
Declaration - Open Call of the European Conference

The lifelong learning system – an unique way to be adopted and developed also in Romania

Submitted for debate to the guests and participants,
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Following seven years of debates and controversies around how a truly Educated Romania should look, the vast majority of citizens, not only students, teachers and parents, feel a pressure and a need to move on to the transposition of some real reforms, not just a photogenic beautification of the reality of the education system in Romania.

I.

A realistic and pro-active revisiting of the fundamentals that underlies our educational system cannot ignore the fact that the much-needed transformations are taking place on a less favorable international and domestic field quit soon after the period of the pandemic, climate disasters or the outbreak of some less expected military conflicts that shakes the foundations of our so-called *European lifestyle*, as a whole, but also the challenging realities that we should be expected to face from now on. Thus, we consider that it would be worthwhile to start from a minimal act of revisiting and re-inquiring as consistently as possible on the premises and the key strategic direction towards which we aim to choose in the future. For example, some observers criticised the current President of the Romanian Academy's emphasis on reconnecting our educational system to the study of classical languages and cultures, as well as History. However, beyond a possible touch of a nostalgic passeism in the midst of the galloping digitalization and virtualization of Knowledge, a coming back to the classics in the sense given by Edgar Papu would be at least partially opportune to break away from the false **Central Pillar Dilemma** around which to later concrete the turning plates of the entire educational approach, especially of Learning as a process: focused on the student or the teacher, of the invention of a new kind of teacher, much more curious and exploratory and more civically, mentally, intellectually involved, with an authentic multi-, trans- and inter-disciplinary vision, as much as possible.

In reality, the above-mentioned return to the classics, could, in fact, encourage us to consider the famous inspirational adagio, as a keystone of learning throughout life, embedded in times, such as *"I know that I know nothing"*. Here, I am actually suggesting anything else than the fact that the **fundamental reform** of the education system in Romania would be the most advisable and wise to have its place around **Knowledge as a Goal in itself**, with the stake of mindfulness, not around the teacher, the student, the psychologist or the seemingly diverse expectations of the parents. Correlatively, as it is also highlighted in the inspirational introductory part of the conference, an intrinsic correlation with the set of minimum ethical values highlighted as such is deeply useful and important: namely: empathy, compassion, critical thinking, the cultivation

of well-being in the spirit of looking for the Collective Happiness in a troubled world, as the Dalai Lama so inspiringly calls it.

Of course, as a society no longer existing in an idealistic, post-romanticist or anchoritic era as a living style, it would be extremely difficult to reorient towards a model, which was criticized at the time of its elaboration, of a spiritually ascetic type such as the "School of Paltinis", although that was often reiterated within new contexts and reformative milieux, such as the institutional analysis or the **School of Ethnography**, cf. Prof. Patrick Boumard (co-founder of the European Society in the field) who counted not only on the number of students of a study group or class, but on a phenomenon of evolution towards a synchrony/consonance of the teacher's side-by-side learning with his own disciples. In order to conclude and even assume these suggestions borrowed, for example, from "Emile, or on Education" by Jean Jacques Rousseau or in Herman Hesse's fervent theoretical demonstration from the novel "The Glass Bead Game", it would first be necessary to focus on a substantial reconversion of the relationship between teacher - student by re-anchoring ourselves in a *Platonic Lyceum* type between the master or mentor and the disciple or neophyte subject to a long process of Initiation (cf. **Rene Guenon**). Such a level would imply, mainly, a major new driving towards the education of Responsibility as a whole, as well as, of course, of the responsabilization of the main actors involved in this desirable transformation, as advocated by **Jan Patocka** (affiliated school of the Charter 77 Movement in Prague) and worldwide by the philosopher **Edgar Morin**. Such evoked changes could only take place in the tight interconnection with the exit from the ultra-consumerist massification in which we have reached, from the systematic and vicious destruction of the environment and biodiversity, the establishment of a "another relationship of man with Nature" cf. **Mihai E Serban**, as it was said, on a search not for emancipatory sources of personal and group Identity types, but also for the deep rationale of un-formalistic and pseudo-tolerant respect for differences and cultural specificities in view to attempt to live not only within "wellbeingness economies" in the recent terms of the European Commission, but also in the framework of entire societies aimed at the State of Good, according to the concept promoted by the Group of Economists, created in Assisi by **Pope Francis**.

As a main conclusion, we could state that the process of educational reform in Romania cannot actually be decoupled either from a complex and intelligent *European societal and civilizational modernization*, nor from the inherent and deeply significant pressures related to the revised stakes of the educational process, focused both on overcoming "the one-dimensional man" (cf. **Herbert Marcuse**), if he has not become in the meantime the widespread functional or social illiterate, as well as adapted much more actively to the students themselves of today and tomorrow, in the last instance.

