. L'exercice favorise l'esprit critique, les pratiques communicationnelles, l'engagement et la prise de décision. Pendant la réalisation du travail en groupe, le formateur doit déléguer les tâches afin de responsabiliser les participants.

L'intégration de visuels explicatifs est généralement bien accueillie de la part des participants : des vidéos tutoriels, des animations, des outils qui conjuguent plusieurs médias et impliquent le bénéficiaire de la formation continue tout en variant les supports de la formation. La création d'outils pédagogiques à consulter en amont est d'une grande utilité : la conception d'un Wiki ou d'un site contenant les fondamentaux et les prérequis de la formation facilite la compréhension en présentiel. Il va sans dire que la technologie éducative est indispensable, en témoigne le réseau des *learning labnetworks* qui met en perspective des activités de co-production, idéation, crowd-participation et animation dans un laboratoire d'apprentissage 3.0.

Ainsi, le bénéficiaire participe à un groupe qui permet l'apprentissage de la vie sociale, ce qui garantit non une compétition mais plutôt une coopération édifiante. Le résultat en est l'acquisition de savoir et de savoir-faire grâce à l'apprentissage de nouvelles attitudes de travail en groupe. Grâce à cette méthode, l'adulte travaille en équipe et participe à la tâche qui lui a été assignée, appréciant le fait de croiser son expérience avec celles d'autres professionnels.

Développer des approches par projet dans le cadre d'ateliers est souhaitable, l'objectif étant de booster le travail d'équipe à partir d'un partage d'expériences pédagogiques afin de faire émerger des idées. L'intérêt des méthodes dites non-directives n'est plus à démontrer, étant donné qu'elles permettent la production d'idées, le classement par thèmes, la sélection et enfin l'approfondissement, autant de modalités vivantes et dynamiques qui favorisent le sens de l'écoute active et le travail en équipe.

Cela étant, les participants, des enseignants qui plus est, ont des exigences vis à vis du formateur et peuvent se montrer critiques à son égard s'il ne leur est pas d'un grand secours. En principe, ce qui prime dans la formation c'est le partage d'expériences, de modalités de résolution commune, de benchmark aussi.

Logiquement, la formation continue devrait s'inscrire institutionnellement dans le plan de formation des enseignants, d'où la nécessité de cadrer avec la gestion de carrière des participants.

#### **4.3. Suivi et évaluation**

Le suivi peut s'appliquer à toutes les activités administratives ou d'un programme. Le choix et la réussite même de la tâche proposée par le formateur ne suffisent pas pour qu'il se développe une assimilation du savoir. Il faut que la réalisation de la tâche soit l'objet de l'« appropriation » qui permet au formateur de s'assurer que ce qui a été acquis par l'adulte en formation n'est pas seulement une réussite de la tâche proposée, mais une réelle prise en main de la compétence.

Deux types principaux de suivi existent : a) le suivi de processus qui mesure les moyens par lesquels les objectifs sont atteints, ce qui inclut l'utilisation des données et l'information sur le progrès des activités. b) le suivi de l'impact qui étudie l'impact des activités de la formation continue sur les objectifs.

Les indicateurs types à intégrer dans le suivi et l'évaluation d'une formation sont :

- Indicateurs de processus :
  - Nombre d'heures de formation,
  - Pourcentage de participants qui jugent la formation bonne,
  - Budget alloué par année,
  - Quantité de personnel qualifié,
  - Nombre d'activités au stade de conception, mises en pratique et menées à terme.
- Indicateurs d'impact :
  - Pourcentage de participants qui appliquent les techniques acquises lors de la formation,

- Taux de réussite des élèves.

Toutefois, le bilan des actions de formation continue des enseignants au Maroc laisse à désirer ; en témoigne le rapport intitulé « Le Maroc gagnerait à développer un cadre d'évaluation cohérent et centré sur l'amélioration des apprentissages des élèves pour améliorer son système éducatif » (OCDE, 2018) :

*À l'heure actuelle, la majorité des enseignants et des chefs d'établissements n'arrivent pas à évaluer efficacement les processus d'apprentissage et les résultats des élèves. Le renforcement des capacités d'évaluation nécessitera un investissement plus important dans des outils concrets afin de mieux orienter la pratique ainsi qu'un investissement sur le long terme dans la formation continue et la formation initiale. Les enseignants ont, en particulier, besoin d'un accompagnement renforcé pour développer l'évaluation dite formative.*

## 5. Conclusion

Cette étude a mis en évidence la relation entre andragogie et formation continue des enseignants. Une approche andragogique raisonnée dans la formation continue des enseignants doit être conçue autour d'un outil de régulation, de réflexion, de progression émanant d'une politique éducative qui ambitionne la qualité du système. Le participant à la formation, lui, se propose à l'apprentissage avec ses valeurs et son projet professionnel. La prise en compte de ces facteurs doit être accompagnée d'une planification adéquate au niveau des choix stratégiques et de leur opérationnalisation grâce aux méthodes actives.

L'étude des stratégies, méthodes et approches des dispositifs de formation continue des enseignants a dévoilé l'intérêt de l'implication du participant dans l'amélioration des compétences professionnelles. L'apprentissage lié aux tâches professionnelles, l'immédiateté dans l'application des connaissances, le primat de la motivation constituent des variables lourdes dans l'andragogie. L'implication des participants devient ainsi un impératif, une condition même pour la réussite de la formation continue. Impliquer et motiver devient alors l'un des critères qualitatifs à vérifier afin de perfectionner l'offre de formation continue des enseignants.

Si les participants sont dans une logique de carrière dont la formation fait partie, la qualité de la méthode andragogique et apports psycho-professionnels, des programmes et du matériel didactique idoine s'impose aussi bien au niveau de la négociation des compétences à faire acquérir et des mesures d'accompagnement à mettre en perspective, qu'au niveau de l'expertise à apporter.

L'étude de la formation continue des enseignants au Maroc nous a également dévoilé certaines carences : l'absence d'une politique de formation continue adaptée aux besoins réels des enseignants, les difficultés de coordination entre les établissements chargés de la formation, un dysfonctionnement organisationnel entre le pouvoir central (le Ministère) et le pouvoir régional (l'Académie Régionale de l'Education et de la Formation), la marginalisation des indicateurs types dans le suivi et l'évaluation de la formation.

La notion d'apprentissage tout au long de la vie qui fait la part belle aux principes andragogiques nécessite la modélisation d'un enseignement spécifique adapté aux adultes afin de les amener à réfléchir sur les pratiques enseignantes tout en leur offrant des repères utiles pour répondre aux questions actuelles relatives à l'élaboration d'un plan de formation et au contrôle des acquis à travers les différents mécanismes d'évaluation et de suivi.

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## A MODEL OF STREAMLINING ACADEMIC LEARNING

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### **Abstract**

*The present paper aims to draw attention to a model of streamlining academic learning. The model is based on a holistic approach to learning, taking into account the following directions: a) boosting the student's motivation for undertaking responsibility and engagement in the learning process; b) training and development of cognitive and metacognitive abilities; c) learning through situated practice and cooperation.*

*The motivational dimension is deeply involved in the learning activity, success being engendered not by constraints, but by the stimulation and maintenance of the intrinsic motivation, of the mindset, of the responsible attitude.*

*The proposed model is intended to be a starting point in the direction of developing students' competence to learn autonomously, with the training (meta) cognitive skills and motivational-attitudinal support at the core of this approach.*

**Key words:** Competence; Cognition; Metacognition; Autonomy, Motivation.

### **1. Introduction**

The model is based on the constructivist theory of training and is designed based on my teaching and research experience.

In the literature, the competency-based approach is often accompanied by the constructivist learning theory. Like the cognitivist one, the constructivist paradigm brings to the fore the student with his/her active, personalized mental activity in learning, but the optimal application of constructivist theses and their training value depend on the level of professionalisation of teachers, the level of the skills involved - educational, didactic, managerial, self-development (Joi  , 2006).

Effective learning requires students to take control. It is necessary to develop metacognition, students must be aware and able to monitor their ideas, thoughts and knowledge. Transfer - the ability to apply knowledge in new situations - is affected by the degree to which one learns, understanding becoming crucial. Understanding determines meaningful learning, but it does not identify with it. Thus, one of the basic principles of learning is the problem solving and stepwise revision rather than the mechanical, quantitative, merged and uninterrupted repetition in the act of learning.

The approach focuses on the needs and interests of students, on prior learning experiences, it promotes self-organised and self-directed learning. Learning involves

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the involvement and development of all mental processes, the student learning to identify problems, search for information, select it according to certain criteria, organise, process, formulate hypotheses, outline questions, find strategies to overcome obstacles and find solutions.

The social factor is as important as the individual factor in learning. As such, the proposed model also takes into account the idea of social constructionism, promoting learning based on the exchange of information, cognitive and emotional experiences, through the use of interactive methods, cooperative learning methods, polarised around provocation and resolution of socio-cognitive conflicts.

Constructivism also promotes the reflective competence of the teacher, which is condition for the efficiency of the teaching activity. Thus, the reflective teacher develops the reflective attitude of his/her students, explicitly stimulates metacognitive processes and skills, creates opportunities for capitalising on reflection in the classroom, uses and encourages responsible interactive styles (Le Cornu, Peters, 2005; Mogonea, Stefan, 2014).

Throughout the teaching activity, we maintained our interest in developing the students' competence of independent learning, we constantly monitored and recorded the effects of our interventions on academic performance, which involved the alternative combination of traditional methods with modern ones, the implementation and testing of various models of design and constructivist organisation of training, as presented in the literature.

Experimenting various models and training strategies (some applied within a research project focused on constructivist training strategies, others designed during and after the completion of the doctoral thesis, focusing on autonomous academic learning and independent student activity), allowed for the construction of our own model of stimulating autonomous involvement, responsible engagement in academic learning. We consider that autonomy in learning is closely related to motivation, and as such, the focus of attention is constantly on the stimulation and motivational-attitudinal support provided for students throughout the learning process.

In what follows we present the model of motivated engagement in academic learning (MOTIVATED).

**Table no 1. Model of motivated engagement in academic learning - MOTIVATED**

STAGES	OVERVIEW
<b>M</b> <b>MOTIVATION</b>	Stimulating cognitive motivation, arousing students' interests is the first step in the learning process and it is related to the way of presentation, identification of the given task, the way the teacher manages to establish relations with prior experience, organise materials, ask questions, make analogies with similar solutions, specify a series of difficulties and expectations.

<b>O</b>	It is the stage of orientation to the topic, of reviewing the available resources, of the identification of the key words, of direct observation/primary processing of the data, individually, in relation to the context; topic orientation can be done under the teacher's supervision or independently.
<b>T</b>	The student is trained to build his/her own way of understanding and solving the task, to order the actions of search and analysis, of decoding the text; there is a reference to one's own way of understanding.
<b>I</b>	Confrontation, comparison of one's own interpretation with those of peers, mutual evaluation allowing students to expand the field of understanding, to broaden the perspective through multisided perspectives on the same topic.
<b>V</b>	Following the debate, the personal version (synthetic in nature) is outlined and validated; the data are synthesised to highlight the level of understanding, the scaffolding used in knowledge acquisition, the way of mental structuring, in the form of constructs-products: sketches, drawings, essays, solutions, programs, graphs, models, compositions, tables, etc.
<b>A</b>	The debate highlights the students' progress in learning, the evolution of the degree of complexity of the corresponding cognitive structures; post-processing, a global understanding of how to perform tasks, of the cognitive and action progress levels takes place; the given diagnosis aims at improving the actions in the next stage, at a better choice of methods, at raising students' awareness and at the practice of metacognition, at the correction of mistakes and errors; the involvement in discussions with the teacher or colleagues stimulates the self-assessment of the degree of acquisition of knowledge and skills, self-regulation of the degree of efficiency of the solutions.
<b>T</b>	Students are invited to make connections between the existing information, to integrate particular content elements to new explanatory structures, to continue exploring complex processes and phenomena, so that by corroborating the results to reach a cross-curricular vision, global understanding, beyond the confines of a subject.
<b>TRANSCURRICULAR APPROACH</b>	

<b>E</b>	At this stage, students are invited to verbalise their own reflections on how to understand, know, decide, solve; such reflections appear in the previous stages, especially when difficulties arise, obstacles that must be analysed and overcome, but they will be reconstructed, analysed and verbalised upon the completion of the task, after drawing up the cognitive map; personal reflections now focus on evaluating the entire cognitive construction, on awareness of the approach taken to achieve cognitive and methodological, theoretical and practical objectives, on highlighting errors and suggesting remedial work, on assessing the context and environment provided.
<b>D</b>	Students are invited to identify new directions of action (orally or in writing), to target the development of aspects that have not been sufficiently analysed and that can lead to new areas of knowledge and interpretation. Each student can deliver a speech focused on suggesting new approaches, new directions to develop later in his/her own learning.

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We further develop the structure and content of the model presented above (MOTIVATE), designed to enhance the development and assertion of autonomy in academic learning.

## **2. MOTIVATED – theoretical assumptions and action-oriented approaches**

### **2.1. Contexting the model**

Considering the essential transformations that the university training system and especially the teacher training programme are undergoing, the new missions of higher education (student-centered, competence-centered curriculum, etc.), the intervention programme that we propose is focused on models and efficient techniques of organising students' learning, equipping them with methods and techniques of fast and efficient independent learning.

In the Romanian system of education, the self-training resources of the learners are not sufficiently capitalised. Rogers (cited in Bertrand, 1994, p. 246), considered the father of non-directive, student-centered pedagogical models, shows that democracy presupposes that education helps students become individuals capable of initiative, who can assume responsibilities, capable of smart choices allowing them to adapt when the situation changes, able to draw on their experience in a creative way to adapt to new contexts and situations. In the process of lifelong learning, self-education becomes a result, a goal and a criterion for evaluating education (Comănescu, 1996, p. 36).

At present, *learning* and *lifelong learning* are key notions of the sciences concerned with learning, and of educational policies. If initially, in explaining learning, the emphasis was on external factors, it gradually shifted to the internal ones. The emphasis on the individual, on the intrinsic factors, does not ignore the extrinsic influences on learning, but configures another context, deeper, for their explanation.

Siebert observes that in the last decade of the last century one could notice a global political revaluation of lifelong learning, a reality that should be understood both as a human resource and as a coping strategy (Siebert, 2001, p. 79).

Preparation for self-education must be done through the whole process of education. The factors that guide and give the character and efficiency of self-education are represented by: the level of development of self-awareness, the volitional qualities necessary to complete the proposed actions, the nature and complexity of the proposed objectives and goals, methods and procedures used. Thus, quality education is enhanced, the relevance of the current values precedes self-education, offering the educated person the direction of growth, developing the skills and abilities required by autonomous behaviour, cultivating self-confidence.

In the current context, the teacher should consider:

a) the development of skills and abilities of independent intellectual activity: use of documentation sources and design of plans of ideas, summaries, fact sheets; using an inventory of tools needed to enrich knowledge; development of tailored learning procedures; of creative strategies in solving learning tasks; of the research, observation and experimentation skills to investigate the phenomena of educational reality;

b) equipping those who learn with methods and techniques of self-awareness and self-education;

c) valuing of metacognition in the teaching activity, this having obvious and immediate implications in the accomplishment of the self-evaluation (...) It is difficult to distinctly separate the two processes, given their interpenetration (Joița, 2010, pp. 79-80). Teachers have the task of helping the students to become aware of their own learning approach, of their own knowledge and skills, to understand the specifications of tasks, to select their own learning strategies, to monitor their own learning, etc., in other words, to create the conditions for practising metacognitive strategies (Ștefan, 2007, p. 58).

The teaching staff should have the necessary skills to successfully fulfill their new professional roles, those of coordinators of the learning process, of designers of study programmes that aim at the mediation between guidance and autonomy in learning, of evaluators of the quality of the higher education system.

Experimenting new strategies focused on the development of cognitive flexibility, critical thinking and the assertion of metacognition, against the background of an educational context focused on self-directed learning lies at the heart of this paper.

Thus, we premise our approach on the belief that in the academic training of students, it is necessary to pursue, on the one hand, the development of self-esteem,

and, on the other hand, the creation of favourable context and organisation of the learning experience, centred on methods which require the personal effort of students, allowing them to take initiative and responsibility.

The student needs to have confidence in himself/herself and in his/her professional competences, to master the modalities and/or the tools to solve the critical, conflictual situations in order to manage the typical situations and to be able to develop solutions for the atypical ones, to master methods of self-awareness and personal growth, all these being crucial for the optimal development of the professional activity of the teacher, in which the human nature, subjective and fragile, must be known, and its mechanisms mastered (Gliga, 2002, p. 11).

