

A META-ANALYSIS ON ADULT EDUCATION POLICIES IN ROMANIA

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Abstract

Society evolution, technological development, and demographic aging are some of the phenomena which impact humankind nowadays. In the academic, educational, and political worlds, the development of public policies targeted at educating and developing individuals is a complex topic. Our society requires an appropriate structure, attention, norms, and procedures to assure good levels of education and investment for enhancing people's lives throughout education because of specific current socioeconomic characteristics, worldwide demographic shifts, and rapid technological advancement. One of the study's primary research areas is policy and strategy in dealing with older adults at a critical moment of demographic transition. A qualitative analysis was used to analyze key questions in the existing literature, such as the emergence of lifelong learning as a government focus, the organizational framework of adult education in Romania, the outcomes of quality policy implementation across diverse adult education settings, and the impact of educational policies on stakeholders in adult education. In addition, a thorough review of academic literature, official paperwork, and reports on Romanian adult education policy was done, with the goal of analyzing important metrics, methodology, example instances, and factual insights significant to the subject. Finally, adult education, lifelong learning, politics, social and educational policy are all discussed. The research also investigates the theoretical underpinnings of the adult education concept, with a particular emphasis on the role of adult education in overcoming social and economic challenges. If society desires to enhance people's lives through

education, prioritizing and focusing on adult education and life-long learning might be a solution.

Key words: policies, adult, education, lifelong learning, politics.

Introduction

Along with the modernization of societies, technological progress, adults' continual skill development is now a social goal that calls for the involvement of all social actors. Hence, permanent education is a solution to society's fast changes and their repercussions. Romania still needs to make investments in both education and technology spheres if it is desired to meet true European standards. Lack of education is like a weak link in a lengthy chain that impacts many aspects of people's lives, including financial position, employment, professional training, connection to contemporary society, civic activity, life quality and contentment. This article examines the landscape of adult education policies in Romania, looking at the elements that influence policy development and implementation in response to societal changes and educational demands. Governments throughout the world are grappling with how to meet the growing demand for geriatric services while also improving elders' quality of life and lowering healthcare costs (Mostaghel, 2016). Given the large demographic shift toward an older population, it is critical that public policy prioritize and invest in adult education and lifelong learning programs. Failure to do so not only ignore older adult's demands at a key point in demographic transition, but also the potential social advantages of an educated and talented aging population. likewise, given fast technology innovation and changing socioeconomic factors, failing to appropriately meet older persons' educational requirements risks exacerbating current inequities and perpetuating social injustices. As a result, authorities must acknowledge the value of adult education in empowering individuals, promoting social inclusion, and mitigating the negative consequences of demographic aging and technological disruption.

In recent years, the demographic aging of the population has become a serious problem both at European and global level. Physical, psychological, societal, and economic issues arise because of this phenomenon. Labor force immigration,

birth rates, medical advances, and higher life expectancy are only a few of the factors contributing to the demographics aging issue (Rao & Shaji, 2007) & (Kinklaze & Metreveli, 2014) & (Götmark, et al., 2018) & (Asal, 2022). The world of work has been significantly impacted by factors such as globalization, digitalization, technology, demographic, and structural changes, as well as the expanding diversity of work arrangements (Arnold, 2020). Actual changes in civilization result in the intellectualization of labor, an explosion of knowledge, and a constant modification of cultural features, where people's lifelong education is essential for their well-being and improving their quality of life. Marginalization, exclusion, and discrimination, the effects faced by vulnerable groups such as the elderly, and societal disparities are only a few of the consequences of the aging phenomenon, human rights violations, and a lack of attention on solutions to these problems. Demographic and migratory dynamics contribute to a significant motivation for the lifelong learning approach in Romania. As in other Member States, but to a greater extent in Romania, aging and falling population growth pose enormous obstacles to maintaining long-term economic growth (Ministry of National Education, 2015).

Despite the government's emphasis on lifelong learning, underprivileged populations and non-traditional learners continue to face major barriers to educational opportunities. Socioeconomic gaps, regional isolation, and a lack of specific support programs all contribute to inequality, making it difficult for all residents to achieve their lifelong learning goals.

