

## EDUCATION FOR EUROPEAN CITIZENSHIP

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keyboards: *School must imply the formation of atitudinal competences*

The education for ensuring the quality represents a major dimension of nowadays educational standards in Romania. Thus, we can say that the education for ensuring the quality in learning it is an educational goal that leads the learning system to a set of common European values.

School must imply the formation of atitudinal competences and of values that define quality.

The formation of individual or collective competences for ensuring quality in education and in continuous professional assessment can be accomplished the est through the offer of formation elaborated by the suppliers of programs from every county. During the courses, the teachers and managers of the schools are becoming aware of the loyalty to the country and the European civic virtues.

The education for European citizenship it is a national priority, it is the aim of all the member states of European Union. At the end of the 90's, when it was noticed that Europe was left behind by her main competitors (USA and Japan), the continuous assessment and improvement of teachers was stressed, at first by spontaneous processes of direct cooperation between the institutions (Bologna Process, Socrates and Leonardo programs), education and professional assessment receiving more and more comunitary support. And, starting with the Summit from Lisbon (2000), education and culture have become, for the first time in the history of E.U., strategic priorities of the European politics. In this process of capitalization of quality education in an European vision, we can point out three referencial moments: the introduction of the European dimension, Bologna Process and the Strategy from Lisbon.

Even if they don't refer directly to the process of ensuring the European quality in education, these moments are important in the formation of the education for the European conscience and for its political identity. The three dimensions are the result of a change of attitude in favor of education and professional assessment according to the E.U. which starts to behave like supranational state with clear objectives and precise aims.

The idea of "**dimension**" evokes the European opening of the national educational systems, belonging to the jurisdiction of the member states. Introduced in 1983 at the recommendation of the European Parliament, the European dimension designates an aim added to the national politics in the field of learning which represents in fact a series of European themes and subjects about geography and history, the study of foreign languages and of their *acquis*, even for subject matters about European studies.

The addition of these matters to the national edifice of education didn't correspond anymore to the expectations, so some bigger developments were demanded. Starting with 1993, in "The Carta of the New Europe" (adopted at the Maastricht treaty), the "dimension"

became more precise. This means: education **in** Europe which enhances the affiliation to a common cultural space, education **about** Europe which refers to the subject matters that study the aspects of European society, education **for** Europe which aims the formation of an European citizenship and an European identity,

This last aspect had become a priority in the cooperation programs in education, research and youth. The European Council from Lisbon (2000) proclaimed, for the first time in the history of E.U., that education and culture became priorities of the common politics. Thus, under the name of "The Strategy from Lisbon", three strategic objectives were established: the improvement of quality and efficiency in the education system and in the professional formation system in E.U., an easier access to the education systems and the formation of the member states, the opening of the education and formation systems towards society.

Because there is a variety of national learning systems (structures, types of institutions, exams and certificates, legislation, curriculum, the teachers formation, management and financing), it was established that this diversity should be maintained but the convergence and the harmonization of the educational politics must be obtained by two ways: by the establishment of common objectives, realized through a diversity of programs, actors and styles, by the adoption of common performing standards („indicators and benchmarks”) which should allow the evaluation according to common criteria, compatibility and planification of common actions. These tendencies express the interest of the member states and of E.U. to sustain the steps toward political integration through actions more and more powerful in education and professional formation.

Thus, "Europeanization" extends to all the sectors, including to those considered to be the inviolable attributions of the national state. No doubt that these evolutions show, on one hand, that E.U. tends to assume all the prerogatives of a functional political entity and on the other hand, that the national state isn't alone in the public arena and that is compelled to share its power and responsibility with other partners situated outside the national territory [1]. The European Union tries to define a series of quality standards expressed, for example, in the 15 indicators concerning the continual assessment [4], or the standards concerning the quality of the linguistic services [13].

Official European documents, mention explicitly the connection between the quality and the values and standards that were conceived in common and about which was made an agreement.

As a result of this, a future European system of ensuring quality will have to be based upon common values from which to derive criteria, standards and common indicators. The established European objectives about education refers here to the actualization of the information came from the domain of professional orientation, of formation and continuous assessment and of the European formation-makers capable of perfecting the target groups according to the points established by the European Union.

The professional orientation of the teachers refers to the services and activities tended to assist persons, no matter what their age is or the stage that they are in, with the purpose to support them in the formation of the educational and professional options and in the management of their careers.

Another important indicator of the quality in the best conditions in Romanian educational system represents the formation of formation-makers. The professional development of the formation-makers and of the teachers includes the initial formation and the continuous formation, we must add to this a category of extra-activities for the

improvement of personal competences which results the school development. The formation makers and the teachers play an important part in the motivation and in the pupil's success. That's why their formation is essential, the competences acquired in the initial process of formation must be actualized to the the purpose to integrate the new instruments in the process of learning and to support the continuous needs and expectations. The role of formation-makers/teachers has changed, they don't have to only transmit some theoretical information, but to contribute to the development of the pupil's competences, they have to assume responsibility for their own formation.