In this context, the proposed model addresses two major components:

a) identification of students' educational needs;

b) design of a specific academic training programme aiming at those skills necessary to enable the students to continue his/her own training and especially to stimulate his/her motivation in this regard. The student must thus be instrumented to become the manager of his/her own learning activity: to autonomously manage the learning process, to cope with the multitude of demands and responsibilities, to be able to adapt to any situation by training the cognitive, metacognitive and self-management skills.

## **2.2. Theoretical assumptions**

The MOTIVATED model is based on the following theoretical assumptions:

a) At the international level there is a constant concern for improving the effectiveness of educational practices at the university level, the specialists proposing various explanatory-interpretative models of academic success/failure. Most existing models are descriptive and exclusively theoretical, not being tested experimentally. Counteracting this shortcoming involves the development of conceptual models and especially their experimental testing to determine to what extent they can contribute to improving the quality of the instructional-educational process and the development of skills complying with the requirements of current social life. In the contemporary society, the learning needs of individuals are multiplying and diversifying, the teacher currently competes with various sources of learning; the emphasis is on the development of transferable skills, abilities, cognitive and metacognitive skills that will ensure subsequent access to knowledge. Educational offers are required to fit for purpose, to take into consideration individual needs, to ensure the profile of competence to meet the demands of tomorrow's society. Professionalisation of teaching requires, not only the harmonization of the dimensions of the teacher's personality in accordance with specific roles, but also a bringing to the fore of those that ensure the quality, efficiency of solutions, namely competencies. The teacher also needs to possess knowledge of different categories, alongside cognitive abilities, practical skills, affective-motivational elements, attitudes, specific abilities (Joița, 2007);

b) Pre-service teacher training aims at equipping the individual with the basic skills of teaching, the development of specific competencies for the practice of the

teaching profession. Păun (2002) makes the following mentions regarding the phenomenon of professionalisation of the teaching career: a process of developing a set of capacities and competences in a given field, based on the assimilation of a system of knowledge (theoretical and practical), a process deductively controlled by a model in the field. The author concludes that the essential guidelines for the professionalisation of the teaching career are largely influenced by pluralism and paradigmatic competition in education sciences, where two major paradigms - normative and interpretive - that are rather complementary than opposite ones.

The concern with ensuring a professional approach to the teaching career has been constant in the last decades in many countries. In our country we are witnessing a process of major restructuring of the professionalisation system of the teaching career, the following being obvious:

- the need to redefine the aims of training activities in a systemic vision and in terms of ensuring the balance between professional and general culture, on the one hand, and between training in the specialised scientific field and the psycho-pedagogical one, on the other hand;
- the need to connect theoretical training with the practical application of knowledge and skills in real contexts or as close as possible to the real ones;
- the need to develop digital skills.

The level at which the demands for competence, professionalism and dedication of teachers rise today triggers an immense responsibility (Delors, 2000, p. 122). The teacher is required to possess various skills:

- mastery of the subject taught, of the related knowledge and methodology;
- capacity of processing, structuring and making accessible the transferred knowledge;
- ability to train the students' specific skills in the field,
- capacity to capitalise on the formative-educational potential of the subject taught;
- ability to use effective training strategies;
- use of efficient tools for knowing the personality of the students;
- developing the capacity of students to be autonomous, to become subjects of their own development;
- identifying aspects of one's own activity that need improvement and showing interest in continuous improvement and learning from one's own and the others' experience;
- identifying ways and means of optimising one's own activity;
- reflective behaviour;
- awareness of the fact that the teaching activity also means continuous improvement;
- design and use of multiple forms of assessment of learners, with an emphasis on formative assessment and self-assessment;
- selection of and making accessible knowledge specific to the subject taught, depending on the learning abilities, needs and aspirations/interests of the students, etc.

c) The efficiency and effectiveness of teacher training systems depend on the substance of the concept on which it is based. One of the current metaparadigms in teacher training is that of focusing on the learner. In other words, the learner is placed at the very heart of the instructive-educational process, with his/her mental activity, with the trained cognitive, metacognitive and self-management strategies.

Valuing the individualisation of the student is a fundamental principle of contemporary education. Even the etymology of the term "pedagogy" ("paid" - child, agoge - "to lead") supports the focus on the individual who learns. Constructivist pedagogy focuses on the educator's intervention in the training needs of the student, so that the latter can be actively and consciously involved in the self-training process.

The construction of learning involves the training of the internal cognitive and contextual elements. Knowledge cannot ignore either the individuality of the learner or the context in which s/he finds himself.

The central role in knowledge is played by the student because s/he faces cognitive conflicts (between his/her own ideas and other ideas, between prior and new experience), formulates questions, provides answers and offers solutions, makes arguments, predictions, produces cognitive experiences. The teacher has the duty to support the student, to introduce them to scientific knowledge, to guide them, to coordinate them, to organise the environment and to facilitate their way to knowledge.

We are witnessing a construction of the very authority of the educator; the efficient teacher who seeks to develop the competence of autonomy gives up the privileges offered by normative authority, transforming himself/herself from an informant into a facilitator of self-instruction.

In other words, the current or future teacher must learn not to impose his/her authority by virtue of the status (and prestige). In this sense, s/he is asked to demonstrate cognitive, social-relational, managerial, teaching skills, s/he is asked to opt for the strategies that benefit his/her disciples.

In outlining the profile of future practitioners in the field of education, in order to develop the aforementioned capacities, we consider that the following objectives must be taken into account:

a) knowledge and assimilation (with emphasis on procedures of interpretation, argumentation, solution, transfer, reflection, on the development of critical thinking, divergent thinking, comparative analysis, etc.) theoretical approaches to the educational process, classroom language;

b) identifying and justification of the tendencies and needs of education in the Romanian system (through personal cognitive effort);

c) development of mental flexibility, the construction of elastic structures, which would allow the future practitioner to adapt quickly and efficiently to various educational settings (Ştefan, 2008, 2014);

d) de-construction and re-construction of the internalised teacher model following the traditional teaching practices;

e) development of interpersonal skills, problem solving skills, task completion based on interaction; developing empathy and understanding for colleagues and their opinions;

f) understanding, awareness of the idea that the teacher, in addition to teaching problems, faces many other challenges (class management), that s/he must fulfill multiple roles (besides that of informant);

g) the manifestation of an open attitude towards innovation, towards the new, of a receptive attitude towards the new requirements and changes in education;

h) asserting the affective-emotional side of the students' personalities, arousal of pleasure and enthusiasm in the act of learning.

To put it in a nutshell, in the current context, the aim is to train individuals capable of taking responsibility for acquiring skills. The principle of autonomy and individualisation should be the core of the design and implementation of the instructive-educational process. In this sense, we consider that the methodology that we shall focus on in our research and that underlies the proposed intervention programme, prepares the prospective teacher to become a good organizer of learning experiences by:

- stimulating cognitive flexibility so that students will become aware that many things can be seen differently (Siebert, 2001); the idea of cognitive flexibility (Spiro, 2001) brings to the fore the existing potential of the learner, the constructivist teacher having the role of determining which previous representations are necessary for the achievement of the cognitive compilation (Anderson, 1999) of knowledge;

- eliminating learning algorithms imprinted following traditional practices;

- stimulating the capacity to resolve cognitive conflicts by building the tasks and tools proposed to the students in the independent learning process;

- stimulating the students' creativity through building their own independent learning tools;

- awareness of one's own reasoning that allows for outlining ideas, beliefs;

- encouraging self-directed learning, cognitive and action autonomy in the processing and construction of meanings, in the transfer of learning products to new contexts, based on the abilities developed.

Currently, the emphasis is placed on investigating the profile of competencies specific to teachers involved in the successful adoption and assimilation of new information and communication technologies and e-learning in Romanian schools.

Digital competence is considered to be a central part of curriculum development. It represents the starting point for the development of the different dimensions of the competence itself, as well as of certain key competences and general competences as follows:

- understanding ICT innovations and making smart decisions regarding the implementation of new technologies in the training process;

- use of available resources - understanding the forms and methods of access to information sources;
- social-structural competence - understanding the social situation and producing information.

Digital competence is part of the lifelong learning competence and an obvious methodological dimension of the curriculum as a whole.

### **2.3. Beneficiaries**

The design and implementation of the proposed model are determined by the desire and need to improve the quality of the instructional-educational process by conducting student-centred training, capacity building allowing educators to adapt quickly and autonomously to various changes, development of skills and abilities that facilitate the transition from guided learning to independent, autonomous learning.

The MOTIVATED model is intended to be a benchmark in streamlining educational practices at the university level and as such it addresses all those interested in optimising the quality of the learning process and the development of the autonomy competence.

### **2.4. Objectives of MOTIVATED**

In designing and applying the proposed model, the objectives are:

- Identifying and analyzing students' opinions on their needs in relation to independent academic learning;
- Understanding the strategies and learning styles of students, as a premise for course design and teaching activities;
- Use of strategies and techniques to encourage learning independence, fit for purpose, for the specificities of the field of study and the peculiarities of the students;
- Changing the beliefs of students regarding the specificities and purpose of the educational process in order to trigger active, flexible learning, which goes beyond the simple transfer of knowledge;
- Articulation and operationalisation of professional values that promote efficient, independent learning;
- Regulating and improving learning by asserting metacognition and training the skills of self-management of cognitive resources;
- Adopting a reflective-metacognitive approach to personal growth and initial professional development, including planning and continuing education (through critical analysis, reflection, self-assessment);
- Acquisition, by students, of a set of strategies, techniques, methods, procedures and self-management tools in learning that will eventually lead to autonomy.

## 2.5. Main lines of action

Reviewing the literature and starting from the stages naturally followed in the learning process, we consider that we should act accordingly, guiding the student in each of the stages of the programme. Admittedly:

a) The first step in the proposed model of the motivated training of students towards knowledge, is represented by the organisation of a learning environment that allows for initiative, responsible involvement, engaging in learning; contexts must be secured so as contribute to motivating students for self-directed learning; from this point of view, we found that the forms of self-directed learning in a constructivist framework, oriented mainly towards practical, real or simulated actions, strengthen/boost motivation more than the systematic variants of direct training; motivational support through the development of self-confidence is, in our view, a principle of action;

b) The second step, in our vision, aims at the direct familiarisation of the learner with the training of cognitive and metacognitive skills involved in independent learning, with the combination in training of the stages that involve self-direction and stages that are guided.

c) The third step involves learning by situating students

The stages of learning, according to Bernat (2003) are the following:

- Acquisition - the first phase, exposure to new information, followed by processing until understanding takes place;
- Internalisation - the internalisation of new knowledge and its integration to a personal, coherent system, which is built based on prior experiences;
- Modification - the third phase that involves action from the perspective of new acquisitions that, once acquired and operationalised, must be used;
- The result - the final step, the concretisation of changes in skills and behaviours.

We could add, as a natural and absolutely necessary stage, the monitoring of learning, in other words, the reflection on the pathways, on the difficulties encountered, on the manner in which self-regulation was or will be achieved later.

By knowing and being aware of these stages, the student can reach the development and use of autonomy. In other words, the student must be taught how to develop effective learning and learning management skills, how to develop a positive attitude towards himself/herself and towards learning, namely:

- how to set learning goals;
- how to gather, select and process information;
- how to effectively internalise information, how to build new knowledge;
- how to be aware of one's own cognitive approach and progress;
- how to identify the factors that determine success or failure in learning;
- how to find the rules of effective learning;
- how to evaluate the results;
- how to use, apply new knowledge, how to transfer new skills and behaviours to other learning situations.

### 3. Conclusions

The teaching activities focused on the training of students-prospective teachers embed, in our opinion, at least two correlated dimensions:

a) a conceptual-attitudinal one which consists in updating the beliefs in accordance with the current theories and models of teaching action;

b) a pragmatic-instrumental one aimed at using some skills, abilities, capacities to solve various problems, to adapt to various situations, to intervene effectively in order to achieve the proposed objectives, to self-regulate one's own learning process.

The model emerging from the collected data and their interpretation highlights that learning is a complex process and as such must be approached holistically, it is the result of a laborious approach to building multiple interpretations (based on personal effort, study and individual reflection, or by collaboration, social interaction). The model underpins the cognitive-constructivist paradigm and can be a point of reflection on the development of new practices in the current context of training.

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# RESEARCH LABORATORY/ LABORATOIRE DE RECHERCHE

## L'APPRENTISSAGE TOUT AU LONG DE LA VIE AU PRISME DE L'ÉDUCATION À L'ENVIRONNEMENT ET AU DÉVELOPPEMENT DURABLE : REPRÉSENTATIONS ET ANALYSE DISCURSIVE AU SEIN DE LA COMMUNAUTÉ ÉDUCATIVE

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### Résumé

*Il est admis que l'éducation rend les Hommes plus libres. Notre monde connaît actuellement des bouleversements fondamentaux sans précédent : sanitaires, technologiques, climatiques, démographiques, économiques, etc...qui posent de nouveaux défis pour l'avenir du travail et de l'humanité dans sa globalité. Ces mégatendances mondiales ont un impact profond sur les compétences qui risquent de devenir rapidement obsolètes. L'apprentissage tout au long de la vie (ATLV) nous concerne tous. C'est un continuum de la petite enfance à la fin de vie. Aujourd'hui, tout le monde est concerné par le savoir d'autant plus que la révolution numérique rend le savoir plus accessible à toutes les générations. Lorsque l'ATLV a été adopté en tant que concept fondamental de l'Objectif de développement durable (ODD), le but visé était non seulement une éducation de qualité mais aussi le développement durable. Selon l'UNESCO, l'éducation à l'environnement et au développement durable (EEDD) est une éducation holistique et transformationnelle qui se voudrait transdisciplinaire dépendant des contextes socioculturels et territoriaux singuliers et de leurs relations avec l'espace-monde. Depuis son indépendance, les efforts du Maroc dans le domaine de l'éducation sont incontestables même si ces derniers demeurent encore insuffisants compte tenu de la pression démographique, du taux élevé d'abandon scolaire et de la nécessité d'accompagner les différentes avancées technologiques. Notre article tente de mettre en lumière comment certains acteurs de la communauté éducative (enseignants, directeurs d'école) déclinent l'EEDD au sein de leur espace cognitif, par le biais d'expériences personnelles, d'activités extra-scolaires, par leur propre vécu, par des apprentissages formels et informelset l'utilisent en vue de réaliser des projets durables. Il s'interroge essentiellement sur la*

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*corrélation entre l'EEDD et l'ATLV et s'appuie sur une enquête qualitative basée sur des entretiens semi-directifs ainsi que des observations sur le terrain dans 11 écoles primaires marocaines.*

**Mots-Clés :** Analyse discursive ; Apprentissage tout au long de la vie ; Développement durable ; Education à l'environnement et au développement durable ; Savoirs.

## **LIFELONG LEARNING OF ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT: REPRESENTATIONS AND DISCURSIVE ANALYSIS WITHIN THE EDUCATIONAL COMMUNITY**

### **Abstract**

*It is recognized that education makes men more free. Our world is currently experiencing unprecedented fundamental upsets: health, technological, climatic, demographic, economic, etc..., which pose new challenges for the future of work and for humanity as a whole. These global megatrends have a profound impact on skills that are likely to quickly become obsolete. Lifelong learning concerns us all. It starts from early childhood to the end of life. Today, everyone is concerned with knowledge, especially since the digital revolution makes knowledge more accessible to all generations. When the Lifelong learning was adopted as a fundamental concept of the Sustainable Development Goal (SDG), the purpose of it was not only quality education but also sustainable development. According to UNESCO, education for the environment and sustainable development (EEDD) is a holistic and transformational education that aims to be transdisciplinary depending on the specific socio-cultural and territorial contexts and their relationships with the outside world. Since its independence, Morocco's efforts in the field of education have been indisputable, even if these remain insufficient, given demographic pressure, the high dropout rate and the need to support various technological advances. Our article attempts to highlight how certain actors in the educational community (teachers, school directors) decline the EEDD within their cognitive space, through personal experiences, extra-curricular activities, through their own experience, through formal and informal learning and use it to carry out sustainable projects. It mainly questions the correlation between the EEDD and the ATLV and is based on a qualitative survey based on semi-structured interviews as well as field observations in 11 Moroccan primary schools.*

**Key words:** Discursive analysis; Lifelong learning; Sustainable development; Environmental education and sustainable development; Knowledge.

### **Introduction**

« L'éducation ne peut pas se limiter à parler uniquement d'école. L'éducation, c'est aussi la famille, le tissu associatif et culturel, l'environnement urbain ou rural, ce sont les médias, c'est l'ensemble de ceux qui contribuent à aider un enfant à vivre et à se développer » (Meirieu, conférence « que peut l'éducation ? » 2012).