While the government promotes lifelong learning as a strategic instrument for increasing economic competitiveness, this focus on utilitarian objectives risks overshadowing education's larger social and cultural advantages. By focusing solely on economic imperatives, there is a risk of overlooking the role of education in creating social cohesion, civic involvement, and personal fulfillment, limiting the overall potential of lifelong learning programs. Despite comprehensive adult education policies on paper, the gap between policy rhetoric and real execution remains a substantial barrier. Limited resources, bureaucratic inefficiencies, and a lack of cooperation among important parties can impair the success of adult education projects, resulting in underserved populations and continuing educational inequality. The government's emphasis on lifelong learning as a

method of increasing economic competitiveness may unintentionally marginalize vulnerable groups, such as older citizens, those with disabilities, and those from low-income families. Without focused measures and specific support systems, these groups risk falling behind, increasing existing socioeconomic disparities, and extending the educational gap.

This article has a structure, and it will be organized as follows: the introductory part presents a theoretical overview about what does education mean, about adult education and the principle of lifelong learning, politics, and social and educational policies, then followed by a critical overview of the most notable measures, strategies, best practices example and facts in the topic. Finally, the conclusions are exposed. The first research question is how has the Romanian government's emphasis on lifelong learning interacted with societal change, technological advancement, and population aging? Here, the objective is to critically examine the contextual reasons influencing the rise of lifelong learning as a government priority in Romania, considering the sociopolitical dynamics and economic imperatives that shape education policy. Nevertheless, the hypothesis is that in Romania, lifelong learning has been positioned as a government priority not just to meet societal requirements, but also as a strategic way to addressing economic competitiveness and social cohesion, potentially disregarding vulnerable people, and perpetuating inequities. The second research question is what structural characteristics distinguish adult education policies in Romania, and how do they meet the educational needs of older persons amid the demographic transition? Here, the goal is to deconstruct the institutional architecture and policy processes that support adult education in Romania, critically analyzing their efficiency in meeting the different learning demands of older people. When it comes to the hypothesis, it could be called that while Romanian adult education policies appear comprehensive on paper, structural barriers such as limited access to resources, unequal distribution of educational opportunities, and insufficient support for non-traditional learners may limit their ability to address the complex challenges posed by demographic aging. The last, but not the least, the third research question is what are the consequences of implementing quality policies in various adult education contexts in Romania, and how do they affect the stakeholders? Also, the third objective is to assess the

outcomes and repercussions of quality assurance methods in adult education across different contexts, taking into account their influence on learner experiences, educational outcomes, and structural inequities. Finally, the third corresponding hypothesis is the implementation of quality policies in Romanian adult education is likely to produce different results, with marginalized communities and non-traditional learners encountering persistent barriers to access, participation, and achievement, exacerbating existing social and educational disparities.

Social perspectives

The digital transition, the green and the century of speed, in constant flux, the volatile demands of labor markets, and generational gaps necessitate the implementation of special public policies of a social and educational nature to provide a chance and disadvantaged categories due to age, health, economic, professional, or social status. Education is essential in a democracy because it serves as the foundation for social, cultural, and political citizenship, critical decision-making, and an informed public (Cunha de Araujo, 2020). Recent research shown that sustain and enhance social involvement and wellness in old age and literally to extend the working life of adult people, even elderly, the development of technological skills, and the promotion of healthy and active aging in later life could have remarkable result in the social system of pensions, state economy, the sustainability of the society, and the quality of life. One of the bases is that the elderly are one of the most vulnerable groups of adults because they are unprotected, vulnerable, and marginalized based on factors such as age, socioeconomic position, or societal affiliation. What do we refer at when it is coming to the idea of adult's education? Permanent education focuses on third-age individuals, attempting to integrate them into society, and many representatives of the elderly have achieved great successes in environmental protection initiatives, or even supporting the young and assisting those who are overburdened with labor (Vlădescu, 2015).