The common indicators and standards contribute to the development of a culture of the quality of the formation and education systems by measuring the progress in each domain at an European level.

The measuring of progress in the formation programs of the formation-makers is realized by calculating:

1. the level of satisfaction of the teachers

2. the percentage of formation-makers/teachers that follow perfecting programs

1. the percentage of formation-makers/teachers with different levels of professional qualification

2. the value of the investment made in the the continuous professional formation of the teachers/formation-makers.

The development of a common European environment of teachers/formation-makers' competences and qualifications aims to create a reciprocal trust and a recognition of qualifications everywhere in Europe.

The European objectives established in the continuous formation during the lifetime, for teachers in preuniversity system are:

1. Making the concept of formation a reality by: multiplying the opportunities of continuous formation, adopting measures concerning the harmonization of professional activities with family life; the identification of the costs of the diversity of categories implicated in the process of learning during lifetime, the elaboration of national strategies concerning the retrenchment of the obstacles in the access to the continuous assessment, the adoption of a programme of integrated action in the domain of continuous assessment.

2. The medium level of participation registered in E.U. should be 12.5% of the active adult population.

3. the recognition and validation of education and formation non-formal and informal.

4. The creation of an institutionalized environment which can allow the display of the process of continuous assessment.

5. The promotion of continuous assessment through partnerships at national, economic or social levels.

The reform of ensuring quality in school refers to the democratization of the system using decentralization, flexibility, equal chances in receiving education, the diversification of the educational offer and the improvement of the quality of teaching. One of the domains with which the reform was strated was the projection domain in an attempt of responding to the changes at conceptual, motivational and actional levels.

In the social reality the management is mentioned more than a half century ago. The management represents today a practice and a science trans disciplinary, widely spread and accepted by all because it refers to the optimization in any socio-human domain. The educational management represents a superior form of conducting a teaching activity, projected and realized at the level of the system and of the process of teaching.

The management in the institutions of the school must be regarded as a whole, strating from class management and ending with the strategic management of the institution (the plan of the development of the institution).

The definition of class management differ in their degree of generality. The realization, by the teacher, of the recognized managerial functions as a duty but also on a human dimension, can be considered an adequate definition.

The field of projection covers the problematic of the school planning developed on the ground of the theory of education, in the context of an

evolution intra and interdisciplinary at a social level and according to the educational politics.

The projection represents a conscious process of mental fixation of the steps that will be taken in the process of learning, for the teacher projection represents a real task.

The educational management represents today a lot of things: fields of interest, directions, aspects, components and functions. All this creates a dynamic mosaic, always changing. Educational management refers to the system but also to the educational process.

Educational management has several aspects which may be considered as stages of a quality management. The most important are: university management, organisational management, the management of human resources, the management of educational resources, the management of the school environment, the strategic management. The one who studies, the pupil is an actively involved through the investigation work in developing his own competences and abilities. The most fitted means of learning is the one in which the pupil is encouraged to think, to enonciate hypothesis, to critic, to speculate, to evaluate, to imagine, to create, and the best strategy for the teachers is to train the pupils in a wide range of investigations that demand the pupils' abilities. Soon, what the school will produce risk not to be suficient for the employers, that's why it is expected for the school to adapt easy and fast to the demands of the market in Romania and in the European Union. The emplyers want graduated prepared at an European level. All the firms want that the technic graduates to know about communication and numeration, to know how to use a PC, to work with the information, to know how to communicate in a modern language, to have knowledge about the hygiene and security of work and to be able to work in a team.

To the metodological level there were established curricularium standards, stahdards of professional preparation, programmes of certification and authorization of teh teachers in ensuring quality, programmes on levels of study and qualification.

School must take the first step toward change. These things can be enshured only by the implementation in the Romanian teaching system

of the condition of the assurance of quality, action started with the Phare programmes in the technical professional teaching continued by MEC through the laws, ordinances and orders of the ministry in the period 2003-2005.

The five factors that can guarantee the success in ensuring quality are: engagemnet, communication, control, capacity and culture.

The creation of a system of managemnt of the quality is a necessary condition that should preced any creation of a system of ensuring quality. The system of the quality management is defined as all the procedures concerning the ensurance of quality that are involved in the conception, development and delivery of a certain product or service. This definiton is consenting with the approach of ISO the International Standardization Organization concerning the quality management. The ISO approach is the most known and the principles of quality management apply to all institutions and oraganization (including the

education) that demand certification in conformity with the ISO standards 9000:2000. These principles focus on the client; leadership, the implication of people that work at different levels of the organization, the procedural approach, the managerial approach, identification, comprehension and the management of the processes, the continuous improvement of the performances must be a permanent objective, the factual approach of the process regarding the decisions, the actual decisions made on the base of the available dates and information, the relationships between the supplier and the beneficiary. An organisation and its suppliers are interdependents and the mutual advantage strengthens the capacity of creating a value.

The making of a system of quality management is a necessary condition and must precede the creation of any system of ensuring quality.

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