Notre monde connaît actuellement des changements perturbateurs inédits : sanitaires, économiques, démographiques, organisationnels, etc... mais aussi un bouleversement des valeurs avec la pandémie du coronavirus qui a induit une remise en question de nos systèmes. Les grandes puissances sont devenues aussi vulnérables que les petits pays, et après la crise actuelle, rien ne sera plus comme avant. Le COVID-19 est en train de laminer toutes les nations touchées. Toutes vont être durablement atteintes. Aujourd’hui et encore plus que jamais, la crise que nous traversons est une opportunité de recréer les liens et de se réinventer. De même, notre relation avec les savoirs et les apprentissages doit être remodelé, réajusté et innovante. Il est clair que la plupart des compétences d’aujourd’hui ne correspondent pas forcément aux métiers de demain. L’apprentissage est essentiel dans la gestion des transitions auxquelles nous sommes confrontés tout au long de notre vie : de la petite enfance à l’éducation de base jusqu’à l’éducation des adultes et l’amélioration des compétences et la requalification pour tirer parti du changement.

Selon la définition de l’UNESCO, « l’apprentissage tout au long de la vie, d’ubercceau au tombeau, est une philosophie, un cadre de pensée et un principe d’organisation de toutes les formes d’éducation, basé sur des valeurs humanistes et démocratiques d’inclusion et d’émancipation ; il a un caractère global et fait partie intégrante de la vision d’une société fondée sur lesavoir ». (UNESCO, 2009). En France, le Ministère de l’éducation nationale et de la jeunesse définit la formation tout au long de la vie comme « un continuum entre la formation initiale, générale ou professionnelle, et l’ensemble des situations où s’acquièrent des compétences : actions de formation continue, activités professionnelles, implications associatives ou bénévoles. Elle inclut les démarches d’orientation, de bilan, d’accompagnement vers l’emploi, de formation et de validation des acquis de l’expérience ».

Aujourd’hui, la transition écologique pose un défi de connaissance et d’ancrage citoyen pour appréhender et s’approprier les enjeux du changement climatique, de la raréfaction des ressources, de la transition énergétique ou de la reconquête de la biodiversité... vers un modèle économique et social qui renouvelle nos manières de consommer, d’habiter, de produire, de travailler, de vivre ensemble. Par la diversité des initiatives et actions de sensibilisation, d’information, d’éducation et de participation qu’elle propose à tous les publics, tout au long de la vie, l’éducation à l’environnement et au développement durable (EEDD) constitue donc un point d’appui essentiel d’accompagnement des politiques publiques. Elle donne des clés pour comprendre les enjeux de la transition écologique, agir et permettre que les transformations soient appropriées par le plus grand nombre, en concourant à la mise en mouvement des citoyens et des parties prenantes en faveur de la transition. Elle s’adresse à tous, partout et tout au long de la vie, dans le cadre de l’éducation formelle, non formelle et informelle, des jeunes enfants aux adultes : dans l’école, à l’université, au sein d’associations, dans des entreprises, dans des collectivités, dans les médias, dans la rue, à travers les discours et les actes d’hommes et de femmes responsables... Bien plus qu’un contenu pédagogique, c’est un processus formatif et global qui s’inscrit dans une perspective de changement, individuel et collectif. L’EEDD a été intégrée dans les curriculums scolaires de

nombreux pays, mais avec des ambitions diverses et limitées. La formation des enseignants n'a pas suivi – ou fort peu – ces initiatives officielles. L'EEDD reste souvent le fait d'enseignants motivés vu l'insuffisance de cadres institutionnels qui organisent et favorisent : la continuité de l'EEDD; les sorties scolaires ; l'ouverture de l'école vers le milieu social ; l'apprentissage du débat ; les approches transversales, interdisciplinaires et systémiques, la pédagogie de projet, etc...

Dans la concurrence mondiale actuelle, le niveau de connaissance, de culture et de formation des citoyens constitue un atout majeur. Les pays sont désormais tenus d'opérer une actualisation quasi permanente de leurs compétences et de conduire les efforts nécessaires pour suivre et s'approprier les innovations technologiques et informationnelles qui surgissent désormais à un rythme accéléré.

Dans ce contexte, l'ATLV est devenu une condition vitale pour un développement économiquement efficace et socialement viable. Cette nécessité impose à tous les pays, et particulièrement les pays émergents comme le Maroc, de revoir l'ensemble des moyens de transmission des savoir-être et des savoir-faire selon des logiques nouvelles qui prennent en compte l'ensemble de la population, tous les âges, ainsi que toutes les situations d'apprentissage, afin d'aboutir à une valorisation continue et inclusive du potentiel humain du pays. Les efforts de l'Etat marocain dans le domaine de l'éducation et de la formation sont indéniables.

Le nombre moyen d'années de scolarisation par enfant a ainsi nettement augmenté ces trente dernières années. La construction d'écoles, dans le monde rural notamment, a connu des avancées notables même si celles-ci demeurent insuffisantes compte tenu de l'évolution démographique et des transformations sociétales induites. Le décrochage et l'abandon scolaire, notamment à un âge très précoce, restent cependant à des niveaux toujours préoccupants. Les efforts pour réintégrer les jeunes déscolarisés, notamment par la création de l'école de la seconde chance, et les programmes de lutte contre l'analphabétisme sont importants mais restent en deçà de l'ampleur des besoins. Aujourd'hui, apprendre n'est plus réservé au temps passé dans la classe ou sur les bancs de l'université. L'éducation formelle n'est finalement qu'un petit pan de ce que nous apprenons tout au long de l'existence.

En tant que chercheuse dans le domaine des politiques et pratiques de l'EEDD, nous souhaitons partager notre expérience et donner des résultats de terrain concernant la mise en application de l'EEDD dans les écoles marocaines mais plus particulièrement tracer les parcours de vie d'enseignants ou de chefs d'établissement soucieux de transmettre des savoirs afin de sensibiliser et d'éduquer les jeunes, futurs citoyens. L'objet principal de cet article est d'approfondir les mécanismes de la diffusion de l'EEDD en nous interrogeant sur les manières dont certains acteurs de la communauté éducative prennent connaissance de cette thématique, la déclinent au sein de leur propre espace cognitif (fait de représentations et de pratiques militantes ou professionnelles), et l'utilisent en vue de réaliser des projets durables. L'école est sans aucun doute un des lieux propices pour la sensibilisation aux questions liées à l'environnement et au développement durable, mais les enseignants marocains du primaire détiennent-ils toutes les clés ? Quels discours tiennent-ils ? Perçoivent-ils

les exigences du concept de l'EEDD ? Est-ce que les enseignants sont réellement formés ou sont-ils laissés à eux-mêmes ?

L'apprentissage à travers l'EEDD devrait être disponible pour tous et tout au long de la vie. Par le jeu, la vie en équipe, les projets, les activités extra-scolaires, la vie dans la nature, nous apprenons aux enfants et aux jeunes à habiter autrement la planète, à réfléchir à de nouvelles modalités pour le vivre ensemble. De nombreux chercheurs s'accordent à dire, et nous sommes bien entendu de cet avis, qu'il ne peut pas y avoir de transition écologique sans éducation. Véritable éducation à la responsabilité, l'EEDD permet de doter chaque citoyen de l'éclairage et de l'esprit critique nécessaires pour effectuer en toute conscience les choix quotidiens.

## **1. Les enseignants et les chefs d'établissement au cœur du dispositif EEDD**

Notre étude est le fruit d'une enquête qualitative basée sur de nombreux entretiens semi-directifs ainsi que des observations et des participations à des réunions sur le terrain. Notre enquête a été menée en 2015 dans 11 écoles primaires tangéroises sélectionnées en fonction de leurs projets et actions relatifs à l'EEDD.

Nous avons également visité des établissements dans lesquels aucune action ou projet en EEDD n'était développé. Nous avons interviewé dans un premier temps les chefs d'établissements afin d'obtenir des données sur l'école et le milieu socio-éducatif dans lesquels les élèves évoluent, les projets d'établissements axés sur l'environnement et le développement durable ainsi que les actions et les obstacles de la mise en œuvre de l'EEDD. Les enseignants ont été également interrogés afin de déceler leurs représentations quant au concept d'EEDD, les difficultés qu'ils éprouvent dans leurs pratiques ainsi que les ressources dont ils disposent.

### **1.1. Les principaux acteurs mobilisés lors de nos entretiens**

Afin de mesurer la place accordée à l'EEDD au sein de l'école primaire marocaine, nous avons choisi de questionner un échantillon d'acteurs pédagogiques. Comme évoqué ci-dessus, il s'agit principalement des enseignants ainsi que des chefs d'établissements. Nous avons également interrogé des hauts responsables du Ministère de l'Education Nationale ainsi que des inspecteurs et formateurs sur leurs visions de l'EEDD ainsi que sur l'application ou non de cette dernière au niveau des programmes. Le premier acteur qui a mobilisé notre attention est le **directeur d'école**. En effet, ce dernier a un rôle de leadership pas seulement en gestion administrative et pédagogique mais aussi en instaurateur et accompagnateur du changement. Nous avons voulu interroger les directeurs car ils occupent une place considérable et jouent un rôle actif dans la conception et la mise en œuvre des projets liés à l'éducation au développement durable. En tant que chefs d'établissement, il est de leur devoir de veiller au bon fonctionnement de l'école au niveau administratif, organisationnel et pédagogique. De fait, en tant que responsables de la politique pédagogique et éducative de l'école, ils dirigent l'établissement. Pour diriger leur établissement, ces managers vont ressentir la nécessité de professionnaliser leur fonction. Ils souhaitent acquérir, par la théorie mais aussi par l'échange et l'analyse

d'expériences vécues, de véritables compétences professionnelles qu'ils considèrent comme indispensables à leur réussite. Pilotage des structures, des ressources humaines, gestion des conflits, système de délégation, évaluation des personnels deviennent des préoccupations fortes et des thèmes de formation. En outre, ils bénéficient d'un pouvoir décisionnel conséquent en ce qui concerne l'infrastructure et la nature des activités organisées tout au long de l'année, notamment dans le cadre du projet d'école.

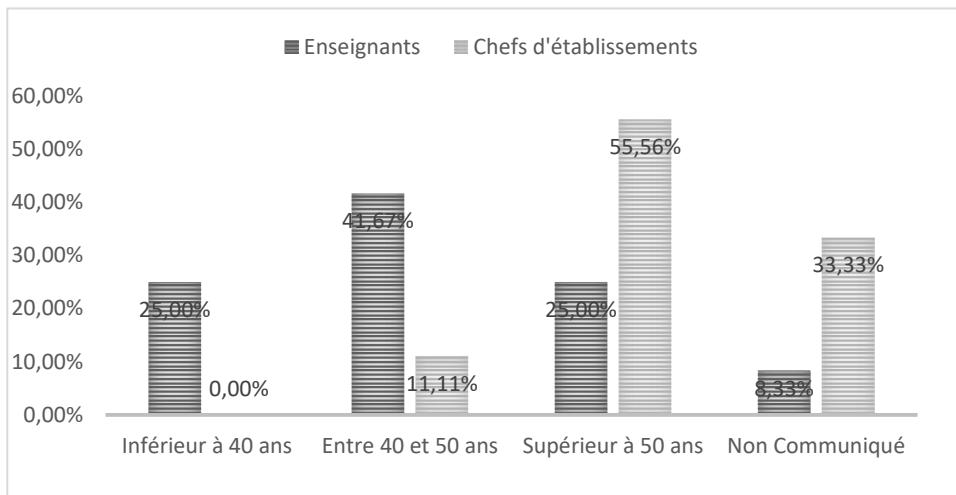
Parmi les autres acteurs principaux de notre recherche : **les enseignants** qui représentent en effet les « porte-parole » de l'enseignement et les modèles de référence de l'enfant au sein de l'école. Les enseignants ont plusieurs préoccupations : organiser au mieux la tâche, obtenir des résultats optimaux, mobiliser les ressources humaines, dynamiser le groupe dont ils sont responsables. Ils doivent aussi respecter le cahier des charges qu'on leur a soumis (le programme), ils doivent exiger de leurs élèves un certain rendement et obtenir des résultats. Mais ils doivent aussi être attentifs à la dimension humaine de leur fonction : motiver, créer une dynamique, favoriser l'épanouissement individuel et collectif des élèves. Ils peuvent également influencer l'éducation à l'environnement en proposant aux chefs d'établissement des projets qui concernent les problématiques environnementales. La plupart des projets en environnement existants dérivent des propositions émises par des enseignants, qui seront ensuite soutenues par la direction de l'établissement scolaire.

L'enseignant est un sujet unique, marqué par son parcours individuel de formation et ses représentations - conceptions. Les choix implicites que font les enseignants pour aborder tel ou tel cours reflètent l'état de leurs connaissances et révèlent aussi et surtout les représentations qu'ils se font de ces différents domaines, leurs opinions et leurs croyances. Ces représentations sont inconscientes, parfaitement intériorisées dans les pratiques.

Les entretiens que nous avons pu réaliser avec nos deux catégories d'acteurs se présentent sous forme de questionnaire avec à la fois des questions ouvertes et des questions fermées avec des réponses à choix multiples. Le questionnaire démarre par quelques questions d'identification concernant leurs parcours : âge, expérience professionnelle, niveau d'études, nature de la formation initiale. Ces données doivent permettre de vérifier la diversité du panel d'enseignants répondant au questionnaire et de réaliser si besoin certains croisements entre leurs réponses et certains éléments de leur profil.

## **1.2. Quelques indicateurs sur le profil des acteurs**

Les enseignants du primaire ayant répondu au questionnaire sont majoritairement dans la classe des 40-50 ans (9 femmes contre 3 hommes). Quant aux chefs d'établissement, ils se situent dans la tranche d'âge supérieure à 50 ans, sont des hommes à l'exception d'une directrice.



**Figure no 1. Age des acteurs interrogés**

Tous les enseignants interrogés possèdent au moins le baccalauréat et ont effectué une année de formation supplémentaire au Centre de Formation des Instituteurs (CFI). Une différence tout de même reste à signaler quant aux études post-bac. Certains ont complété, durant leur carrière, leur formation en poursuivant des études en droit, en littérature, en linguistique, en biologie ou bien encore en master action sociale.

Les chefs d'établissement quant à eux, avant d'exercer leur métier à plein temps, ont tous été enseignants dans le premier degré. Leurs parcours est très hétérogène. Tantôt ils sont issus du domaine scientifique avec une spécialisation en licence de biologie ou géologie par exemple, tantôt ils viennent d'horizons littéraires : licence en littérature arabe, droit, géographie.

## 2. Les facteurs d'influence sur la sensibilité à l'EEDD

L'éducation à l'environnement et au développement durable est une réalité parfois complexe et difficile à cerner. Entre des pratiques informelles, via par exemple les médias, les associations, les clubs d'environnement, les centres d'éducation à l'environnement et des pratiques formelles, comme celles déployées dans le cadre du programme éco-écoles, une grande hétérogénéité est constatée.

Les interventions visant à faire évoluer le comportement des individus ne sont efficaces que si elles sont mises en place de manière systématique. L'approche axée sur le changement ouvre la boîte noire du comportement et part de l'hypothèse selon laquelle le changement de comportement se produit si les personnes sont motivées et habilitées à changer. Les facteurs « motivants » les personnes à modifier leur comportement sont : la sensibilisation, la connaissance, l'attitude, les normes sociales et personnelles, etc...

Nous avons interrogé les enseignants ainsi que les directeurs d'établissement sur le fait qu'ils soient sensibilisés ou non aux questions relatives à l'environnement

de manière globale. Nous souhaitions aussi savoir quels étaient les facteurs qui pouvaient influencer leurs motivations et leurs implications dans des actions ou des projets relatifs à l'environnement. Revenons tout d'abord à la définition même de la notion de sensibilisation. Selon le dictionnaire Larousse, la sensibilisation correspond à « l'action de sensibiliser ». Sensibiliser, c'est « rendre quelqu'un, un groupe sensible, réceptif à quelque chose pour lequel il ne manifestait pas d'intérêt ». L'influence du milieu est également un aspect non négligeable qui peut modifier le comportement d'un individu. Parmi les facteurs pouvant influencer l'adoption d'un comportement environnemental, on retrouve aussi les caractéristiques sociodémographiques, les facteurs internes ou personnels et les facteurs externes.