Due to a lack of organization in the adult education sector within Romanian educational systems, specialized structures and institutions led by competent

adult educators must be established to ensure robust opportunities for adult learning and their integration into the broader educational system (Milana, et al., 2014). If we look to the vulnerable category of elderly, according to research, learning elders are more active, have more social contacts, volunteer more, work longer, and are healthier. The academic literature aims that despite the potential benefits of volunteering and continuing learning in old age, participation in these activities remains low among Romanian older people (Ghența, et al., 2023). Hence, is critical to provide high-quality learning opportunities for all older people, which will necessitate the required framework of regulations, funds, institutions, and access. Learning has a good influence even at an old age, hence furthermore, intergenerational learning allows both older, experienced individuals and the young to benefit from each other's expertise; intellectualization of labor, an explosion of information, and continual cultural development (European Association for the Education of Adults, 2019).

Finally, providing long-term inclusion for older populations through educational opportunities, encouraging lifelong learning, and highlighting the importance of local projects and programs are critical for their continued participation in the workforce or community activities after retirement (Szilágyi, et al., 2012).

Educational perspectives

Lifelong learning has arisen as a government priority in Romania, owing to a mix of economic imperatives, demographic trends, and international responsibilities. Adult education is critical for creating unity, prosperity, and peace within a country or union, allowing it to face future difficulties constructively. This is especially important for Romania, a country that has fallen behind in economic growth but aspires to European Union membership with a comparable quality of living in numerous socioeconomic spheres. Lifelong learning programs in Romania are mostly focused on formal education paths, such as vocational training and academic certifications, while ignoring a wide range of informal and non-formal learning alternatives. Prioritizing traditional educational frameworks risks missing out on vital information and skills gained via experiential learning,

community-based initiatives, and self-directed study, restricting the inclusiveness and usefulness of lifelong learning options. Hence, lifelong learning is seen as a critical tool for growing the knowledge economy and raising general living standards in countries throughout the European Union (EU) and the Organization for Economic Cooperation and Development (OECD) (Lai, et al., 2011). First, what is the definition of adult education? According to studies, formal learning consists of organized classroom-based instruction with a set curriculum, whereas informal educational pursuits go beyond traditional courses or programs. Informal education lacks the usual presence of an instructor or teacher and might include activities such as adult literacy programs or job training efforts (Kim, et al., 2004). According to the guidelines specified in the National Romanian Education Law 1/2011, lifelong learning comprises all learning activities undertaken by individuals throughout their lives, including formal, non-formal, and informal contexts. The main goal is to learn or improve abilities from a variety of perspectives, including personal, civic, social, and professional aspects. The existing system of adult education and lifelong learning tends to promote educational gaps between different population segments, thus industrialized nations are also developing new policies to address this issue (DVV International, 2022). If the concept of adult education denotes a generalization of given experiences that existed at a practical level long before its theoretical elaboration, the concept of permanent education is one that has been outlined in theory, an integrative concept that contains descriptions about the political orientations that are taken towards the educational system, being a basic principle of the educational system's organization, to think articulately about empowering the individual to learn (Ionascu, 2018). Secondly, in Romania, lifelong learning principle has been given top priority in education and training policy and it has started to be seen as a key to revitalizing the country's current social structure (Ezechil, 2005). If we have a look into the past, adult education, from a historical perspective, has been assumed based on the idea that a person's education ends with their time in school and that since adults are primarily focused on their jobs, learning is either impossible or unnecessary once they reach maturity. Even though history does not demonstrate that "man learns as he lives" a Romanian classic quote, explicit concerns for the provision of an organized framework for

adult learning only started to emerge at the very end of the 19th century. The concept is that adult education is more than simply a phrase; it is also a source of concern for education policymakers who want to enhance and streamline adult education provision, as Sava stated in 2004 (Sava, 2004). Research shows that participating in adult education programs benefits both individuals and society as a whole.

