

EDAE-Encyclopedic Dictionary of Adult Education

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Abstract

One of the features of the Romanian culture in recent decades is the multiplicity and diversification of lexicographical works. Lexicographical pluralism is generated both by the demand to answer the needs of a heterogeneous class of readers with relevant working tools and also, by editorial competition. From the inventory of the words of a language to the presentation of the knowledge gained in a specific field, dictionaries mark the transition from knowledge accessible to specialists to knowledge for the masses in the context of an urgent need for information specific to modern world. In this context, the project called „The Encyclopedic Dictionary of Adult Education” appeared, being financed from the budgetary funds of NURC (National University Research Centre), and being currently realized by the Department for Dictionaries & Encyclopedias of "Alexandru Ioan Cuza" University from Iasi. The purpose of this project is to raise awareness on the role of adult education - as part of the general education system - in supporting learning throughout the entire life, individually and collectively. The EDAE project is part of the national and international approaches, having a theoretical basis, offering a conceptual and methodological framework which is specific to the field of lifelong adult learning.

Keywords: Dictionary, Adult Education, Andragogy

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General Context

The education of adults is a field which is flourishing. The fact that one person is aware of the need to learn the entire life represents the starting point for personal development and it answers the challenge of a society which is permanently evolving from a cultural, economic and politic point of view. The interest for this educational field was raised on one hand, by perpetual social changes, on the other hand, by the need to adapt human beings to the raising demands of the socio-economic environment.

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The meeting of the European Council held in Lisbon, between the 23rd-the 24th of March 2000, concluded that lifelong learning has a decisive role in educational and instruction activities promoted in Europe, involving various educational and instruction opportunities – formal, informal and nonformal – by actively involving institutions and organizations specialized in this field.

In 2006, The European Commission united all educational and training initiatives under the heading of *Lifelong Learning Programme*. Having a generous budget of 7 milliard euros for 2007-2013, the new programme replaces European educational, vocational and e-learning that existed before 2006.

The concept of *education for adults* refers to a vast topic and it covers a large area of methods and practice referring to the educational activities which took place especially for the adult population. The interest in lifelong learning is derived from the contemporary needs of our society which favours access to education and offers equal chances of development and affirmation. *Lifelong Learning* moves the focus from quantitative learning to qualitative learning, based on the acquisition of new techniques, validating competences that can lead to a higher socio-economic status and to the required flexibility in order to adjust to the needs of professional life, which is continuously changing.

Seen from the point of view of increasing social cohesion –no matter the gender, religion or ethnic origin – and from the perspective of diffusion, learning and raising awareness on roles, permanent education stimulates the citizen's active involvement in all social life problems, leading to a higher degree of tolerance and understanding, to respecting the rights of the individual and of the minorities. The growing interest manifested for this field in Europe in the last decades explains the appearance of valuable works in foreign specialized literature.

In Romania, the activities oriented towards adult education appeared in the second half of the XIX-th century, but pieces of advice for lifelong learning were given even in the XVII-th century, in this respect an example is *Învățăturile lui Neagoe Basarab către fiul său Theodosie – The Pieces of Advice of Neagoe Basarab Given to His Son Theodosie*. In 1861, at Sibiu, it was founded „The Transilvanian Association for Romanian Literature and Culture of The Romanian Nation”, ruled by the Metropolitan Anton Șaguna. The purpose of this association called ASTRA in Romanian was „to use all opportunities for educating people at a national level”, therefore it creates its necessary means: schools are created for the adults living in the country side, books and newspapers are printed, the first countryside libraries and cultural houses appear, conferences and exhibitions are organized etc.

In the old kingdom, Spiru Haret started a systematic activity of teaching the masses, he is the one who initiated and organized outside school activities for

primary school teachers in the countryside, his purpose was to improve the cultural and financial status of people in the countryside, by having literacy classes, by diffusing general knowledge, techniques related to agriculture, to the organization of the countryside area, of the banks and the cooperatives.

Another remarkable initiative was carried out by Nicolae Iorga, he created The Folk University from Vălenii de Munte whose organization practically combines vocational and cultural activity. In the inter-war period, Romania has known an unseen period of development, including also activities of cultural organizations specialized in adult education. Now, older plans are being revised and improved, there are also new initiatives, especially in the big cultural spots of The Big Romania: Bucharest, Cluj, Cernăuți.