**Tableau no 1. Facteurs caractérisant la sensibilité à l'EEDD dans les écoles marocaines**

<b>Eléments qui déterminent la sensibilité à l'EEDD</b>	<b>Extraits d'entretiens d'enseignants et de chefs d'établissements</b>
Contexte associatif	<p>« (...) Je suis un membre associatif. Depuis longtemps, cette sensibilisation à l'environnement était présente dans notre esprit et dans nos activités associatives. Seulement est-ce qu'on l'utilisait à bon escient ? (<b>Directeur, Ecole Al Moujahidine</b>)</p>
	<p>« (...) En tant que présidente d'un comité culturel et de soutien à la société civile, je réalise certaines activités afin de sensibiliser et d'informer la population. Je ne me concentre pas uniquement sur les élèves» (<b>Enseignante, Rabia El Adaouya</b>)</p>
	<p>« (...) La fondation BMCE construit chez les enseignants et les élèves des valeurs fondamentales telles que le respect de l'environnement. A travers aussi le partenariat qu'on a eu avec certaines associations comme l'AESVT, on a acquis des expériences d'ici et de là qu'on essaye d'appliquer concrètement, notamment dans le cadre des programmes éco-écoles. » (<b>Enseignant, Ecole Begdour</b>)</p>

« (...) J'ai été sensibilisée principalement par mes parents et le milieu dans lequel j'ai vécu ». (**Enseignante, Ecole Rabiaa El Adaouiya**)

« (...) Depuis mon enfance, j'ai été proche de la nature et je me suis retrouvé dedans. C'est un lien étroit entre l'activité et la personnalité (**Directeur, Ecole Hjar Nhal**)

« (...) Tout d'abord, je suis quelqu'un qui vient de la campagne. J'ai grandi dans un petit village du Gharb où la nature, la verdure, les paysages se côtoient. Je suis né dans un environnement sain où l'air est pur, la nature verdoyante, l'irrigation présente, l'eau abondante... Tout cela fait partie de moi-même et j'ai besoin de me sentir proche de cette nature. (...) La sensibilisation à l'environnement dans notre école est toujours présente même si on ne fait pas partie du réseau éco-écoles. On fait cela pour nous et pour nos enfants, pour préserver la vie dans cette région. Au lieu de faire construire du bâti, on préfère garder la verdure ». (**Directeur, Ecole Abi Houraira**)

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« (...) On essaye de développer cette sensibilisation par des lectures et des recherches personnelles, soit à l'aide d'outils d'information et de communication, soit par l'intermédiaire de modestes formations. (...) On essaye, dans la limite de nos moyens, de s'autoformer ». (**Enseignant, Ecole Abi Houraira**)

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« (...) Je suis sensibilisé à l'EEDD par les médias, les lectures, une sensibilité personnelle. C'est un enrichissement aux compétences personnelles par la recherche ». (**Directeur, Ecole Hjar Nhal**)

« (...) Malgré un manque énorme en termes de qualité de programmes marocains audiovisuels en matière d'information, de sensibilisation et de transmission des connaissances, on arrive à être sensibilisé via quelques émissions étrangères ou des émissions radios. Ces dernières, bien qu'elles soient limitées, ont l'avantage de nous faire apprendre des choses qu'on ne connaît pas. (**Enseignante, Ecole Zalaka**)

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« (...) Des fois, on tombe sur des documentaires scientifiques intéressants qui nous permettent de nous sensibiliser sur des enjeux et des thématiques qui concernent notre planète. (**Enseignante, Ecole Hjar Nhal**)

Apprentissage personnel

Les médias

Le milieu familial

Intégration de  
valeurs

« (...) *A partir de soi-même, quel que soit l'endroit où on se trouve, dans la rue, chez la famille... plus on implante à soi des valeurs de respect de l'environnement, plus on s'épanouie sainement, plus on fait profiter la société* ». (**Enseignant, Ecole Begdour**)

« (...) *Je suis sensibilisée par l'intermédiaire de consolidation des valeurs et principes liés à cette EEDD. Si on prend le développement durable à partir du cœur même de l'établissement, je dirai que c'est la manière d'éduquer cet élève à partir de principes, de valeurs, de savoirs et de compétences. C'est aussi comment lui inculquer ces valeurs indispensables à son développement. L'école est une institution sociale qui doit produire un bon citoyen utile avec pleins de valeurs et de principes* ». (**Directrice, Ibn Said El Maghribi**)

Formation et  
parcours scolaire

« (...) *Ma formation de base est gestionnaire en affaires sociales. Le développement durable, c'est ma formation de base et concernant l'environnement, j'essaye de faire des recherches, de voir les expériences, de m'enrichir... essentiellement par des lectures, aussi par des formations. J'avais effectué un stage à l'Agence allemande de coopération en énergie durant 3 mois où j'ai appris pas mal de choses très pratiques et théoriques* ». (**Ecole Banque Populaire**)

« (...) *Cette sensibilité vient probablement aussi de la formation de la mission française que j'ai pu avoir (Ecole Berchet et Lycée Regnault) via les activités de théâtre* ». (**Enseignante, Ecole Rabiaa El Adaouiya**)

Education

« (...) *En réalité, mon investissement au niveau de cette éducation environnementale s'est fait par étapes. Au début, il y avait un lien fort avec mon cursus et ma formation. Etant donné que je suis de formation scientifique (biologie), je me suis intéressé à ce type d'éducation qui était en parfaite corrélation avec ma formation. J'ai trouvé que cela avait une relation avec mon métier* ». (**Directeur, Ecole Ibn Toumart**)

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« (...) *C'est quasiment un devoir et une obligation le fait d'être sensibilisé à toutes ces problématiques. C'est aussi une question d'éducation. Lorsque par exemple un élève vient dans notre établissement, il a déjà accumulé un bagage et sa personnalité est déjà formée. S'il est habitué à jeter du papier, même si tu essayes de le sensibiliser, il continuera peut être à le faire. Quand il y a un contrôle, il se maîtrise. Mais dès qu'il sait qu'il n'y a plus de sanction, il fait ce qu'il a l'habitude de faire, c'est ancré dans les gênes* ». (**Directeur, Ecole Abi Houraira**)

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*L'environnement ne se résume pas à trouver un papier par terre et le ramasser. Même au niveau religieux, il y a une incitation et une obligation de ne pas nuire à autrui, de préserver l'environnement dans lequel on vit, de ne pas gaspiller l'eau, de protéger la faune et la flore... Il faut avoir une vision esthétique...Même la façon dont je vais parler avec les gens fait partie de l'environnement. La question est de savoir si cette sensibilisation à l'environnement, je la transmets à l'autre ou je la garde pour moi. Est-ce que ma parole correspond à mon acte, est ce que je conseille les autres ». (Directeur, Ecole Al Moujahidine)*

Précisons tout d'abord que nous ne pouvons pas généraliser ces résultats sur l'ensemble des écoles au Maroc. Nous avons choisi un échantillon parmi des milliers d'établissements. Sans pouvoir donner une liste d'éléments exhaustifs qui déterminent les facteurs relatifs à la sensibilité de la communauté éducative à l'EEDD, nous tenterons d'apporter une explication plus approfondie des réponses obtenues suite à l'analyse des entretiens réalisés. Les postures et les pratiques enseignantes sont à la croisée des identités professionnelles construites individuellement (chacun possède sa propre conception du métier, ses motivations, des valeurs, un rapport personnel à « l'objet » d'enseignement), de l'environnement professionnel (prescription institutionnelle, rôle de l'établissement dans la promotion de réflexion, de projet) et d'un contexte sociopolitique (demande de mise en œuvre du développement durable) (Dubar, 1998).

La perception de l'éducation au développement durable dominée par la dimension environnementale ou tirée vers les thématiques socio-économiques, et plus encore éthiques, appelle des réflexions multiples sur les savoirs et valeurs que l'on transmet et les finalités qu'on leur attribue. Des valeurs et des croyances sont en jeu pour la majorité des enseignants et chefs d'établissement que nous avons interrogés. Quelle place alors peut ou doit prendre l'enseignant par rapport à elles ?

Les tensions entre mission d'instruction et d'éducation ressurgissent comme celles sous tendant les relations entre l'enseignant, spécialiste d'une discipline, et le citoyen. Avec quelles conceptions du métier d'enseignant, l'EEDD est-elle compatible ou incompatible ? La dimension « développement durable » à l'éducation pose donc non seulement la question de son contenu idéologique, ou du moins sa finalité, mais elle questionne aussi le rapport aux idéologies dans l'exercice du métier.

Si la plupart des enseignants et directeurs interrogés se déclarent explicitement sensibles à l'EEDD, faire de l'EEDD implique, pour certains, de croire en des valeurs, souvent assez confusément énoncées mais s'étendant de la défense de l'environnement à la solidarité et à la réduction des inégalités.

Nous pouvons soulever la question de la continuité ou de la rupture entre l'identité personnelle et l'identité professionnelle. Les expériences de la vie extra-professionnelle nourriraient la pratique enseignante, au bénéfice des élèves. Quelques-uns indiquent, par exemple, que leur engagement personnel les met en situation de veille d'information profitable à leurs élèves tant au niveau de l'apport de connaissances que de l'organisation de débats. Leur participation à une

association approfondit leurs questionnements, leur permet de construire une problématique qu'ils pourront transférer dans leurs cours.

S'il s'agit, sans conteste, d'un enseignement qui touche aux valeurs, comment le concilier alors avec la neutralité des savoirs ? Pour ceux-là, l'enseignant ne doit pas transmettre de valeurs dans son enseignement disciplinaire postulé neutre mais peut le faire hors de celui-ci en endossant une mission d'éducation comprise comme une transmission de valeurs et une promotion de comportements. Ceux-ci opèrent une division du travail entre le professeur et l'éducateur, à l'un la transmission des savoirs, à l'autre celle des valeurs et comportements. L'enseignant peut devenir éducateur dans les interstices de la vie scolaire en cherchant à modifier les comportements des élèves : pas de papiers jetés n'importe où, appel au respect du travail des personnels de service, etc.

Ainsi, ce qui ressort de nos entretiens, c'est l'existence de quelques indicateurs significatifs de sensibilisation à l'environnement et au développement durable tels les facteurs personnels comme par exemple le parcours scolaire, les engagements, les croyances religieuses, le milieu familial. On retrouve également des facteurs professionnels : l'adhésion à une association, la participation à une action éducative, à une formation à l'EEDD, l'attachement à l'objet d'enseignement, l'expérience... Enfin, les facteurs contextuels – les projets des établissements scolaires et leur territoire d'implantation, les orientations stratégiques institutionnelles, les ressources locales, etc. – peuvent aider en faveur ou être au contraire des générateurs d'obstacles à cet engagement envers l'EEDD.

### **3. Représentations autour des notions de développement durable et d'éducation à l'environnement**

Selon les Nations Unies « il importe, dans l'intérêt des sociétés actuelles et futures, de repenser et de réviser l'enseignement de l'école maternelle jusqu'à l'université pour y intégrer davantage de principes, de connaissances, de compétences, de modes de pensée et de valeurs à l'appui de la durabilité dans chacun des trois grands domaines : social, environnemental et économique. Il conviendrait, pour ce faire, d'adopter une approche holistique et interdisciplinaire... » (UNESCO, 2004).

Il est précisé que l'éducation au développement durable (EDD) n'est l'apanage d'aucune discipline, mais que toutes les disciplines peuvent contribuer à l'EDD. Dans le cadre de notre recherche, nous pouvons nous interroger sur la définition et l'application de l'EDD au sein du système éducatif marocain. Partant de ce contexte, un autre objectif de cet article s'articule autour de la volonté de comprendre quelle place est accordée à l'éducation à l'environnement et au développement durable au sein du système éducatif marocain ? Quelles représentations sont articulées par les enseignants et les chefs d'établissement autour de cette notion de développement durable et d'éducation au développement durable ?

### **3.1. Représentations sur le développement durable**

Avant d'analyser les réponses données par la communauté éducative, rappelons qu'une représentation sociale selon Jodelet (1989) est « une forme de connaissance socialement élaborée et partagée, ayant une visée pratique et concourant à la construction d'une réalité commune à un ensemble social ». Il s'agit d'une forme de savoir « naturel » ou « naïf », d'un ensemble organisé de cognitions (opinions, croyances, attitudes, images...) qui n'est pas le savoir scientifique. Ce savoir est élaboré par la communication ou par l'expérience et partagé par des membres des groupes sociaux. L'étude de cette connaissance est cruciale, car elle apporte des éléments pour comprendre les processus cognitifs et les rapports sociaux. La représentation sociale nous permet de s'approprier et d'interpréter le monde et notre rapport au monde (Jeziorski, Agnieszka, 2011).

Afin de récolter les réponses quant à la définition même du développement durable, nous avons questionné via des entretiens qualitatifs de nombreux enseignants et chefs d'établissement. L'échantillon comporte 12 enseignants du premier degré et 9 directeurs d'écoles primaires, soit un total de 21 personnes interrogées dans 10 écoles différentes : urbaine, rurale (publique et privé).

Les connaissances et savoirs des enseignants et chefs d'établissement ont été recueillis en activant un processus représentationnel avec une question d'association libre : « **Qu'évoque pour vous le développement durable ? Quels mots ou expressions vous viennent à l'esprit ?** » Cette question dite d'évocation spontanée, enclenche un fonctionnement cognitif qui consiste d'abord à repérer les éléments les plus pertinents pour parler de l'objet en question, puis ceux qui ont une certaine importance en refoulant tous ceux qui ne le caractérisent pas (Vergès, 1994).

Etant donné que les entretiens qualitatifs recueillent des opinions sur le développement durable, ils nous documentent principalement sur les représentations des enseignants et des chefs d'établissement. Nous sommes toutefois bien conscients de la prudence nécessaire quant à l'interprétation des discours.

Par rapport à la question « qu'évoque pour vous le développement durable ? », toutes les personnes interrogées ont répondu à cette question. Nous avons tenté de catégoriser les réponses obtenues selon les éléments les plus fréquemment mentionnés. Ces derniers sont énumérés ci-dessous, avec des exemples de réponses retranscrites en langue arabe et traduites dans leur intégralité. Ce qui ressort de cette question, ce sont les éléments suivants :

*Une connaissance limitée du concept de développement durable* : nous pouvons souligner que le terme de « développement durable » n'évoque aucune définition claire chez les répondants. Tantôt le terme inspire un vocabulaire spécifique à l'éducation comme par exemple :

« (...) C'est la manière d'éduquer un élève à partir de principes, de valeurs, de savoirs et de compétences...c'est aussi comment lui inculquer ces valeurs indispensables à son développement »

« (...) C'est une éducation adaptée selon les circonstances et les espaces avec l'assurance d'une culture qui se développe avec un enchaînement constant »  
**(Ecole Hjar Nhal)**

« (...) Cela passe nécessairement par l'éducation. L'éducation est une affaire de tout un peuple » (**Ecole Abi Houraira**)

Tantôt ce terme évoque la citoyenneté :

« (...) La première des choses à prendre en considération est la citoyenneté. Le développement durable est lié à une multitude de sujets : l'environnement, l'infrastructure, l'amour de la nation, la croissance et le développement... »

« (...) Lorsqu'on parle de développement durable, on ne vise pas seulement l'établissement scolaire en tant qu'espace public, il faut que le service public présenté au citoyen soit à la hauteur pour que les comportements suivent. » (**Ecole Al Moujahidine**)

Certains mentionnent même le développement durable comme étant une matière faisant partie ou non du programme officiel.

« (...) Je préfère que cette matière soit incluse dans le programme des élèves. Pour moi, il ne faut pas attendre la journée de la Terre pour faire quelque chose ». (**Ecole Rabiaa El Adaouiya**)

**Complexité de la notion:** 18% des répondants affirment que le développement durable est un concept large, flou et complexe.

« (...) C'est un terme assez large», « (...) C'est une question assez vague. », « (...) C'est une notion floue et complexe », « (...) C'est un sujet très vaste... ».

La complexité du développement durable peut amener à se poser la question de la manière dont il faut l'aborder en cycle primaire. Quel message accessible mais non réducteur peuvent construire les enseignants avec des jeunes élèves du cursus primaire ? Pour tenter de discuter cette question, nous partageons l'idée défendue par Diemer lorsqu'il nous dit que plus qu'un concept, le développement durable pourrait constituer effectivement un nouveau paradigme.

Il en a tout du moins toutes les qualités : approche pluridisciplinaire, résolution des problèmes par la complexité, approche systémique, réflexion sur les valeurs partagées et les principes d'action. Or de toute évidence, les limites des systèmes que nous avons créés (économiques, politiques, culturels, philosophiques) rendent difficiles un changement massif et rapide des mentalités. Ces limites pourraient même nous amener à douter de la faisabilité du modèle de développement durable, tant les différences sont importantes à l'échelle mondiale (Diemer, 2014).