The phenomenon known as the “third age” is blooming, fueled by the growing demographic of people aged 60 and over, resulting in a surge in post-secondary educational pursuits (Nahaba, 2016). But what drives adult learning? It derives primarily from the remarkable multiplication of life-changing transitions, the increasing participation of women in productive pursuits, and the adoption of new activity distributions based on gender equality and mutual complementarity. Moreover, the widespread use of technology in both professional and home settings need the development of new skills and knowledge. Furthermore, the expansion of the digital economy feeds into this dynamic. Who are the people who will benefit from this adult education? Firstly, they could be young people who have attained the age of adulthood and have completed secondary education without interruptions; and secondly adults who have reached school age but have not completed their elementary and/or secondary education (Dumitrescu, 2014). Adult education may help such initiatives by re-connecting education and learning to society challenges via the inspiration of ancient and new ideals like democratization, social equity, sustainability, freedom, responsibility, equality, and solidarity (Wildemeersch & Olesen, 2012). Adult education has the ability to strengthen European programs that promote rational, sustainable, and inclusive growth. It is possible to improve employability throughout Europe by reintegrating persons into the workforce, validating current skills, and developing capabilities. It is worth noting that the EU’s current goal is to reduce the number of people vulnerable to poverty and social marginalization by 20 million, which will be done by increasing educational access to improve livelihoods (EAEA, 2015). Given the critical importance of education, what highlights the importance of adult education within a society? There are several reasons, including promoting active involvement in democratic processes and societal engagement. Furthermore, it promotes the enjoyment of other essential

human rights, such as the right to work, healthcare, cultural engagement, and participation in public life. Adult education promotes active citizenship by strengthening economically and socially underprivileged persons, allowing them to meaningfully participate in society as a whole (Right to Education, 2022).

Political perspectives

Despite the great demand on quality in education, there are rarely any precise definitions of what quality in education truly entails from a policy standpoint (Muffic & Fejes, 2020). The content and goals of adult education and learning are inextricably linked to the requirements for knowledge and skills in a variety of domains, including civic and political involvement, social and personal progress, and leisure activities (Holford, et al., 2018). Policymakers should focus on training quality, including underrepresented groups, and alignment with individual and labor market demands to produce favorable labor market outcomes for participants. The curricula and teaching strategies used to educate adults should be modified to account for their distinct requirements and preferences from those of children, because they are not alike to use the same method to teach them. Moreover, programs specifically created for vulnerable populations like immigrants, the elderly, or low-skilled employees can aid in removing the specific participation hurdles that these groups face (OECD, 2020). There are some concerning statistics that must add a big question mark to all implicated actors in this great process of education, politics, and social measure. According to Eurostat statistics Sweden, Finland, and the Netherlands had the highest proportions of people aged 25 to 64 participating in training and education in the previous four weeks in 2021, while 10.8% of EU citizens aged 25 to 64 engaged in such activities, representing a 1.7-point increase over 2020 and a return to pre-pandemic levels observed in 2019 (Eurostat, 2022). It appears that not all countries interpret international policies the same way. As a result, policies are employed as both a broad frame of reference and as well-established practices. Governmental entities, research institutes, civil society groups, trade unions, and other actors might apply these approaches (Karanikola, et al., 2020).

Romania presented an example of environmental protection, conservation, and biodiversity curriculum for a school-based "second chance" program that can be adjusted to the requirements of diverse adult learners by building on their previous knowledge, skills, and experiences. Romania outlined an online training program for adult educators that focuses on social responsibility and the development of civic skills to promote tangible acts via the use of digital resources (UNESCO, 2022). However, how simple is it to attain the goals of foreign policies? Which are the most important and vital steps taken by Romania and European Union in the last years? *National Strategy for Lifelong Learning 2015-2020* proposed as objectives to increase lifelong learning participation and to improve the relevance of education and training systems to the labor market.