In 1993, it was created the Association of Folk Universities from Romania (AFUR), having the status of a legal person with an ambitious plan of instructing permanent teachers and collaborators from these institutions. This is a turning point in the field of adult education in our country. In a relatively short period, AFUR organized more than 150 professional seminars on various topics for people employed in cultural houses and folk universities all over the country, creating 15 centres for adult education, thus enlarging the teaching performed at a central level, providing the necessary things for the member institutions and printing the magazine „Paideia” which was the first magazine in Romania for teaching adults.

The Present Stage of the Research

If, at an European level, the field of adult education has made remarkable progress, both at a praxiological level and at an epistemological one, in Romania we face poverty as far as specialized writings in this field are concerned, despite educational policies more and more oriented towards lifelong learning. The project EDAE tries to fill in the gaps of this kind, by synthetically, lexicographically and historically approaching adult education in our country; the purpose is to offer a valid work tool to those interested, by providing conceptual clarifications from a diachronic point of view, mentioning specific aspects having a national character in the field of adult education. The dictionary is designed to provide the user with a coherent updated image of the scientific research done so far in this field, beyond the specific inventory containing specialized terms. Being the first lexicographical attempt in the field of adult education in Romania, EDAE will offer a complete image on specific terms inventory in the contemporary Romanian language and on the dynamics of their appearance and transformation.

The present paper is an encyclopedic dictionary which will include both the definition of the terms and the evolution of the realities presented through these specialized words. The inventory terms contains, up to this moment, over 500 terms, but it will be enriched during the process of reading specialized bibliography, which up to now, consists of more than 300 books, ranging from historiographical literature to specialized literature from the XXI-th century. Being a mixt dictionary, containing both references to language and encyclopedia, following the structure of the Petit Larousse, EDAE will have common and proper nouns –institutions, personalities, published materials, representative forums for adult education, the purpose is to present in a thematic volume the notions which are common for adult education, but also the specific Romanian terms related to education. Moreover, the dictionary will allow the capitalization of our remarkable Romanian tradition in the inter-war period in comparison to the results of other countries, the objective is the identification of development directions which are specific to Romania, in the context of the New European learning structures.

A characteristic of adult education is the multidisciplinary of fields of knowledge and activity; a direct consequence of the eclectism specific to andragogy is the lack of universally valid answers to questions, this happens because of an incomplete and obscure theoretical basis. This is the reason why every attempt of giving a structure and of organizing materials will face enough obstacles. The authors of this volume will present the generally valid ideas for every concept, spotting different points of view in specialized literature where we have such examples, without having the intention of making value judgements or creating hierarchies.

Fundamental notions referring to the discussed topic such as *adult education, continuous learning, formal education, nonformal and informal, the convergent point of education and training, lifelong learning and continuous education, vocational education* are concepts which are touched by semantic confusions because of translation or mechanical acceptance of the terms from other languages. The purpose of our dictionary is represented by the identification, definion, analysis and clarification of such aspects, offering a complete and distinct image, as far as it is possible, over teh dynamics of the evolution of the Romanian space.

Starting form a definition which is widely accepted, after reading numerous souces related to adult education, presenting the nature of the epistemologic conflict which puts its fingerprint over it, continuously analyzing the methodological research which are specific to academic subjects, EDAE wants to be a monography of this field which is incompletely studied/discovered, but having large perspectives. The originality of this work consists in the corpus of significant pieces of information, from national and international sources, from the field of

adult education, taking into account different methods and paradigms from this field seen in different cultural, political and socio-economic contexts.

The Encyclopedic Dictionary of Adult Education (EDAE) is an instrument of work which is indispensable to every scientist or researcher in this field. Moreover, the volume will bring together information which is absolutely necessary to better knowledge about Romanian traditions and experiences in the field of adult education, underlining the activity of the people in 1848, continued in the inter-war period by Spiru Haret, Dimitrie Gusti, Nicolae Iorga, Eugen Neculau, Stanciu Stoian.

The Documentary Basis and Bibliography

In order to succeed in our endeavours, we have a documentary basis containing articles, specialized volumes, dictionaries, monographies, textbooks, laws, collections of specialised magazines, glossaries, volumes of the national and international conferences in the field of adult education, current laws, country reports made by UNESCO.

These documents will appear in a data base which will have almost 40000 thematic data sheets. Every member of the team involved in the writing of the dictionary will have his/her own archive of data sheet made after reading the bibliographic list, respecting the principle of the topic while creating them, the same principle will be followed while making the dictionary. The confrontation of data sheets will lead to the final version of the big themes of research and of the terms/phrases/concepts/notions which are inside the explanation of each theme.