#### **L'utilisation de l'aspect intergénérationnel ou diachronique :**

« (...) Cela s'inscrit dans la durée, il faut de la continuité... Les actions doivent être durables et profitables à tout le monde, notamment pour l'avenir de nos enfants »

« (...) Il faut des experts scientifiques, des chercheurs, des sociologues qui puissent faire des prévisions à long terme et qui puissent évaluer le rôle de l'école et qu'est-ce que l'école peut donner aux élèves ».

#### **Une prise de conscience est ressentie**

Dans les discours, il y a une forme de responsabilisation. Pour les enseignants, il faut responsabiliser en faisant adopter des comportements aux élèves pour la survie de la planète et pour le bien vivre des citoyens. Rappelons d'un point de vue théorique que les comportements font partie de l'agir de tout être humain sur son

environnement. L'agir est une nécessité vitale pour répondre à nos besoins biologiques.

Par exemple, la réponse du besoin « faim » sera la recherche de la nourriture. Le comportement est donc un phénomène biologique qui s'intègre dans la relation de l'organisme et de son environnement. Selon Bélanger, pour qu'il y ait un comportement, deux conditions sont nécessaires. Premièrement il faut un état ou un changement physiologique et deuxièmement une relation entre cet état et l'environnement (Bélanger, 1978).

Les comportements sont donc des données observables qui peuvent être expliquées par les valeurs, les croyances, les attitudes et les motivations. Il s'agit des réponses de l'individu par rapport à une situation donnée et par rapport à un objet donné. Il est à distinguer trois types de comportements : Le comportement raisonné ou planifié qui est sous le contrôle de la personne, le comportement émotionnel qui est une réaction impulsive de la personne par rapport à une situation, et les comportements habituels, qui au contraire des comportements planifiés ne sont pas traités préalablement (Goldenbeld *et al.*, 2000).

Pour les enseignants, le développement durable implique la participation de chacun à travers les actions de la vie quotidienne. Le but est l'émergence d'une conscience généralisée incitant tous les individus à prendre en compte, dans leurs actions quotidiennes, les conséquences que leurs actes sont susceptibles de produire sur l'environnement.

*« (...) C'est d'abord une prise de conscience suivie d'un savoir-faire afférent aux problématiques existantes » (Ecole Hjar Nhal).*

A travers la figure no. 2, nous avons tenté de faire ressortir les principaux éléments de réponse émanant à la fois des enseignants ainsi que des chefs d'établissement sur la question de la définition du développement durable.

En résumé, nous avons noté que pour les acteurs interrogés, la notion de développement durable n'est pas véritablement cernée. Pour eux, il y a effectivement une prise de conscience très importante qui doit être suivie d'actions concrètes sur le terrain, mais il est nécessaire de s'approprier le développement durable dans toutes ses dimensions. Nous ne nions pas le fait que l'idée du développement durable est une notion large et complexe. Son intitulé, tout comme sa définition, appellent de leurs vœux un monde où le « développement » permette à chacun de continuer à s'enrichir sans limite, afin que la croissance se poursuive, tout en créant les aménagements nécessaires à une vie plus « durable », favorisant la justice sociale et la protection des ressources.



**Figure no 2. Carte heuristique représentant les réponses des acteurs éducatifs sur la définition du développement durable**

### 3.2. Les discours tenus par les enseignants et directeurs au sujet de l'éducation à l'environnement et au développement durable

A la question « comment définiriez-vous l'éducation à l'environnement et au développement durable ? », toutes les personnes interrogées ont répondu.

Dans un premier temps, nous avons constaté que la plupart des enseignants et chefs d'établissement sont informés quant aux problématiques environnementales et ont une représentation assez globale de l'environnement avec sa composante écologique (climat, sol, biodiversité, atmosphère), culturelle (patrimoine, aspects linguistiques, tradition), sociale (santé, éducation, etc...), économique (production et exploitation des ressources), politique (institutions, ratification des conventions internationales, etc...) mais l'environnement au sens « écologique » revient dans toutes les discussions.

Dans leurs discours, certains enseignants et chefs d'établissement associent l'éducation à l'environnement et au développement durable à l'écocitoyenneté. Selon eux, l'EEDD vise à former des écocitoyens manifestant une attitude responsable à l'égard de ce patrimoine collectif de l'humanité qu'est l'environnement, en s'engageant au service de sa protection.

« (...) L'EEDD, c'est l'ensemble des activités et des pratiques que réalise l'enseignant avec ses apprenants avec l'aide, le soutien et le partenariat de

*différents acteurs. C'est à partir de cette éducation qu'on va former des citoyens conscients, responsables et respectueux de leur environnement, de leur nation. » (**Ecole Abi Houraira**).*

*« (...) L'EEDD doit être une des priorités sur laquelle l'Homme doit travailler. C'est un comportement civique, citoyen » (**Ecole Ibn Saïd El Maghribi**).*

*« (...) L'EEDD permet à l'individu d'abord de comprendre son existence et celle de son environnement pour se préparer à affronter les obstacles et tout ce qui heurte dans le cursus à l'être humain. J'existe, pourquoi j'existe, quel est mon rôle dans l'environnement où je vis et comment dois-je me comporter pour le préserver ? C'est la contribution du citoyen dans la protection de l'environnement » (**Ecole Hjar Nhal**).*

*« (...) L'EEDD, c'est la manière dont les enseignants, la famille, l'Etat, les institutions de la société civile, les associations... développent le sens de la protection de l'environnement à partir de plusieurs critères et plans d'action, que ce soit au niveau de l'enseignement, de la formation, de la sensibilisation... Quand on parle de citoyen, c'est aussi l'enfant, la mère, le père. » (**Ecole Begdour**).*

Plus de la moitié des enseignants assimile l'EEDD à une forme d'éducation à la citoyenneté en tant que sensibilisation à « l'éco-citoyenneté » et aux différentes problématiques du développement. Rendre les élèves respectueux de l'environnement, d'autrui et d'eux-mêmes passe par l'acquisition de gestes simples qui peuvent être appris dans le cadre scolaire, estime un bon nombre d'enseignants. Le quart des enseignants interrogés considère important de promouvoir des valeurs (respect, solidarité, équité, responsabilité).

Il est utile de préciser que d'un point de vue théorique, selon l'acception sociologique, les valeurs sont des principes généraux individuels ou sociaux qui permettent une organisation du monde plus ou moins stable. Les valeurs sont différentes en fonction de la société et de l'individu. Elles sont généralement intégrées dans différentes aires culturelles qui permettent de caractériser les différents modèles de société, par exemple le rapport à la nature ou encore le rapport au temps sont caractéristiques d'un certain type de société. Ces valeurs participent ainsi à des cohésions sociales, mais aussi à des séparations entre différents groupes (Boudon *et al.*, 1993).

En psychologie, Maslow, a été un des premiers à avoir traité les valeurs d'un point de vue psychologique avec la théorie des besoins. D'après Maslow (cité par GoyerMichaud et Debuyst, 1973) « les valeurs sont des besoins fondamentaux tant physiologiques que psychologiques ». Il identifie une hiérarchie des valeurs purement physiologique suivant plusieurs échelons (l'actualisation de soi, l'autoréalisation, à l'intégration, etc.). Le but étant d'atteindre la valeur supérieure, c'est-à-dire l'accomplissement total de l'homme.

Le sociologue Max Weber utilise également la notion des valeurs pour démontrer l'organisation sociale, économique et politique d'une société. Les valeurs sont ici conçues comme des « présupposés épistémologiques » dans les sciences

sociales qui permettent de dégager des normes en fonction des traditions, des croyances et des intérêts (Noiriel, 1998).

De plus, pour certaines personnes interrogées, la place de l'Homme – avec une connotation religieuse – est au centre de la définition de l'EEDD. L'Homme au sens large du terme ayant été le générateur et l'agent de la dégradation des ressources naturelles, est-il en mesure d'endiguer ce courant et de devenir, ou de redevenir, le restaurateur et l'améliorateur de ces mêmes ressources ?

Un autre point clé que nous avons relevé lors des réponses fournies par les enseignants et directeurs, c'est celui de l'éducation de base et notamment celle de la famille. Pour eux, l'école ne peut à elle seule endosser le rôle qui consiste à éduquer, sensibiliser et inculquer des valeurs à l'enfant. Les familles jouent également un rôle non négligeable dans cette éducation à l'environnement.

*« (...) Lorsque l'élève vient dans notre établissement à l'âge de 7 ans, il a déjà accumulé un bagage et sa personnalité est déjà formée. S'il est habitué à jeter des papiers, même si vous essayez de le sensibiliser, il continuera tout de même » (Ecole Abi Houraira).*

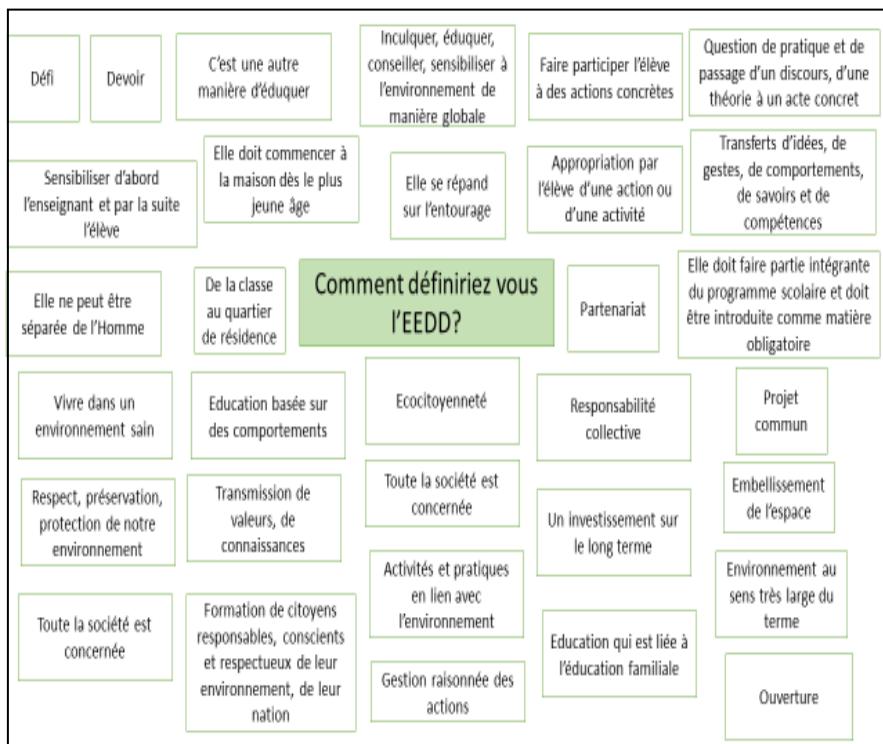
*« (...) L'éducation à l'environnement commence à la maison par la mère pour que l'enfant, dès son plus jeune âge se familiarise avec cette notion d'environnement. (...) On commence par le foyer familial, par la suite l'école car tous les enseignants sont responsables de transmettre à leurs élèves l'importance de l'environnement et ce afin de contribuer au développement de leur ville et plus largement, de leur nation. » (Ecole Rabiaa El Adaouiya).*

*« (...) Si on éduque l'enfant dès le plus jeune âge à vivre dans un environnement sain, on trouvera un élément sain dans la société » (Ecole Rabiaa El Adaouiya).*

*« (...) L'enfant vient de la famille. Cette dernière doit être en adéquation avec les mêmes problématiques de l'école. Par exemple, lors des activités de sensibilisation pour les élèves, on leur dit qu'il faut respecter les arbres, l'espace vert... Mais dans la majorité des cas, ces élèves ne sont pas très conscients et assez sensibilisés car ils trouvent une éducation contraire à ce qu'on leur donne... (...) En dehors de ce même établissement, l'élève fait des choses inverses à celles qu'on lui a appris. (...) Je pense que la famille a son rôle à jouer. L'école doit aussi avoir un grand rôle à l'intérieur de son espace, les associations de quartier, les associations de parents d'élèves, les médias. C'est une responsabilité collective » (Ecole Abi Houraira).*

Comme le souligne Meirieu (2000), la famille a pour rôle d'être d'abord éveilleuse d'intelligence, lieu de filiation, lieu où l'on s'inscrit dans une histoire. L'école est le lieu où l'on acquiert des savoirs sur un mode beaucoup plus médiatisé, beaucoup plus objectivé. Le tissu social est un lieu où l'on peut investir sur le plan de son imaginaire, rencontrer des pairs. Et il est bien, d'une certaine manière, que l'enfant puisse, entre ces trois partenaires, se définir progressivement et trouver sa propre place en jouant entre les différentes propositions que ses partenaires sont susceptibles de leur faire.

A travers les entretiens réalisés sur le terrain, nous avons tenté de synthétiser et de faire ressortir les mots-clés relatifs à la définition de l'EEDD chez les enseignants et directeurs d'établissements dans le tableau ci-dessous.



**Figure no 3. Carte heuristique représentant les réponses des acteurs éducatifs sur la définition de l'éducation à l'environnement et au développement durable**

Ainsi, l'EEDD apporte, selon les enseignants et chefs d'établissement un sens à l'apprentissage des enfants et permet une intériorisation de la notion de citoyenneté. Le but de l'EEDD est de former un citoyen auquel ses droits ne font pas oublier ses devoirs : devoir d'apprendre à connaître l'environnement pour bien le gérer, à respecter la vie, la nature. Aussi, l'EEDD contribue à doter les jeunes d'attitudes et de comportements visant à acquérir un « savoir-vivre » environnemental.

Chacun des acteurs de l'EEDD peut avoir en effet sa propre perception des notions d'éducation et de sensibilisation à l'environnement et ce, en fonction de son expérience, de ses croyances, de sa motivation, de son vécu ou de ses activités individuelles ou socio professionnelles.

#### 4. Conclusion

Ainsi, l'EEDD a la volonté d'agir à la fois sur des savoirs, des savoir-faire, des savoir-être, des savoir-devenir, et des savoir-vivre ensemble. Cet enseignement

devrait permettre à l'élève d'expérimenter les réalités de notre monde : il faudrait peut-être commencer par enseigner ce qui fait partie de l'environnement quotidien de l'élève, ce dernier devant apprendre à se l'approprier, à l'assimiler et à le comprendre de façon active ; mais aussi lui enseigner ce qui le concerne directement en tant que citoyen d'aujourd'hui et de demain. Le but serait de rendre les élèves des acteurs capables de contribuer par leurs pratiques citoyennes et conscientes à l'édification d'un espace socialement souhaitable, économiquement et écologiquement durable. Il s'agirait donc d'une forme d'apprentissage permanent de la vie en société qui permettrait de valoriser l'image de soi, de développer la curiosité et la sensibilité environnementale et interculturelle. Cette démarche mettrait donc les élèves et les enseignants en position de recherche et devrait aboutir à une recherche-action et amener les élèves à devenir de véritables acteurs de la construction et du développement durable de leur territoire.

Au niveau de l'école marocaine, nous nous rendons compte que ce sont des enseignants motivés qui abordent l'EEDD avec leurs élèves, dans le cadre de leur enseignement disciplinaire (principalement les Sciences de la Vie et de la Terre, l'Histoire-Géographie, l'Arabe et le Français). D'après les entretiens terrain établis au niveau des enseignants que nous avons pu rencontrer, rares sont les situations pédagogiques qui permettent d'aller au-delà d'une simple prise de conscience des problèmes environnementaux. Bien souvent, les enseignants ajoutent, par leurs propres connaissances, des éléments de contenu allant au-delà des prescriptions éducatives et traitent des thématiques fondées sur des faits touchant de près l'élève (hygiène, propreté...). Ces enseignants arrivent aussi à pratiquer l'EEDD dans le cadre parascolaire, essentiellement au sein des clubs d'environnement (si l'école en dispose). Certains d'entre eux adhèrent à des associations de protection de l'environnement, ou bien encore à l'Association des Colonies de vacances, à l'Association des Coopératives scolaires ou à l'Associations des enseignants des Sciences, de la Vie et de la Terre, pour participer à l'encadrement des activités environnementales, dont les principaux thèmes concernent la protection de la nature, les problématiques liées à l'environnement local (propreté, embellissement) et les questions d'aménagement du milieu.

Cependant, et malgré leur volonté d'agir, les enseignants rencontrés affirment avoir peu ou pas de connaissances et d'expériences en EEDD. A défaut d'une formation en la matière, ou de matériel didactique, ils transfèrent les connaissances et les pratiques éducatives acquises en d'autres domaines (leur expérience professionnelle et personnelle) à la pratique de l'EEDD.