In view of this meaningful reorientation, let's say, towards a landscape located in perpetual metamorphosis from all points of view, Romania as a society that has remained vital and proactive has problems to be solved, derived not only from the deepening of the economic and social status disparities, between rural and urban, but also from the useless mimicry of a supposed sophistication that, in reality, continues to keep us all prisoners of the "meaningless forms" defined by **Titu Maiorescu** and the cultural de-synchronization, correctly explained by **E. Lovinescu**. At this point, it should be noted that the embarrassing place coded within the EU Innovation Index does not, in fact, necessarily attest to a relative state of primitivism in the

world of young people/their teachers, to a large extent, or an ingrained contempt for work ethics and for the learning process as an exploratory joy or as a need for **inner Illumination**, as **Mircea Eliade** would have said. Unfortunately, the long series of traumas that we have been going through since the '80s, from the so-called "idiocracy", has now reached its peak and the top of the decision-making system, as the moment of the disclosure of the intellectual imposture and falsehood that is practiced up to the highest level, even of some well-known universities in our country through the plagiarized or poorly compiled doctoral dissertation, not at all an inspirational model for new aspiring candidates to successful professional careers.

In this sense, I initiated through the conference with the support and the European audience today this approach in favor of the transposition of a true new **Revolution and Knowledge Society**, the introduction on a large scale of the pragmatic and deeply necessary evolution of knowledge management, the creation of community practices according to the model advanced and long-tested by the **International Knowledge Management Institute**, the refined and now possible synthesis between the synchronic and creative orientation both towards what the EU calls a "Just Transition" and a smart re-industrialization by encouraging both Lifelong Learning (the internationally system promoted by **UNESCO LLL Institute**) as well as the innovative pro-entrepreneurial spirit even with the new methodology required for master's and doctoral or post-doctoral dissertations.

II.

Here is a set of **7 key-suggestions and recommendations**, beyond the traditional ones related to the financing of education and the motivation of teachers, to which we invite you both to reflect on and to pro-actively position yourselves, on the behalf of the prestigious institutions you represent, even at a purely individual, subjective level, as the case may be:

1. The rapid reorientation of the entire educational system, not only at undergraduate level, but also at post-graduate level, towards the basic concept of continuous education and to the improvement of the evaluation frameworks of graduates in this case through the urgent affiliation in favor of the internationalization of education of the Romanian State to the **Longlife Learning UNESCO Institute** (Hamburg) where we could long ago be members and promoters, including according to the Recommendation of the EU Council from 2018 and the European Commission, according to the best practices model developed by the Scientific Advisory Council endorsed by **Prof. habil. Eric GILDER, PhD** of the International Honorary Chair "Jean BART" (founded in 2012 with the kind support and in partnership with the Romanian Academy by the **EUROLINK – House of Europe Foundation** (founded in 1997 under the Honorary Presidency of **Prof. Neagu Djuvara**), Affiliated Member since 1999 of FIME - the International Federation of Europe Houses and Academies, and of **EUNET** network, under the coordination of the **Robert Schuman European Center**.
2. Correlation of granting and obtaining funding requested at the national government level by the universities and academic research institutes coordinated by the **Ministry of Education, the Ministry of Research** and the **Romanian Academy** with the submission of a minimum annual number of projects, initiatives and scientific works by these institutions, approved at the European and international level.

3. The specific provision, even according to the current and imperfect **Law of Education**, of including other experts, managers, entrepreneurs, innovators, business consultants as associated and remunerated staff within universities and research centers, without the completely obsolete and irrelevant condition at the time of registration and the possession of doctorate titles, following the model of the **Faculty of Business of UBB in Cluj Napoca**.
4. The urgent starting operation, in accordance with the provisions of PNRR, of the thorough and comprehensive training of researchers and young academics as grant managers and coordinators of the new teams of innovators that it could have been created at the national, macro-regional and European level immediately after the ratification of **EURSDR** and the **Danube Transnational Program**.
5. The urgent transfer of coordination of as many universities as possible, also according to PNRR, of as many as possible vocational education centers, according to the German model, including the implementation of the needed lobby in relation to the **bilateral chambers of commerce** and, generally, the **business environment** and of the financial or fiscal incentives for the opening of as many vocational schools as possible, not only in Transylvania and Bucharest, but also in other areas of the country.
6. In order to prevent the current decision-making instability at the central level, as well as a relative entropy due to the anemic connection of political and administrative decision-makers to the internal and external expertise, the introduction and accelerated development of *Knowledge Management* in the close connection with the process of transformative digitalization and "green transition" and in favor of achieving and ensuring the new governance of sustainability - Environmental Sustainable Governance - **ESG** and of the **blockchain** type system, a strong tool in the service of preserving the memory of documents, transparency and their good management at the public and private level.
7. The most pro-active involvement as sponsors and partners of representatives of the business, investment environment and of young entrepreneurs in the training and training of **transversal competences / transferable skills** throughout the educational system and human resources departments, with a predilection for **global citizenship**, including through Romania's accession to the **European Institute of Peace** in Brussels, as well as the cultivation of "critical inquiring" within the mechanisms related to the **recruitment and training system**. This will allow that this system to become much more flexible and non-discriminatory on the labor market or also, to a previously good start for young people and not only for them on a labor market on the brink of a global recession.

For conformity,
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