The Structure of the Articles

Each entry in the dictionary will correspond to a concept/ proper noun which is relevant for the field of research. Having as a name a noun or noun phrase, the articles offer information regarding the following: the grammatical category of the linguistic form which serves as a label; the general definition of the term; linguistic usage; links to other articles from the paper, where it is the case.

When we have names of people, the following are written: quality, function, date of birth and of death, the history of that person and the most important contributions to the development of the field of adult education.

The encyclopedic information from EDAE is a diachronical view over the semantic evolution of concepts and realities specific to the Romanian space in the field of adult education. When there are controversial concepts, we mention different opinions which underline interference lines, common points.

The Present State of the Project

EDAE addresses both specialists and non-specialists in the field of adult education, providing a useful tool for receiving information and clarification of concepts. The present paper is unique, being the first in specialised literature of this kind in Romania, the objective is the representation of national specificity, realities in the field of lifelong learning seen from a diachronic point of view.

The project EDAE started in May 2009 and it lasts three years. The people who form the team working on the dictionary has five members, young PhD students, PhD graduates or researchers in the field of education sciences, philology and philosophy, being coordinated by Prof. Dr. Laurențiu Șoitu. In the first year of this project, the bibliography, an inventory of terms which was not the final version were established, existing the possibility of adding new titles of books and items while doing the research; moreover, 10000 topic sheets of paper were created. For the documents' period, we predict that it will be over in the second part of the year 2010, then we will write articles for the dictionaries. The editing rules will be established according to the suggestions/pieces of advice of the specialists in the lexicographical field.

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ANEXA 1.

Inventar intrări DEEA

STRUCTURI	Atitudine	Priceperi
PSIHICE	Creativitate	Psihologia dezvoltării
Abilități cognitive	Deprindere	Readaptare
Acomodare	Deprindere motorie	Stima de sine
Adaptare	Diferențe biologice	Strategie cognitivă
Afectivitate	Motivație	
Aptitudine	Personalitate	STRUCTURI

**INSTITUȚIO-
NALE**

Asociația instituțiilor
pentru educația
adulților
Asociația națională
pentru educația
adulților
Asociație profesională
Asociere
Autoritate locală în
educație
Centre de învățare
deschisă
Centre locale
Centre pentru
educația populară a
adulților
Centre pentru
educație agricolă
Centre pentru studii
liberale
Centru cultural
Centru de adulți
Centru de
documentare
Centru de educație a
adulților
Centru de învățare
auto-direcționată
Centru de resurse
Centru de training
vocațional
Centru multi-media
Centru rezidențial
Cine club
Clase pentru cetățeni
de vârsta a treia

Club dans
Club școală
Comitet consultativ
Comitete prefecturale
pentru educația
adulților
Comunitate educativă
Comunități
organizaționale
Control
guvernamental
Factori locali în
educația continuă
Institut pentru
învățarea la distanță
Institutul național
pentru educație
comunitară
Instituții de educație a
adulților
Management
educațional
Management
organizațional

Model local teritorial
Organizație care
învață
Organizații non-profit
Organizații religioase
Parteneriat
educațional
Parteneriat social
Societate educațională
Societate
informațională
Structura de calificare
Structură de program

Structură de suport
Școala adulților
Școala de vară
Școala superioară
populară
Școala vocațională
Școală de producție
Școli populare
superioare

**MODALITATI DE
ORGANIZARE A
ACTIVITATII**

Activități opționale
Activități recreative
Acțiune colectivă
Acțiune reciprocă
Acțiuni dedicate
vârstei a treia
Curs de grad
Curs de perfecționare
Curs elementar
Curs preparator
Curs universitar
Cursuri de bază
Cursuri de seară
Cursuri de vară
Cursuri de week-end
Cursuri fără credite
Cursuri prin
corespondență
Cooperare
Grup de discuții
Grup de lucru
Grup marginalizat
Grup țintă
Entități de legătură
Întâlnire

Învățământ cu plată
Învățământ frontal
Învățământ pe grupe
Învățământul deschis
pieței muncii
Oportunități
educaționale
Organizarea învățării
Organizarea
procesului de
învățământ
Seral
Structuri de educație a
adulților