On voit bien ici que l'apprentissage tout au long de la vie à travers le prisme de l'EEDD prend tout son sens dans la mesure où c'est un concept global universel s'appliquant aussi bien dans les pays développés que les pays émergents ou en voie de développement. Tout le monde est concerné par le savoir. La formation tout au long de la vie doit être un réflexe, un mécanisme d'apprentissage, une élévation des consciences et des mentalités où nous devons être en permanence en train d'apprendre quelque chose aux autres et des autres. C'est dans l'éducation initiale qu'on peut réussir à introduire des

réflexes en matière de formation continue et notre manière d'enseigner aujourd'hui doit permettre de créer des réflexes pour l'adulte dans sa vie courante.

Enfin, c'est dans l'expérience, dans l'expérimentation, dans l'innovation que l'on pourra passer du discours aux actes. La mobilisation ne doit pas se limiter aux acteurs déjà concernés. Elle doit entraîner dans sa dynamique toute la collectivité, depuis les enfants des écoles jusqu'aux personnes âgées, les travailleurs et salariés, les habitants des grandes villes comme ceux qui vivent en milieu rural. L'éducation ne pourra exploiter sa capacité à stimuler les progrès que si l'ensemble des acteurs s'impliquent davantage, si l'apprentissage a réellement lieu tout au long de la vie et si les systèmes d'éducation tiennent compte pleinement du développement durable.

Aujourd'hui, plus que jamais, nous avons besoin d'une solidarité commune entre les pays du Nord et les pays du Sud. Nous observons un changement de paradigme chez les jeunes du monde entier engagés dans des sujets d'actualité primordiaux tels que le réchauffement climatique, la justice sociale, etc... Nous terminerons nos propos par un extrait relatif à l'actualité en ce monde incertain issu du soutien suite aux blocages du siège Black Rock de plusieurs personnalités dans la Tribune du 18 Février 2020. « ..Nous sommes fier-e-s de cette jeunesse conséquente qui a décidé de prendre en main non seulement son avenir mais l'avenir du vivant. Nous sommes fier-e-s de cette jeunesse conséquente, cultivé et informée, qui vient nous sommer d'écouter les alertes du GIEC, et autres organisations scientifiques internationales, là où nos décideurs économiques et politiques sont encore dans le déni de la gravité des dérèglements planétaires en cours. Nous sommes fier-e-s de cette jeunesse courageuse qui fait face à des poursuites judiciaires toujours plus nombreuses, au mépris de toute une caste de puissants qui la traitent comme une menace. Nous sommes fier-e-s de cette jeunesse déterminée qui relève la tête et porte la tâche immense de réparer un monde dévasté. C'est dans cette jeunesse qui ne se « tient pas sage » - peu importe son âge - que réside sans doute la plus grande sagesse... ».

Enfin, nous finirons par la citation d'un philosophe des lumières, Condorcet, qui en 1792, nous dit : « L'instruction doit embrasser tous les âges, il n'y en a aucun où il ne soit inutile d'apprendre ». Aujourd'hui plus que jamais, pour former des individus libres et émancipés, capables de penser, de réfléchir, d'avoir un esprit critique et de vivre au sein de la société, il faut apprendre dès le plus jeune âge aux enfants à apprendre par eux-mêmes, tout au long de la journée mais surtout tout au long de la vie.

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## **THE TEACHER – MAIN ACTOR IN THE KNOWLEDGE SOCIETY**

**Vali ILIE<sup>1</sup>, Ecaterina Sarah FRĂSINEANU<sup>2</sup>**

### ***Abstract***

*We live in a world in continuous transformation, mainly characterized by an informational explosion as well as an aspirational one. This can arouse interest, send to searches and constructions, but it can also create confusion. Therefore, the man needs stable benchmarks. Children and young people need support and guidance. The roles of the teacher are about to be rethought, not so much from the perspective of their change, but from the point of view of adapting to the new demands. The concept of education for the knowledge society starts to be formed in the second half of the 20th century. During this period, the change of the entire educational system of the society is taking place. To effectively promote the development of the knowledge-based economy, it must be understood that information is a factor of production (as well as labor, land and capital). The process of globalization coincides with a fundamental transition to the informational society - a new global information-based community.*

**Key words:** Knowledge society; Teacher; Skills; Roles.

### **1. Introduction**

The society we live in today is considered the "knowledge society". We should note that the notion of "knowledge-based society" was preceded by the term "knowledge-based economy". The paradigm of the "knowledge-based economy" calls for education and research in order to meet the needs for human capital of a changing market and labor economy. Defining the post-industrial stage, it is a reflex of toning human relations and developing science and technology. The specificity of the knowledge-based economy has attracted the attention of researchers from all over the world, especially due to the technological implications and open access to knowledge.

Among the aspects that characterize the society we live in today there are: accelerating the pace of innovations (processes, products, services), multiplying the applied research that calls for the interdisciplinary approach and capitalizing on non-formal and informal education. Education must take into account the main trends of the changes in the knowledge society, the educational policies to overcome the existing problems and to identify the main challenges. In a knowledge society,

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education is not limited to school. The occurrence of ICT allows learners to search for information and develop knowledge at any time and any place where access is available and unrestricted. Under these conditions, the ability of learning how to learn is one of the tools that helps people to valorize formal, non-formal and informal education (UNESCO, 2005, pp. 27-29).

A. Hargreaves emphasizes the paradoxical dilemmas that teachers often encounter. There are three main forces that teachers face: „First, teachers are meant to be catalysts for the knowledge society. They are meant to ignite the desire for learning among students who will (in an ideal world) be eager and willing to learn. Secondly, teachers are meant to inspire imagination and creativity. Teachers are meant to also provide a safe haven for students from their sometimes turbulent lives, as well as provide stability” (Hargreaves, 2003, pp. 2-3).

The fragmentation of lifestyles and the diversification of values, the overloading of the context with new elements, the alert pace and the increasing volume of information that are processed in order to make effective decisions confuse and trouble young people, adults and students as well as teachers.

## **2. The knowledge society – dilemmas, questions, points of reflection**

### **2.1. What characterizes today's society?**

From an economic perspective, today's society is based on a knowledge economy. The key factors of competitiveness in a globalized and interdependent economy become the knowledge and qualifications of the workforce. Knowledge has increasingly influenced the economic growth of the nations which eventually led to the concept of "knowledge economy". The concept of a knowledge-based economy is dependent on the new growth theories that reflect the understanding of the role of new technologies in increasing productivity and economic growth through investments in research and development, education and training, in the new structures of managerial activity (OECD, 2006, p. 7).

In the late 1950s, F. Machlup used statistical information to examine work trends. He revised the meaning of the term „work” as a way of managing and using knowledge. A afirmat că "linguistically, the difference between knowledge and information lies chiefly in the verb form: to inform is an activity by which knowledge is conveyed; to know may be the result of having been informed. Information as the act of informing is designed to produce a state of knowing in someone's mind. Information as that which is being communicated becomes identical with knowledge in the sense of that which is known" (Machlup, 1962, p. 39). F. Machlup (1902-1983) was an American economist (born in Austria), president of the International Economic Association (1971-1974). He is considered one of the first economists who examined knowledge as an economic resource and spoke about the knowledge economy.

Management specialist, P. Drucker (1909-2005) analyzed the current society, in which competition is not based on money, but on how well the information can be used. He popularized the phrase the knowledge economy in his book "The Age of Discontinuity", published in 1969, which was based on ideas previously

developed by the author, such as the differences between the manual worker and the knowledge worker. Basically, information becomes knowledge only when used in a creative process, when it also becomes, using economic terms, a factor of production. Thus, "the next society will be a knowledge society. Knowledge will be its key resource, and knowledge workers will be the dominant group in its workforce. Its three main characteristics will be: borderlessness, because knowledge travels even more effortlessly than money; upward mobility, available to everyone through easily acquired formal education; the potential for failure as well as success. Anyone can acquire the means of production, ie, the knowledge required for the job, but not everyone can win" (Drucker, 2001, p. 2).

D. Bell (1919-2011), sociologist and American professor at Harvard, presented in 1973 a new type of society: *the post-industrial society*. Bell states that "the post-industrial society (...) is primarily a change in the character of social structure – in a dimension, not the total configuration of society. It is an ideal type, a construct, put together by the social analyst, of diverse changes in the society which, when assembled, becomes more or less coherent when contrasted with other conceptual constructs" (Bell, 1987, p. 73). In the other hand, "in his once highly acclaimed book, *The Coming of Post-Industrial Society*, Daniel Bell predicted that (1) knowledge would replace capital as the critical factor of production as societies moved to post-industrialism, (2) intellectual technologies for planning the public good would displace mechanical technologies used to boost private profit, and (3) universities would supersede industrial enterprises as the dominant kind of social organization" (Jessop, 2017). A post-industrial society not only transforms the economy but also alters the society as a whole. In a post-industrial society, technology, information and services are more important than the manufacture of real goods.

A. Toffler (1928-2016) also spoke about the types of society and the specifics of today's society. This is a well-known American writer and futurist who has attracted attention through works such as "The Third Wave" and "Future Shock". The waves are metaphorically viewed and understood as torrents of change that affect our lives. He identified three waves or phases of civilization: the agrarian phase – it appeared when humanity moved from a nomadic life to a sedentary life, establishing the first human civilizations; the industrial phase – characterized by the massification of society and the perpetuation of the key institutions of the mass industrial society: the nuclear family, the mass education system, the giant corporations, the mass union, the centralized national state; the information phase – it corresponds to the civilization of the Third Wave: it does not diminish the role of the industry, but leads to its transformation by capitalizing on new information and communication technologies; it aims at the de-massification of the industrial society) (Toffler, 1980).

From a broader perspective, which also includes culture and education, the author prospectively addresses the change of society. This might be the reason why his paradigm has been widely known. He stressed the need to adapt to new situations under the conditions of a changing society: "Today change is so swift and relentless

in the techno-societies that yesterday's truths suddenly become today's fictions, and the most highly skilled and intelligent members of society admit difficulty in keeping up with the deluge of new knowledge – even in extremely narrow fields" (Toffler, 1970, p. 87).

The result of this is the need to adapt to new living conditions, which will force us to deal more quickly with moral situations, events and dilemmas. In today's society there is a lack of meaning. Activity (playing, learning, work and creation) can be a remedy to this lack of meaning that many people today face, especially adolescents and young people. V. Frankel, professor of neurology and psychiatry at the University of Vienna, found in 1955 the existence of an "existential vacuum" present all over the world. He found that "in the foreground, in patients, there are no longer the sexual problems (as in Freud's time), nor the inferiority complex (as in Adler's time), but those of the meaning of life" (Radu, 1995, p. 153). Work is part of the human condition. The solution is for young people to have what to do (to produce, to create something) and to have a purpose, a goal, respectively a human model, to relate to.

M. Drăgănescu (1929-2010), a specialist in electronics and former president of the Romanian Academy, stated at the end of the last century that the knowledge society is a "society for consciousness" – a spiritual society, but not of a medieval type, but an emergent one, based on the information technology (artificial consciousness): "The society for consciousness will be a spiritual society. This does not mean that it will be a purely meditative society, but a society in which spirituality prevails, being at the same time an active informational, scientific, technological, industrial, agricultural, sustainable and with a protected environment one" (Drăgănescu, 2007, p. 54).

## 2.2. Why is information so important?

Man has become dependent on information, and it travels quickly, through various ways and means (we find out the facilities that the Internet and artificial intelligence have). Knowledge is information in action. The knowledge society also includes the information society and has implications both in the behavioral and institutional spheres. We know that he who controls information has the power. So information means power. Knowledge, in all its forms – expertise, experience and learning – as a human dimension, it is related to what human beings do and think, to culture and technology.

As knowledge is becoming more and more collective, we need to develop collaborative skills and spend more and more time in teams. If information (data organized and presented by someone) can be easily transferred from one person to another, knowledge (understood information, which enriches experience) has a lower degree of transferability. Knowledge is important when it sets in motion certain things, when it transforms, it enriches, it helps in evolution, in the innovation of products and services (based on ethical principles). The knowledge society will be based mostly on intelligent agents. As M. Malita states, "there are dominant metaphors that permeate the culture of an era, like *the clock* for the beginning of

classical modernity when mechanics were the top science of the technological revolution and *the computer* for its transition phase, when we are under the sign of the information revolution" (Malița , 2001, p. 191). The metaphor of the 21st century is related to artificial intelligence, and in this context it is necessary to reflect on the new roles and competences of the teacher: *Is his role as a transmitter of knowledge still current? Do digital skills become a priority in the information society? Is the teacher a social entrepreneur?*

Against the background of globalization, the information explosion involves the use of certain systems that resort to self-regulating mechanisms to access, organize and process information. The information society or the digital society is that society where the creation, distribution and use of information has a significant impact on the economic, political, social, cultural, environment. Introducing the notion of information society, D. Bell "predicted that theoretical knowledge would become a main resource in society, affecting economy, labor, culture, and all venues of life" (Kasvio, 2001, p. 26). By opening access to information for the population from isolated areas or underprivileged areas, the information technology will allow, in complementary ways, training and education. Among the facilities offered by the information society in the field of education there are: updating information with minimal costs, a more efficient organization of the activity, removing barriers in adult education, faster and easier access to bibliographic material.

The information society is an information-based revolution. Being conditioned by the technology society, it will create new settings to meet lifelong learning needs. Society and life will change at an ever-increasing pace, with requirements that are meant to complete the basic education. Information/knowledge are raw materials for learning. From this point of view, learning becomes "a process in which the individual processes the information/ knowledge acquired in various ways, producing new capabilities which emerge as enhanced skills, increased understanding, and an ability to interpret matters or approach things and phenomena in a new way" (Pantzar, 2001, p. 245).

### **2.3. Is school going through a crisis today?**

The systems that are effective today have been designed to meet the needs of the first industrial revolution. The apparent inability of the education systems to deviate from such factors as rigid curricula, high stakes exams and old pedagogical practices stifle curiosity and impede learning. Although in the last decades there have been many alternative conceptual frameworks to describe the relations between the theories of learning, pedagogical strategies, didactic design and information and communication technologies, we find that school is going through a crisis of its foundations, which led to the idea of *deschooling the society* – "the society without school".

The concept of *world education crisis* was proposed by Ph. H. Coombs, in response to the challenges of the Williamsburg Conference. In his work, "The World Educational Crisis", he identifies and analyzes the world educational crisis as a state of imbalance that has emerged within the structure of educational systems, by

combining several causes: the influx of students accelerating the demand for education, for quality training; the lack of resources; increasing the real costs for each student; the inadequacy of the products of education, respectively of the graduates who, on the one hand, do not correspond to the demands of the time and, on the other hand, are not used properly; inertia and inefficiency of the school (Coombs, 1968, pp. 240-243). It results from this that: education no longer forms free, responsible and creative individuality; education cannot solve the moral crisis of society; education did not adapt to the industrialized society based on digitalization; education does not capitalize on the practical, applicative aspects of the contents.

Among the characteristics of contemporary society there are: the emergence and deepening of crises (energy, demographic, ecological, food); the emphasis of the disparities in living standards, the North-South contrasts, poor countries and rich countries; the deepening of the educational gaps, the distrust in the power of education; the crisis of conception (the ones who can tackle the problems in a systemic manner are too few). When the change is accelerated, a series of new problems arise, which cannot be solved using classical strategies or known approaches. The organizational geography of the school is characterized by turbulence in today's society, but the change from the organizational man to the associative man changes the data of the problem. The associative man is more innovative, more self-motivated, he risks looking for success, he looks for opportunities and he learns from the experience of others.

In the case of higher education and training, the provision of online courses and the approaches through which online courses are combined with face-to-face instruction have increased. Moreover, in the last years a new typology of online courses called open mass courses (MOOC) has proliferated. The evolution of communication, collaboration and learning technologies in the workplace reflects a gradual shift from separate work and learning to collaborative problem solving and a perfect integration of learning and work. Educational technologies offer many flexible opportunities, but require new teaching strategies, training methods based on innovation.

Writing about innovation in education, A. Toffler says: "Schools of the future, if they wish to facilitate adaptation later in life, will have to experiment with far more varied arrangements. Classes with several teachers and a single student; classes with several teachers and a group of students; students organized into temporary task forces and project teams; students shifting from group work to individual or independent work and back – all these and their permutations will need to be employed to give the student some advance taste of the experience he will face later on when he begins to move through the impermanent organizational geography of super-industrialism" (Toffler, 1970, p. 208).

Thus, the education that is specific to the knowledge society should aim at the following *directions*:

- The integration of new information and communication technologies;
- Broadening the area of learning opportunities beyond schools;

- Providing opportunities and alternatives for students of different ages;
- Consolidating learning in new systems by capitalizing on the experience gained in the already existing ones;
- Stimulating self-directed learning and collaborative learning (among school/university, companies and other stakeholders).

