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**Library and Information Sciences in Romanian higher**  
**education today**  
**Skills and competences**

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**Article abstract**

After 33 years of existence in Romania, higher education in the field of library and information science is today organized by four universities: the University of Bucharest, Babes Bolyai University of Cluj Napoca, Lucian Blaga University of Sibiu and West University of Timisoara. In 2005, the Bologna Process was also implemented in this field, with specialized education being organized in three specific cycles: undergraduate and master's studies, postgraduate studies and doctoral studies. Starting with this moment, we are assisting the attempt to standardize the curriculum, implicitly the skills and competencies that graduates must have after graduation. This is supervised by the Romanian Agency for Quality Assurance in Higher Education; the competencies and skills are listed in the register drawn up by the National Agency for Qualifications and correlated with the ESCO register (European Skills, Competences, Qualifications and Occupations). By analysing the latest RAQAHE recommendations (updated in 2022), the ESCO and NAQ registers, we aim to highlight the topicality of the study programmes offered by the four universities. The discussions can be held, in essence, on how well prepared the graduates are for the labour market and what the next steps for a more frequent adaptation of the content of the subjects in the curriculum to take into account the views formulated by The European Network Of Public Employment Services in June 2023, as a contribution to the European Year of Skills. The study also presents the main disciplines included in the curriculum for undergraduate studies recommended by ARACIS and the types of Master's, postgraduate and doctoral programmes. The main competencies and skills related to the occupations (concerning the information science field) included in the Classification of Occupations in Romania are presented.

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# Library and Information Science in Romanian higher education today. Skills and competences

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After 33 years of existence in Romania, higher education in the field of library and information science is today organized by four universities: the University of Bucharest, Babes Bolyai University of Cluj Napoca, Lucian Blaga University of Sibiu and West University of Timisoara. In 2005, the Bologna Process was also implemented in this field, with specialized education being organized in three specific cycles: undergraduate and master's studies, postgraduate studies and doctoral studies. Starting with this moment, we are assisting the attempt to standardize the curriculum, implicitly the skills and competencies that graduates must have after graduation. This is supervised by the Romanian Agency for Quality Assurance in Higher Education; the competencies and skills are listed in the register drawn up by the National Agency for Qualifications and correlated with the ESCO register (European Skills, Competences, Qualifications and Occupations). By analysing the latest RAQAHE recommendations (updated in 2022), the ESCO and NAQ registers, we aim to highlight the topicality of the study programmes offered by the four universities. The discussions can be held, in essence, on how well prepared the graduates are for the labour market and what the next steps for a more frequent adaptation of the content of the subjects in the curriculum to take into account the views formulated by The European Network Of Public Employment Services in June 2023, as a contribution to the European Year of Skills. The study also presents the main disciplines included in the curriculum for undergraduate studies recommended by ARACIS and the types of Master's, postgraduate and doctoral programmes. The main competencies and skills related to the occupations (concerning the information science field) included in the Classification of Occupations in Romania are presented.

*Keywords:* skills in library and information science in Romania, recommendations and legislation in LIS, Romanian LIS curriculum, European skills in LIS

## Introduction

Almost a decade ago, more and more researchers were arguing that there is a skills gap in contemporary society, especially between the economic and industrial fields and other fields such as management, marketing or software development, and even geology, and that the role of the Higher Education system is to improve these skills. During the last few years, the European Commission and local governments have issued a series of practices, laws and policies to improve the skills development of graduates and, through this, to improve employability, employment rates and competitiveness of the European Union. The implementation of the Bologna Process brings a lot of major changes: the establishment of the European Crediting and Transferring System (ECTS), the National and European Qualifications Frameworks for the European

Higher Education Area (QF- EHEA), the EQF for Lifelong Learning (EQF-LLL) and various research and reports are intended to support the introduction and development of professional skills within HEIs. Emphasis is beginning to be placed not only on the development of specific skills of various disciplines in the curriculum, like technical and IT skills, but also on soft skills like communication and interpersonal skills, ethics, critical thinking, leadership, entrepreneurship, lifelong learning, problem-solving, social responsibility, adaptability, flexibility and others. Researchers are pointing to various methods to promote employability skills in HE students like adapting the curriculum to include specific skills courses, experiential and new instructional methods, using information technology in innovative ways, service learning, career planning, students' logbooks, extra-curriculum activities, work-based education and others (Asonitou 2015). New methods of scholarly communication, expansion of the library's virtual space via knowledge or research commons, the proliferation of social media, and the explosive growth of mobile devices, tablets and related applications have impacted significantly the knowledge and skills requirements

for library and information science professionals practicing in this environment (Raju 2014). Librarians manage different types of published information and data and curate a wealth of information awaiting further exploration and exploitation based on digital methods and tools. Several initiatives have looked into specific areas, e.g. open science, research data management, digital curation, digital humanities, eResearch, and data science, to step up the skills and competencies of librarians and, to some degree, research staff. Some of these initiatives focus on professional training, while others target the development of higher education curricula and explore how librarians can contribute (Calarco et al. 2016).

This general context, as the declaration of the year 2023 as the European Year of Skills, leads us to analyze the current situation of the competencies and skills of graduates in the field of information and documentation science in Romanian higher education, which is necessary, especially due to both changes in the international space and the methodological and legislative changes in Romania. Here, we mention only one aspect that has provoked, for us, a more detailed analysis: 2022 was the year when ESCO (the multilingual classification of European Skills, Competences, and Occupations), as part of the Europe 2020 strategy, identified and categorized skills, competencies, and occupations relevant for the EU labour market and education and training (“What is ESCO”); starting with this moment every EU member state has to adapt their national classifications, a process that affect changes in many fields, including the curriculum and the Diploma Supplement for graduates of all study programmes in the university area, which also contain the new structuring of competences, which ensures better mobility on the labour market, at least in the European area.