Numerous countries have developed and implemented comprehensive lifelong learning strategies that incorporate various adult education priorities, in line with EU strategic frameworks such as the European Commission's Lisbon Strategy (2006) and the Council of the European Union's ET2020 (2009), as well as Commission Communications such as "It is never too late to learn" (European Commission, 2006) (ICF Consulting Services Limited, 2015). Although the concept of adult learning varies per country, several have just lately begun to build national policies and initiatives, and others appear to follow similar tendencies. According to the EU target, Romania's main strategic goal for 2020-2030 is for at least 10% of the adult population to engage in lifelong learning activities (Eurydice, 2022). An essential proposal is that public policymakers focus more on making active learning more approachable (in terms of admission criteria, affordability, and motivation) to underrepresented groups, particularly those who have been educationally disadvantaged (Kilpi-Jakonen, et al., 2020). Policymakers and other stakeholders involved in adult education must work together to better understand the challenges and facilitators to increasing investment and promoting equal access to adult education (Desjardins, 2015), in one word fighting for human rights and social inclusion, two of the European Union's primary aims. Over the last few decades, the EU has taken numerous measures and steps to promote inclusion, non-discrimination, strengthening vulnerable groups, and solutions to improve the lives of adults. In the context of population aging, the principle of lifelong learning has thus become a critical component of

European strategies and policies. A realignment of public policy toward lifelong learning, with a shift away from economic priorities and toward the objective of encouraging socially inclusive, is emerging as a critical challenge. Such a change would benefit both aging societies and people of all ages (Ogg, 2021). One of the main questions which arises are how a good policy process would look like? Which would be the best practices for Romania to extract from the European Union level? Researchers aims that a multidimensional policy process, such as Romanian educational policy, may be fully studied by breaking it down into stages: agenda setting, policy development, decision-making, policy execution, and policy assessment (Apateanu, 2009). Romania's Sustainable Development Strategy (Romanian Government, 2018) aims throughout the objective no. 4.4 by 2030, substantially increase the number of young people and adults who have relevant skills, including technical and vocational skills, to facilitate employment, decent job creation and entrepreneurship. According to objective no. 4.5, by 2030, ensuring that all young people and a substantial proportion of adults, even old citizens, both men and women, have basic skills such as basic literacy and numeracy (Romanian Government, 2020), as a result, it is clear that the Romanian system acknowledges significant issues with education, skills, and access to education. In response to the problems brought by technological innovation and demographic transitions, the Romanian government implemented the *National Strategy for Lifelong Learning* in 2015. This plan set specific goals, including boosting adult involvement in education and training programs, improving the quality and relevance of adult education, and ensuring equal access to learning opportunities for all residents. To help implement this approach, the government increased financing for adult education projects and formed partnerships with companies, non-governmental groups, and educational institutions.

Additionally, adult non-vocational education policy is impacted by national and/or international studies and analyses of national/regional needs and priorities that come from them. Liberal democratic values and ideals, demographic trends, productivity levels related to population skill levels, the unemployment rate, gaps in the adult education offer, the recognized need to establish standards in education and training, participation rates in education and training, target groups priority, priority education fields, accentuated differences between different social groups,

particularly in newcomers, are among the specific influencing factors (Eurydice, 2007). The Law on Equal Opportunities for Women and Men (Law 202/2002) highlights both sexes' equal right to participate in training programs and to receive vocational advice and guidance. The right to training for individuals, employees, or job seekers (as defined by Law 76/2002) is protected under the Labor Code Law 53/2003 (Eurydice, 2022). Adult learning policies have some steps which are mandatory for a successful process. According to, these are: increase adults' willingness to participate, as well as their positive attitude towards learning; invite employers to invest in adult learning; enhance learning access for deprived and difficult-to-engage groups; improve the relationship between adult learning and everyone involved; ensure the quality of adult learning options; adult learning policy at the national, regional, and local levels (European Commission, 2020). Article 23 of the European Council Resolution calls for a comprehensive approach to adult education, highlighting the need of cross-sector collaboration and the involvement of diverse stakeholders. This strategy needs efficient coordination at the European, national, regional, and local levels, as well as acknowledging the diversity of adult learning approaches throughout the European Union. Over and above, it underlines the necessity of recognizing the varied competencies of various policy levels when creating adult education programs (Official Journal of the European Union, 2021). The first principle of The European Pillar of Social Rights includes the right to education, training, and lifelong learning (European Commission, 2021). The European Skills Agenda for long-term competitiveness, social equity, and resilience involves bold steps to assist individuals in developing their skills throughout their lives (EC, 2020); moreover, a resolution voted by the Council of the European Union (EU) on a new European Agenda for Adult Learning on November, 2021, emphasizes the need to considerably boost adult engagement in formal, non-formal, and informal learning (EC, 2021), so this does mean the need for engaging all the field from a person' life. Romania's adult education policies are based on the Law on Education, which establishes the legislative principles and rules that regulate all levels of education, including adult learning. Additionally, Romania has formed the National Authority for Qualifications, which is in charge of accrediting adult education providers and ensuring the quality of educational programs delivered to adult learners. The New