### **3. Rethinking the competence profile. The teacher's roles**

The expansion of the World Wide Web in the mid-1990s brought together geographically dispersed teachers. They have begun to use the Internet in order to develop informal networks of common professional interests. Through these informal networks, through the involvement of teachers in organizations and through their participation in educational conferences, the feeling of belonging to a community of innovators in educational practice was created.

Moving to another type of professional expertise approach, the set of practices proposed by M. Riel and H. J. Becker brings to the fore the coordinates of the knowledge society (Riel and Becker, 2008, p. 399):

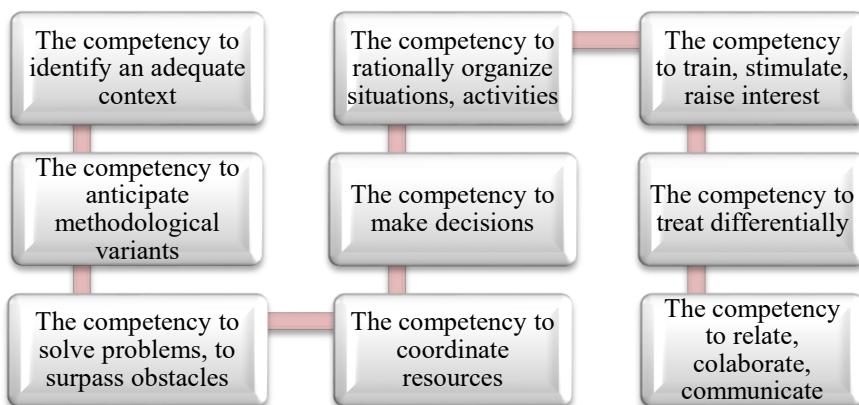
- Learning from One's Own Teaching: Maintaining a disposition to improve their teaching, and in particular, developing innovative "adaptive" pedagogical expertise.
- Collaborating and Sharing Responsibility for Student Success: Promoting and employing a public rather than a private practice of teaching; encouraging and accepting collective responsibility for student learning across their school site.
- Participating in Geographically Diverse Communities of Practice: Engaging actively in regional and national teacher professional organizations and networks and actively seeking out and using ideas, information, and expertise beyond the practitioner community.
- Making Personal Contributions to the Teaching Profession: Communicating their learning to peers through conference presentations, university teaching, and publishing.

As a construct that describes the complex of knowledge, skills and attitudes considered necessary for a person to teach, the competence profile exploits the practices correlated with the educational policies from different countries of the world. We can notice that "the need to define and develop reference frameworks of teacher competences is highlighted by the increasing focus of comprehensive policies and reforms, crossnationally, on education improvement and quality, underpinned by a perspective that sees teacher competences as developing incrementally throughout a continuum from initial teacher education to career-long professional development" (European Commission, 2013, p. 23).

Teachers need *knowledge* from different fields (the curricular area that the educational discipline they teach is part of; the didactics of the curricular thematic discipline, psychology and pedagogy; general culture knowledge). To these a number of skills are added (skills for facilitating students' learning; curricular design skills; socio-psycho-pedagogical research skills; conflict and crisis management

skills; collaboration, communication and relationship skills; management and leadership skills). *Attitudes* are influenced by the socio-emotional abilities and the conception about the place of the teaching profession in society. The important aspects are the following: the desire to cultivate partnership; the spirit of collaboration; the openness to innovation; the rational risk-taking; the capitalization and speculation of opportunities; the development of a proactive attitude; the fairness, honesty and dignity.

The roles of the teachers change: they are asked to teach in increasingly multicultural classes, to integrate children with special needs, to use modern technology (in the context of society digitization), to develop the partnership with the other community actors and to be social entrepreneurs. If teachers do not understand the specifics of the knowledge society, they cannot prepare children and young people for the new type of society. The new society is based on the globalization of knowledge, an aspect that requires the teacher certain skills and new roles.



**Figure no 1. Competencies specific to the knowledge society**

To sustain new challenges and respond to the demands of today's society, teachers need to adapt and innovate continuously. L. Paquay and M. C. Wagner appreciate that "teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession: the teacher as a reflective agent; the teacher as a knowledgeable expert; the teacher as a skilful expert; the teacher as a classroom actor; the teacher as a social agent; the teacher as a lifelong learner" (European Commission, 2013, p. 13).

#### **4. Elements of pedagogical research**

*The place* of our research is the University of Craiova, and *the period* of its development is the first semester of the academic year 2019-2020.

*The purpose* is to gather information about how young people are related to the place school occupies in the knowledge society and about the competencies and roles of the teachers in this new context.

*The objectives* we have proposed are the following:

- to answer some questions generated by the challenges encountered in the knowledge society;
- to identify the dominant aspects that make the proficiency profile of the teacher;
- to specify the main roles that the teacher plays in the knowledge society;
- to centralize and interpret the students' answers in relation to the aspects analyzed in theory;
- to draw conclusions regarding the place the teacher occupies in today's society.

*The research sample* is represented by the students of the University of Craiova, from the Faculty of Sciences (62 students) and from the Faculty of Letters (36 students), enrolled in the Psycho-pedagogical Module (Bachelor's degree – 2 nd year).

**Table no 1. The specialization of the questioned students**

<i>Faculty</i>		<i>Specialization / Departament</i>				
Sciences	Chemistry 4	Physics 21	Informatics 11	Mathematics 26		-
Letters	English-German 14	French-Italian 5	English-French 7	English-Spanish 4	Translation and interpretation 6	

*The age* of the questioned subjects is between 19 and 49 years.

**Table no 2. The distribution of the questioned students by age**

<i>Under 20</i>	<i>20-29</i>	<i>30-39</i>	<i>40-49</i>	<i>Over 50</i>
8	80	5	5	-

*The tool* used to gather the data needed for the research is the questionnaire. The structure of the questionnaire comprises six items referring to the expectations that young people have from the current society and to the competencies and roles of the teacher in the knowledge society.

The questionnaire proposed by us consists of the following items:

1. *What are your expectations from today's society?*
2. *Do you consider that school is going through a crisis nowadays?*
  - a) No
  - b) Yes
3. *Is the teacher an important actor in the knowledge society?*
  - a) Yes
  - b) No

4. If you answered yes, argue the answer.
5. What is the most important role that a pre-university teacher must play?
  - a) Facilitator of knowledge
  - b) Advisor
  - c) Cultural animator
  - d) Classroom manager
  - e) Transmitter of knowledge
  - f) Other role (specify role) .....
6. Order on a scale from 1 to 10 the following types of teacher competencies (1 not important - 10 very important):
  - a) The competency to identify a context suitable for learning
  - b) The competency to rationally organize situations, activities
  - c) The competency to train, stimulate, arouse interest
  - d) The competency to anticipate methodological variants
  - e) The competency to make decisions
  - f) The competency to treat differentially
  - g) The competency to coordinate resources
  - h) The competency to relate, collaborate, communicate
  - i) The competency to solve problems, to surpass obstacles
  - j) The competency to evaluate rhythmically and objectively
7. What kind of curricular content should be emphasized in school? (circle one of the answers)
  - a) Technological education
  - b) Intellectual education
  - c) Aesthetic education
  - d) Intercultural education
  - e) Moral education
  - f) Digital education
  - g) Physical education
  - h) Entrepreneurial education

## 5. Results

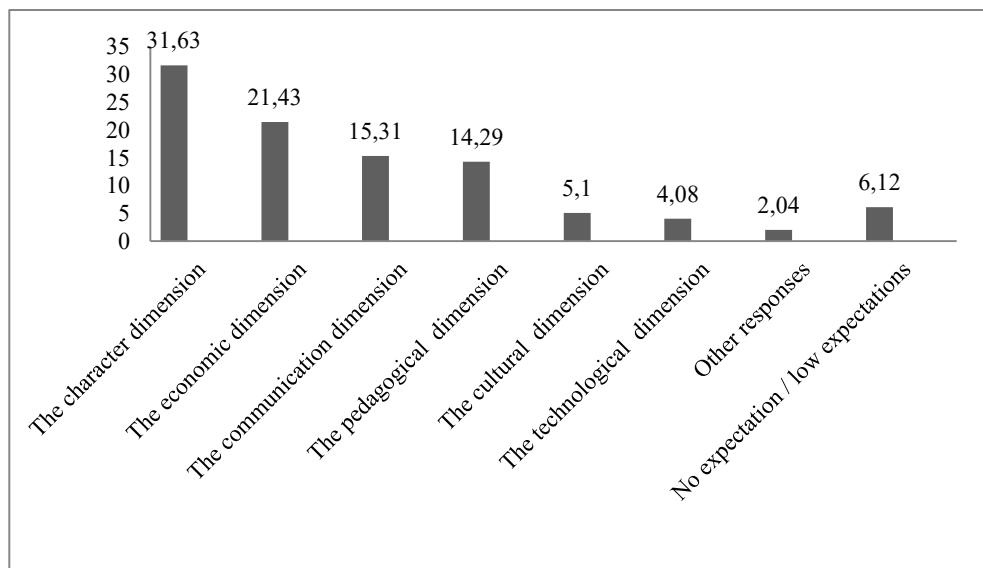
We present below the answers given by the students to the items of the applied questionnaire.

In Item 1, regarding the expectations the students have from the current society, we grouped the given answers in several dominant categories/ dimensions: economic, psychological, cultural, pedagogical, technological. Since the responses specific to the psychological dimension are very nuanced, we considered it necessary to divide them into several subcategories, of which the dominant ones can be grouped into communicative and characteristic ones, the second one having significant ethical accents.

The answers are distributed as follows:

- the character dimension (people should care about other people, respect each other, be better, more altruistic and tolerant, more responsible and correct, have the courage to express ideas, opinions and in action): 31 students (31.63%)
- the economic dimension (to have jobs and to reduce unemployment, to offer more professional opportunities): 21 students (21.43%);
- the communication dimension (people should communicate more, they should do it more honestly, more efficiently, more openly, through several channels and means): 15 students (15.31%);
- the pedagogical dimension (optimal conditions for the cognitive, emotional and social development of the members of the society should be created, people should change their mentality): 14 students (14.29%);
- the cultural dimension (to recognize the importance of cultural institutions and to value art more): 5 students (5.10%);
- the technological dimension (society should be a robotized and digitized one): 4 students (4.08%).

Of the 8 students whose answers do not fall into the above-mentioned categories, 6 students (6.12%) stated that they have too few expectations or that they have no expectations from the current society, and 2 of the students (2.04%) did not respond to this item, respectively their answer was uncertain, vague, inconclusive.



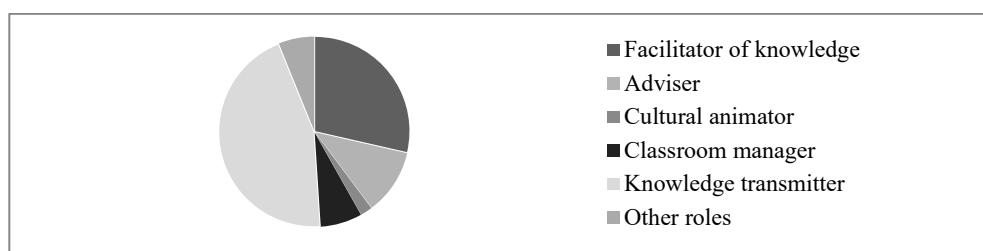
**Figure no 2. Dimensions related to the students' expectations in relation to today's society**

When asked if school is going through a crisis today, 83 students (84.69%) answered affirmatively. However, they consider that the teacher is an important actor in the knowledge society: 93 students (94.90) answered yes to item 3, the percentage

of those who do not recognize the importance of the teacher as a social actor being very small (5.10%).

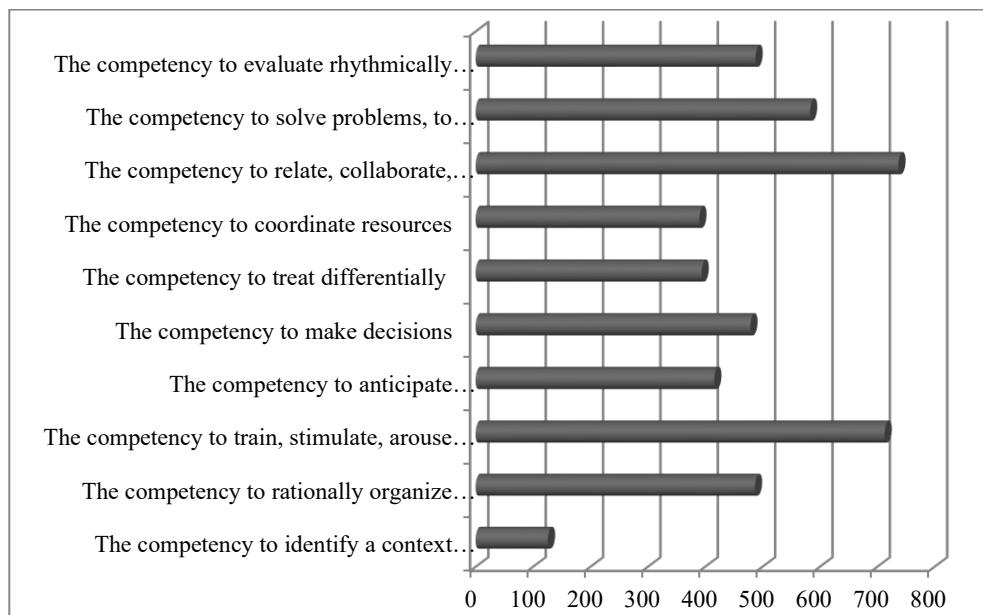
The arguments that support the importance attached to the teacher include: he/she stores and transmits knowledge from different fields (of science, art and technology), is a source of information (21); guides, educates (19); trains, teaches (17); he/she is seen as a positive example or model (15); he/she has expertise in the subject/discipline of education that he/she teaches (8). 4 students did not fill in this item (item 4), and the other 14 students considered that the teacher: shapes (minds, characters), can give advice or can do educational therapy, builds the foundation of the students' personality, motivates, stimulates, encourages, behaves as a parent, he/she is a kind of spiritual guide, leader and even influencer.

The students referred to the roles played by the teacher as follows:



**Figure no 3. The roles of the teacher**

In item 6, we were interested in the competencies of the teacher, competencies that the students appreciate as important.



**Figure no 4. The groups of competencies concerned**

For each type of competency, a maximum of 10 points (10 points x 98 students = 980 points) and a minimum of 1 point (1 point x 98 students = 98 points) could be awarded. The total points awarded for each competency gives us a clearer picture of the options of the questioned students.

The last item concerns the way students relate to the curricular contents that should be emphasized in school. Thus, the students made the following choices: technological education – 15, intellectual education – 29, aesthetic education – 4, intercultural education – 9, moral education – 18, digital education – 8, physical education – 3 and entrepreneurial education – 12.

## **6. Discussions**

In item 1, we find that the first position in the students' expectations is the character dimension. Going beyond the age of innocence, but still in the age of great impetus and building the foundations of social relationships, most of the questioned students want social relationships based on authenticity and consider morals one of the most important aspects of human existence. Many have mentioned kindness, respect, altruism, tolerance, trust – aspects related to the need of living on the basis of humanistic principles and values, which give meaning to personal and social existence. At 10 percent distance is the economic dimension, considered important for the well-being of the members of society. We observe that the students are interested in getting involved in the labor market, finding employment opportunities, engaging in various socio-professional activities.

Nearly 10% of the students are skeptical of what society can offer them. Some of those who fall into this category have little or no expectations, and others do not expect anything positive. This aspect has drawn our attention because it could be a sign of the individual's lack of trust in society or it could express the lack of meaning these young people feel.

The fact that most students believe that school is going through a crisis today (of process, product, system, of its fundamentals, etc.) is an alarm signal that the important social actors should no longer ignore. Generated, among other things, by the mismatch among the needs, necessities, expectations of the educated and the educational offer, the crisis can be overcome by adapting school to the specifics of the knowledge society. The students admit the importance of the teacher in the current society which proves a deep understanding of his/ her mission in social relations. In this regard, they bring a number of arguments, among which the first places, as frequency of answers, are occupied by the instructive-educational function that the teachers exercise in their professional activity.

It can be seen that quite a large number of students (44, ie 44.90%) consider as important the role of transmitter of knowledge that the teacher must have. The role of facilitator of knowledge and that of adviser occupy the following places. The students also added other roles that they considered important: spiritual parent, designer of the teaching act, trainer of young minds, coordinator (of information and students), friend, leader. The role of influencer (that comes from communication

platforms), which seems closer to what young people want from the teacher, is specific to the knowledge society.

