



The Future of Lifelong Learning in Europe: Example of Good Practice in Religious Instruction in Romania

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Context and research problem. Globalization and increasing European integration stimulated the elaboration of lifelong learning policies. These policies aim at economic and social, but also at cultural, artistic, civic, and spiritual development. In this context, an analysis how these policies take into account the spiritual development of people may present a major theoretical, practical and political issue. Almost all European and international organizations engaged in educational policy are trying to find common criteria for improving educational systems in order to reduce drop-out rates and increase employment prospects.

Research questions. Increasing efforts are made to monitor the impact of European policies on the national level in terms of lifelong learning policies. How do economic objectives laid down by the European Union's "2020 Strategy" influence examples of national good practice in the field of spiritual development in certain countries? How far does national policy include the spiritual or religious dimension in lifelong learning? What is for instance the specificity of good practices in religious teaching at school in Romania? For what reason is so important to develop the religious dimension of lifelong learning ?

Research method. In order to try to reply to these questions, one might proceed to a case study of good practice in religious teaching as part of lifelong learning strategies. Our research approach is slightly different:

Exploratory talks about good practices with orthodox religious knowledge teachers, religious leaders, national educational policy-makers, educational research workers, etc.

Analysis and presentation of good practice of religious teaching and learning within the context of lifelong learning strategies (based on an analytical grid, eg. biblical stories and parables, visits of monasteries and churches, painting classes, religious hymns, etc.)

Outcome: We shall try to demonstrate to what extent good practice within the framework of lifelong learning and religious teaching and learning are influenced by specific national elements, but that there are also elements which may be transferred to other cultures and countries. Religious teaching promotes the lifelong learning policies because people are more responsible and more motivated to learn.