European Agenda for Adult Learning has played a critical role in promoting the sector, focusing on goals such as effective finance, lifelong learning possibilities provision and usage, accessibility and flexibility, quality, equity, inclusion, and aiding the green and digital transition (SNSPA, 2022). Despite attempts to increase the quality of adult education provision in Romania, issues remain in guaranteeing equal access to learning opportunities and meeting adult learners' different needs. Limited finance is a key impediment to improving the scope and efficacy of adult education programs, particularly in rural and underserved regions. Into the bargain, increased coordination and collaboration among government agencies, educational institutions, and companies is required to connect adult education programs with labor market demands and encourage lifelong learning as a means of achieving long-term employment and economic growth.

A potential solution for all these challenges would be the access to technology and digital tools because thus may be the most useful tool for combating marginalization, discrimination, and social exclusion, and it may come to the assistance of those who are less fortunate or favored by life, times, or circumstances. According to Eurostat data in 2020, Romania has the lowest percentage of adults using the internet daily after Bulgaria, with 55% in the Nord-Est area. In comparison with Finland which has the highest percentage of adults using the internet daily (96%). Denmark was closely followed by Sweden (95%), and another two Danish areas (94%). Bulgaria, on the other hand, has the lowest percentage of adults who use the internet daily (53%). This was closely followed by the Romanian area Nord-Est (55%), and three additional Bulgarian regions (Eurostat, 2022). Despite numerous strategies, goals, and priorities on public agendas, the education system does not provide equitable opportunity to all people, independent of age, gender, financial background, professional or social standing. Important questions such as what an elderly person can do if they want to learn, have knowledge and access to technology, as young people do, or simply how a senior can own a device and the internet to communicate with loved ones, buy things, or simply learn something new from Google, there is still room for research and improvement in these areas.

Finally, the research demonstrates that the Romanian government's focus of lifelong learning reflects a complex interaction of societal change, technological

growth, and demographic aging. While ostensibly motivated by the need to adapt to global trends and increase economic competitiveness, the findings indicate that this approach may fail to address the different demands of excluded groups, possibly prolonging social disparities. As a result, although lifelong learning projects show potential for promoting individual empowerment and societal resilience, policymakers must take a more inclusive and equitable approach to guarantee that no part of the population falls behind. An assessment of Romanian adult education programs reveals systemic constraints to their success in serving older persons throughout demographic shifts. Despite the availability of extensive frameworks, including institutional arrangements and financial mechanisms, structural impediments such as unequal resource access and poor support for non-traditional learners continue to exist. As a result, many older persons continue to miss out on the promise of lifelong learning as a vehicle for personal development and socioeconomic success, underlining the critical need for policy reforms that address these discrepancies and promote inclusion.

The study of quality assurance methods in Romanian adult education reveals a complex environment marked by disparities in results and systemic disadvantages. While such regulations seek to maintain high standards of excellence and enhance educational results, their implementation frequently exacerbates existing gaps, particularly among marginalized populations and non-traditional learners. This emphasizes the need for policymakers to take a more nuanced and context-specific approach to quality assurance, prioritizing fairness, accessibility, and social justice. Policymakers can build a more inclusive and responsive adult education system that empowers individuals and enhances societal well-being by putting all stakeholders' needs and experiences first, including learners, educators, and communities.