Regarding the teacher's competencies, high scores were registered for the following types of competencies: the competency to relate, collaborate, communicate (737), the competency to train, stimulate, arouse interest (713 points) and the competency to solve problems, surpass obstacles (583 points). This brings to attention the transversal competencies, considered the competencies of the 21st century. The lower scores obtained for the competency of identifying a context suitable for learning (126 points) and the competency of coordinating resources (390 points) do not mean that they are not important, but, in our opinion, they are specific to classical pedagogy. In the 21st century school, in which the teacher becomes a partner of the student in learning and the computer has revolutionized the way of teaching, other are the competencies that should be emphasized.

According to the opinions of the questioned subjects, intellectual and moral education are important. These are general contents of education, but we also believe that in the case of the contents a change, achieved by implementing the particular contents of education in the school curricula, would be necessary. The change according to the demands of the 21st century could be achieved if the efforts of the teachers were channeled more towards digital education, intercultural education and entrepreneurial education.

## **7. Conclusions**

The knowledge society relies on three important pillars: economy, education and research. The globalization process coincides with a fundamental transition to the information society – a new global information-based community. The organization of societies is evolving and it is increasingly based on information and access to information, technology and the ability of the human being to innovate.

Modern societies are involved in a complex process of transformation. In developed societies, emphasis is placed on the scientific search for truth and the economic maximization of profits. Universities are transformed into enterprises competing for capital accumulation and enterprises into knowledge producers seeking new discoveries that can be transformed into patents and profitable goods. As opposed to industrial capitalism, knowledge capitalism considers knowledge the main source of value. In this context, the teacher has the task of encouraging innovation, stimulating creativity, creating contexts favorable to change (eg ideas, paradigms, methods, style, approach, implementation) and knowledge.

Knowledge societies need new types of competencies. Knowledge is not static, it evolves and it is permanently enriching. Education cannot be reduced to the transmission or acquisition of a set of definite knowledge. Learning to learn is a necessary ability that education must provide. The ability to evolve, to adapt is essential in knowledge societies; education must take it into account. Knowledge societies are lifelong learning societies, and education must prepare to lifelong learning.

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# BOOKS, IDEAS, INTERVIEWS/LIVRES, IDÉES, INTERVIEWS

## COMPTE RENDU DE LECTURE

*Arthur de Gobineau. Lettres à Euphrosyne, Zoé et Marie Dragoumis*

### BOOK REVIEW

Maria MALCOYANNI<sup>1</sup>

**Maria Ménégaki (2018). Arthur de Gobineau. *Lettres à Euphrosyne, Zoé et Marie Dragoumis* ; 1866-1882. Édition établie et annotée par Maria Ménégaki. Berlin : Éditions Universitaires Européennes, 686 p.**

**ISBN : 978-620-2-28967**

Madame Maria Ménégaki, professeure émérite de l'Université d'Athènes, figure dans *Le Dictionnaire universel des créatrices*<sup>2</sup>, en tant qu'une des plus importantes historiennes grecques au domaine de la civilisation française. Spécialisée dans l'histoire des idées et des mouvements sociaux du XIXe siècle, elle a longuement étudié l'œuvre d'Arthur de Gobineau<sup>3</sup> connu surtout pour son *Essai sur l'inégalité des races humaines* paru en 1853-1855. Or, Gobineau, en dehors de ses théories des races, qui lui ont valu une mauvaise réputation, a excellé dans l'art de la narration fictive et doté la littérature française d'ouvrages de haute valeur. C'est en Grèce, où il séjourna en tant que ministre plénipotentiaire de Napoléon III de 1864 à 1868, que le diplomate français a découvert sa véritable vocation. Abandonnant ses préoccupations scientifiques il se consacra entièrement à la littérature de fiction et à la glyptique.

Mais Gobineau ne fut pas qu'un grand écrivain romantique, il compte aussi parmi les plus talentueux épistoliers du XIX<sup>e</sup> siècle. Grâce à ses pérégrinations à travers le monde, en tant que diplomate, il nous a légué une riche correspondance échangée avec des personnalités de toute l'Europe, distinguées dans les lettres, les arts, la diplomatie, la politique : Anton von Prokesch-Osten, Adalbert von Keller,

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<sup>2</sup> Voir *Le Dictionnaire universel des créatrices*, éd. Des femmes, Antoinette Fouque, Paris 2013, 2015, 2018, sous les auspices de l'UNESCO

<sup>3</sup> Arthur de Gobineau était né à Ville d'Avray, le 14 juillet 1816. Il mourut en voyageur comme il avait vécu : frappé d'un coup d'apoplexie il expira le 13 octobre 1882 dans un hôtel de Turin. C'est là que se trouve actuellement sa tombe.

Richard et Cosima Wagner, Prosper Mérimée, Dom Pedro II, Alexis de Tocqueville, Ernest et Cornélie Renan, Ary Scheffer, Robert Lytton, et bien d'autres.

De cet océan de lettres envoyées de tous les endroits où l'ont porté les hasards de sa carrière, se détache une série de 290 missives adressées à Zoé (Athènes 1843-1894) et à Marie Dragoumis (Athènes 1846-1941), ainsi qu'à leur mère Euphrosyne (Constantinople 1818-Athènes 1915). Elles s'étendent sur les 16 dernières années de la vie d'Arthur de Gobineau, qui sont les plus importantes du point de vue de sa production littéraire et de sa création sculpturale. Envoyées tour à tour de la Grèce même, de la France, du Brésil, de la Suède, de l'Italie, et écrites de verve joyeuse ou indignée, parfois un peu à l'abandon, en langage presque parlé - vu l'âge et le sexe de ses correspondantes - elles constituent une mine précieuse de renseignements pour le lecteur contemporain. En tout premier lieu elles offrent un témoignage personnel et immédiat des grands bouleversements qui ont secoué sa patrie aux années critiques 1870/71 : guerre franco-prussienne et défaite de la France; chute du Second Empire et avènement de la Troisième République; guerre civile et Commune de Paris. En second lieu elles fournissent des renseignements intéressants sur les endroits et les peuples chez lesquels le diplomate français a représenté son Gouvernement. Grâce à ses dons inégalables d'observation et de description et à son humour subtil qui donne à ses écrits une agréable saveur, il reconstruit sous nos yeux les paysages, l'atmosphère, les mœurs, les habitudes, le train de vie de ces peuples nous permettant de mesurer l'évolution qu'ils ont réalisée depuis. Dans les pays visités il s'intéresse de prime abord au statut des femmes ; car Gobineau, féministe avant la lettre, déclarait, tout comme Fourier et Saint Simon, que les femmes possèdent les mêmes sinon plus de qualités que les hommes, et que leur place dans chaque société reflète le niveau civilisationnel de celle-ci.

En ce qui concerne la Grèce, toute l'élite athénienne défile dans cette correspondance où l'ex-ministre de France à Athènes se renseigne auprès de ses amies, et avec le plus vif intérêt, du sort de tout un chacun. Enfin, ces lettres jettent une vive lumière sur des physionomies féminines qui ont occupé une place éminente dans la vie sociale et culturelle de la capitale hellénique sous le règne de Georges Ier. Il suffit de mentionner Calliope Kehaya<sup>4</sup> ou Sophie Tricoupis<sup>5</sup> pour lesquelles il n'a que des expressions pleines de déférence et d'admiration.

Par-dessus toutes, les deux amies de son cœur, Zoé et Marie Dragoumis. Il leur doit son retour à la littérature, l'éclosion de sa vocation de sculpteur, et, sur le plan purement humain, les quatre années les plus (et les seules) heureuses de sa vie, car, en effet, dans cette existence mouvementée et errante, la Grèce fut, sans aucun doute, l'étape la plus importante. Le séjour athénien a laissé sur lui et son œuvre des

<sup>4</sup> Calliope Kehaya, (1839-1905) a éminemment contribué à la promotion de l'enseignement des jeunes filles et appartient aux pionnières du féminisme grec dans la deuxième moitié du XIXe siècle.

<sup>5</sup> Sophie Tricoupis (1838 -1916), douée d'un esprit brillant et ayant reçu une éducation rare pour les femmes de son époque, tenait salon à Athènes, où se réunissaient les plus grands diplomates et politiciens grecs et étrangers, et le roi lui-même, tous impressionnés par sa forte personnalité.

empreintes ineffaçables. Pour les dernières années de sa vie il sera rongé par la nostalgie de ce paradis si tardivement trouvé et si rapidement perdu ! Il évoque sans cesse, avec émerveillement, les paysages grecs, les monuments, le ciel, les îles, le peuple grec turbulent, épris de la « Grande idée », qu'il compare à d'autres peuples « ineptes » ou « frigides ». Comment oublier les visites quotidiennes dans la « maison au laurier rose », située au pied de l'Acropole, où il prenait « le café et le glyko » tout en écoutant les charmantes filles des Dragoumis chanter et jouer au piano. Les deux Grecques, de leur côté, ont trouvé chez Gobineau un éducateur et un stimulateur de leurs talents, qui a influencé leur itinéraire spirituel.

En outre, ces lettres nous font entrevoir les occupations quotidiennes de deux Athénienes du deuxième XIXe siècle, leur entourage, leurs distractions, leur façon de s'habiller et de se coiffer. Car Gobineau s'intéressait au plus menu détail qui les concernait et ne cessait de leur prodiguer des conseils pour les convaincre de garder leur naturel et de ne pas céder aux caprices, souvent ridicules, de la mode.

Concernant plus particulièrement Zoé, « sa préférée », elles nous permettent de suivre sa formation de peintre et ses occupations littéraires. C'est grâce à Gobineau que nous pouvons actuellement identifier les pseudonymes masculins derrière lesquels se dissimulait Zoé Dragoumis quand elle publiait ses nombreuses traductions littéraires, afin de contourner les préjugés de son temps contre les « écrivantes », comme on appelait alors dédaigneusement les femmes de lettres. Elle a élaboré la traduction de son roman médiéval *L'Abbaye de Typhaines*, publiée à Athènes, en 1867. Quant à lui, c'est par son médaillon qu'il a inauguré sa création sculpturale à Athènes. C'est pour elle qu'il a composé son petit chef d'œuvre, *Akrivie Phrangopoulo*<sup>6</sup> où passe en filigrane l'amour impossible qu'il ressentait pour la jeune Athénienne. À travers l'héroïne dont « la noble simplicité brille d'un grand éclat », Zoé Dragoumis, qui en est le prototype, est rangée parmi les pléiades de l'univers gobinien.

La présente édition comprend deux cent quatre-vingt-dix lettres dont les manuscrits sont conservés à la Bibliothèque Nationale de France sous la cote : Nouvelles acquisitions françaises 13787–13788. Elle est précédée d'une longue Introduction et accompagnée de nombreuses notes fournissant de riches renseignements sur les personnages, les lieux et les événements historiques mentionnés.

Nous savons gré à Madame Ménégaki d'avoir mis à jour dans une édition impeccable cette correspondance, témoignage précieux du siècle romantique.

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<sup>6</sup> Voir *Souvenirs de voyage* in Gobineau, *Oeuvres*, Bibliothèque de la Pléiade, Gallimard, 1983, t. II, P. 1187 et s.

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**BOOK REVIEW**  
***SOCIOLOGIA EDUCAȚIEI***

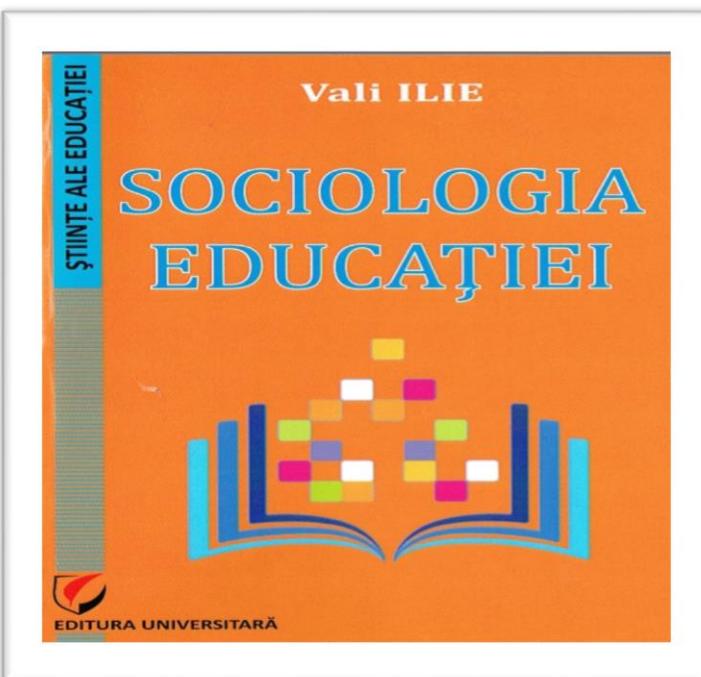
**Ecaterina Sarah FRĂSINEANU<sup>1</sup>**

**1. Identification data**

Ilie, V. (2019). *Sociologia educației*. București: Editura Universitară./ Ilie, V. (2019). *The sociology of education*. Bucharest: University Publishing House.

The paper, which is presented in high quality graphic conditions, has 191 pages and it is part of the Education Sciences Collection.

Its author is a doctoral associate professor, with a specialization in Pedagogy at the University of Craiova, Teacher Training Department. In her more than twenty years of professional experience in the initial and continuous training of teachers, Vali Ilie was interested in the theoretical-applied perspective of the constructivist approach in education, in the development of teaching styles or in interpersonal communication.



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e-mail address: sarah.frasineanu@yahoo.com.

## 2. Structure and content of the book

*The sociology of education*, elaborated by Mrs. Vali Ilie, represents a synthesis of the ideas that allow the familiarization of those who go through it with the problem of applying the sociology data at the level of education, as a complex phenomenon, explainable in an interdisciplinary way.

Its content is addressed, in particular, to students and teachers, with the stated intention of provoking a series of clarifications and reflections through a constructive approach. Moreover, the motto of the whole book is a postmodern one, its choice being a starting point that manages to arouse curiosity and trigger, in itself, a cognitive conflict related to the functionality of society.

The structure developed by the author includes:

- an introduction to the sociology of education, benchmarks related to research in the sociology of education;
- a review of the main sociological theories of education;
- the analysis of certain aspects of social institutions and organizations;
- the identification of social values specific to the school culture;
- arguments regarding the role of education in managing social problems.

Relevant and actual concerns of some Romanian and foreign authors from the field of philosophy, pedagogy, sociology, who have supported the cultural role of education are integrated into the presentation of ideas and elaboration of analyzes. Thus, a brief history of the way people are referred to the meanings, regulations, practices involved in common/ in association life is achieved.

The proposed applications include a series of classifications, charts, graphs, based on which an interpretive analysis of interpersonal relationships can be developed, from multiple perspectives.

The founders of universal and Romanian sociology imposed a series of concepts, which are selected and explained. From a larger list, we mention: the social contract (Hobbes), positivism (Comte), social fact (Durkheim), the monographic method (Gusti).

The methods and stages of sociological research are useful for investigating certain existing gaps in contemporary society, and the easy and expressive character of this part of the paper is rendered by using unique graphic representations: matrices, scales, figures, emoticons.

To our attention is brought an ensemble consisting of:

- a) great theories: functionalism, symbolic interactionism, phenomenology, constructivism;
- b) some significant models: the dramaturgical model, the interpretive model;
- c) pedagogically useful theories: sociological theories of emotions, conflict theory, globalization theory, theories about organizations, etc.

The social study focused on the institutions and organizations that carry out activities in various fields of social life is useful if it is critically accomplished, which is why it is considered that “the initiatives should be placed in the area of socio-

emotional learning, of supporting cognitive learning, of stimulating and developing creativity " (Ilie, 2019, p. 99).

The core of the theme dedicated to the social values specific to the school culture is revealed as the importance of the culture in shaping the social models is enhanced. In this case, the "cultural arbitrations" validate a varied palette of types of cultures.

Interesting - for the young people who want to get involved in their own development or who are in the process of social integration - are the ways to solve some problems at social level: those regarding vulnerable groups or those regarding antisocial behaviors.

### **3. Conclusions**

In essence, the work is valuable through its ideological content, through the richness of ethical and axiological landmarks, through the originality of the tasks associated with the theory. It convinces us of the need for people to share valuable representations and interactions with their peers, and the extensive bibliography (including webography) used can be seen both as an end point and as an opening to in-depth reading on the topic of the paper.

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- ✓ *Research laboratory*
- ✓ *Computer assisted teaching at present*
- ✓ *The history and comparative pedagogy teacher training*
- ✓ *Books and ideas*
- ✓ *Varia*

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