STRATEGII DIDACTICE

METODE

Curs elementar
Experiment
Organizarea modulară
Pluridisciplinaritate
Expunere
Examinare
Exerciții practice
Exercițiu
Învățare asistată de
calculator
Învățare prin
descoperire
Învățare socială
Învățare auto-
direcționată
Învățare bazată pe
activitate
Învățare bazată pe
muncă

Învățarea
demonstrativă
Învățarea
experiențială
Învățarea prin
exemplu
Îndrumare
metodologică
Joc de rol
Joc didactic
Joc educațional
Forum de discuții
Instruirea asistată de
calculator
Instruirea programată
Metode în educația
adulților
Metoda buzz
Metoda expozitivă
Metode de învățare în
grup
Studiu individual
Test de cunoștințe
Observația
Psihogimnastică
Rezolvarea de
probleme
Plan de comunicare
Plan de studiu
Predare combinată
Pregătire la locul de
muncă
Studiu comparativ
Studiu complementar
Studiu de caz

MIJLOACE/ RESURSE

Echipament audio
Echipament
educațional
Ghid de discuții
Înregistrare magnetică
Film educațional
Laborator de învățare
Material de lucru
Infrastructură
educațională
Instrumente de
cercetare
Mijloace audiovizuale
Mijloace didactice
Noi tehnologii în
educație
Programe pentru
garantare socială
Oferta educațională
Sursele cunoașterii
Rețea educațională
Rețea pentru o nouă
învățare a adulților
Rețele pentru
schimburile reciproce
de cunoștințe
Resurse umane
Tehnologie didactică
Tehnologii
educaționale
Servicii educaționale
Sistem de învățământ
pentru adulți
Sistem educațional
Sistem multimedia
Soft pedagogic
Sprijin financiar

Platforme
educationale
Politica privind
învățarea de-a lungul
întregii vieți
Politici culturale
Politici educaționale

EDUCAȚIE

Educația de-a lungul
carierii profesionale
Educația ecologică
Educația la locul de
muncă
Educația părinților
Educația pentru
amatori
Educația pentru
cetățenie
Educația pentru
sănătate
Educația pentru
sindicate
Educația pentru vârsta
a treia
Educație sexuală
Educație superioară
Educație suplimentară
Educație tehnologică
Educație vocațională
Educație a adulților
Educație agricolă
Educație artistică
Educație cetățenească
Educație civică
Educație
complementară
Educație comunitară

Educație continuă
Educație de bază
Educație de-a lungul
carierii profesionale
Educație deschisă
Educație estetică
Educație extrașcolară
Educație familială
Educație fizică
Educație formală
Educație informală
Educație intelectuală
Educație liberală
Educație morală
Educație
muncitorească
Educație muzicală
Educație non-formală
Educație part-time
Educație pentru
democrație
Educație pentru
educație comunitară
Educație pentru mass-
media
Educație pentru pace
Educație pentru
progres social
Educație pentru
timpul liber
Educație pentru viața
privată
Educație permanentă
Educație populară
Educație post-
secundară
Educație postșcolară

Educație prin
corespondență
Educație prin egali
Educație privind
mediul și moștenirea
culturală
Educație profesională
Educație publică
Educație recurentă
Educație reflexivă
Educație relativă la
mediu
Educație remedială
Educație rurală
Educație socio-
culturală
Educație tehnică
Educație vocațională
Eficiența învățării
Egalizarea șanselor

EVALUARE

Evaluare continuă
Evaluare criterială
Evaluare formativă
Evaluare inițială
Evaluare normativă
Evaluare simultană
Evaluare sumativă

ÎNVĂȚARE

Învățare asistată de
calculator
Învățare prin
descoperire
Învățare socială

Învățare auto-
direcționată
Învățare bazată pe
activitate
Învățare bazată pe
muncă
Învățare de-a lungul
întregii vieți
Învățare deschisă
Învățarea adulților
Învățarea auto-dirijată
Învățarea cognitivă
Învățarea
demonstrativă
Învățarea
experiențială
Învățarea incompletă

Învățarea integrată
Învățarea în echipă
Învățarea limbilor
străine
Învățarea ocazională
Învățarea prin
exemplu
Învățarea senzitivă

FORMARE

Formare alternativă
Formare continuă
Formare permanentă
Formare profesională

PARTICIPANȚI

Adult
Agent al schimbării

Cadru didactic
Coordonator
Animator
Director de studii
Educator
Consumator de
cultură
Formator
Lider de discuții
Receptor
Referenți
Relații umane
Responsabil de
formare
Formarea formatorilor