Conclusions

To conclude, adult education policy directly includes public and private actors in policy formation and execution. A broader and more diversified infrastructure is also needed, which to include all categories of adults, including elderly people left alone at home, due to the labor migration of young people (Sava, et al.,

2015). Despite growing acknowledgement of the importance of adult education and learning investment lags inadequate knowing the fact that intergenerational learning is another reason why investing in adult education is important and vital. The aged are not persons whose lives have ended; they have no rights and ought to be isolated from social, economic, and cultural life, but in fact, they provide experiences, memories, guidance, and assistance. A good relationship between the younger and older generations helps them understand each other, broadens the horizon of understanding of the surrounding and constantly changing world on the part of the two groups of people, and, finally, it can bring physical, psychological, and social benefits to the elderly, making their lives easier.

Therefore, which is the “secret” to developing great public policy in the field of education? Why is this important? What could Romania do in this regard? Digital literacy could be an important step ahead. Political science field, the experts and the academic researchers also aims a complex of ideas, principles and key remarks that are vital and understandable for everyone and everything. First, good communication between those who benefit and those who create is required to identify the right and proper need and resources. Second, the engagement and participation of all players interested in the problem is required. To address the educational needs of all adults, Romania could develop comprehensive learning, integrated and inclusive policies. In addition to that, also raising awareness of adult learning, analyzing, strategic planning of measures, transparency of public institutions, recognizing adult learning as an important pillar in the education system with proper regulations, rules, laws, and legislative frameworks, use a multisectoral knowledge (economic development, health, social, education, cultural), adoption of good practice models from European Union member states and last but not least, increasing the use of modern learning technology. These are only a few of the components that might form the foundation of a healthy and quality adult education system.

Despite attempts to increase adult education access and engagement, inequities still exist, especially among marginalized communities, rural populations, and older citizens. Critically investigating these gaps might reveal structural hurdles and systemic inequities that prevent equitable educational opportunities. Adult education programs should not just focus only on skill development, but also

on larger socioeconomic issues including unemployment, underemployment, and economic insecurity at old age. Adult education programs must be of high quality and relevant in order to have the most impact possible. However, the efficacy of Romania's quality assurance processes varies, and there may be gaps in accountability and control. However, there is a risk of deepening the digital divide, with some groups having difficulty accessing online learning materials. Adult education policies play an important role in encouraging social inclusion and lifelong learning for all individuals. However, there may be gaps in meeting the different needs of vulnerable populations, such as those with disabilities, migrants, and ethnic minorities. Effective policy implementation necessitates collaboration and involvement with a variety of stakeholders, including government agencies, educational institutions, employers, civil society groups, and adult learners themselves.

The findings call into question the premise that Romania's adult education programs are all-inclusive, emphasizing ongoing gaps in access and engagement among excluded groups. As a final note, to address the educational needs of all adults Romania has to develop comprehensive learning, integrated and inclusive policies, raise awareness of adult learning, recognize adult learning as an important pillar in the education system with proper regulations, rules, laws, and legislative frameworks, use a multisectoral knowledge (economic development, health, social, education, cultural) and, last but not least, increase the use of modern learning technology. This meta-analysis sheds light on the difficulties of adult education policies in Romania, emphasizing the need for a more comprehensive and inclusive approach to policy formation and implementation. Future study should look ore deep at the effectiveness of various policy interventions in meeting the different requirements of adult learners in Romania, with an emphasis on marginalized groups. Based on this, further study might look at a variety of topics such as the examination of the potential for evaluating the efficiency of lifelong learning initiatives dedicated to older people in Romania. Second, researching the use of technology in adult education and lifetime learning may provide insights into tackling social concerns. Third, evaluating how adult education policies link with larger socioeconomic trends in Romania might help us better understand their impact. Furthermore, comparative evaluations of other nations'

adult education systems may reveal effective practices. Stakeholder viewpoints on adult education programs should be investigated to guarantee inclusion and efficacy or innovative financing approaches should also be investigated to support adult education projects in Romania. Finally, assessing the long-term cultural and economic benefits of prioritizing adult education may influence future policy decisions.

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