Compared with competencies and skills identified by ECIA (European Council of Information Associations) in 2004, the ESCO classification provides many skills and competencies, even occupations, especially regarding the new digital context, retrieved at the European Qualification Framework. According to this, skill means applying knowledge and using know-how to complete tasks and solve problems. They can be described as cognitive (involving logical, intuitive and creative thinking) or practical (involving manual dexterity and using methods, materials, tools and instruments). Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and professional and personal development. And, to avoid confusion between terms (this is what happens frequently), a further explanation reveals that the term skill refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and refers typically to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way (“Skill”, “Competence”). We have to

make one more observation: the notion “knowledge” is encountered almost everywhere especially that both skills and competences rely on factual and theoretical knowledge, the difference lies in the way this knowledge is applied and being put into use (“Knowledge”).

So, where is the Romanian higher education in library and information science situated today? In a very wrong way, the Romanian documentation structures are associated with the humanities; however, practice shows that the field of information and documentation science (from which the specialists in these structures should come as a priority) is beyond belonging to one field or another (formally, it belongs to the communication science), interdisciplinary by excellence. We can see this from the curriculum structure proposed for forming specialists in the field and the skills acquired by graduates. Three of the four study programmes in the field organized by the four Romanian universities belong administratively to humanities faculties: the Faculty of Letters of the University of Bucharest (UB), the Faculty of History and Philology of the "Babeş-Bolyai" University of Cluj Napoca (UBB), the Faculty of Letters and Arts of the "Lucian Blaga" University of Sibiu (ULBS) and the Faculty of Political Sciences, Philosophy and Communication Sciences of the West University of Timișoara (UVT) (here also the administrative affiliation is associated with Communication Science).

Referring to the recent history of the evolution of specialized education, we can place its beginnings in 1990, when, according to Țâra (2006) this is the year when four departments of specialties were established at the universities of Bucharest, Cluj Napoca, Timișoara and Oradea, another four university colleges at the universities of Bucharest, Brașov, Sibiu and Târgoviște, as well as two post-secondary schools in Suceava and Călărași. The most important change in the Romanian library and information science education area occurred from the academic year 2005-2006, when, with the application of the Bologna Process in Romanian higher education, the study programmes with a single name - Information and Documentation Science - at the universities of Bucharest, Cluj Napoca, Timișoara, Brașov, Sibiu and Timișoara, in the form of undergraduate, master's and post-graduate studies, are reformed and continue their activity. Also here, Țâra says that the National Council of Libraries in Education organized a meeting in 2003 of representatives of all forms of library education in the country, on which occasion a framework plan was drawn up containing all the compulsory subjects to be included in the curriculum, with the approval of the relevant ministry. This was also made possible by the recently passed Law (2002), which establishes the body and regulates aspects of library staff training (art. 49). Obviously, this was the basis for implementing future competencies and skills for future information science specialists. However, by now, there have been significant changes in the structure of the study programmes, certainly as a result of a reduced interest from the

public for long-term study programmes, with a predominant preference for postgraduate studies; thus, undergraduate and master's degree programmes are still organized, as mentioned above, by the universities of Bucharest, Cluj Napoca and Sibiu and postgraduate ones are organized only in Bucharest, Cluj Napoca and Timișoara, with post-secondary ones and colleges not operating at all. The University of Bucharest also organizes doctoral schools.

### Literature Review

The literature of Romanian researchers on competencies and skills in the field of information science (most of the time, they are teachers of the above-mentioned programmes) is very limited, although the range of publications is not necessarily limited. The first document we have at our disposal is a translation from 2005 of a reference book on identified competencies in the field of information and documentation science drawn up between 1997 and 2000 by nine professional associations in Europe (InfoDocRom for Romania), published by ECIA (European Council of Information Associations) the previous year as part of the Leonardo DaVinci programme. We have identified only one Romanian study based on the information in this repository; in addition to a summary presentation of the areas of competencies identified by the authors of the document, Mandea (2005) also makes a comparative study with the existing situation in France, making references to the Nomenclature/Classification of Occupations in Romania, but also to the labour market practices at that time, disadvantaged graduates of specialist studies due, says the author, to an insufficiently complex and comprehensive status both in terms of skills and functions, the criteria governing the career of a documentalist or librarian, the possibility of promotion in function according to proven skills being restricted. Here again, the author analyzes the opportunities offered by the referential and expresses her optimism that the universities that will adapt their curriculum to the competencies present in the referential will provide Romanian specialists in the field with visible access to the European Information Society. Even if the reactions were not very quick, the appearance of the reference framework provokes a state of reflection and analysis at the level of all higher education institutions in the European area; in a few years, applied studies on the topic of competencies begin to appear, thematic conferences are organized (let's say that BOBCATSSS organize annually its conference with participants specialists in library and information science, each of them with proceedings volume). Some other notable studies in the Romanian area are dedicated to Romanian library education. Țăra (2006) makes a brief radiography of the evolution of Romanian specialized education from 1990 to 2005; in the same publication, Stoica (2006) appreciates that during sixteen years of research in the field of Romanian library education, there is a strange mix of forms of vision and operational manifestation, with outdated

traditionalism, inadequate means of transmitting formative messages, all accompanied by a lack of dynamics and vision.

Moreover, stating that the world's info-documentary space is going through a period of crisis and that the professions in the field must reform themselves following the needs of the development of contemporary society and, simultaneously, be in line with the demands of the perennality of knowledge. A welcome criticism from our point of view of the situation of Romanian specialist education, especially if we were to analyze the forms of organization of study programmes and the content of curriculum at the time; again, the author of the article states that the formative outline of the specialist trained in Romanian schools led to the creation of an almost monstrous profile, in other words, an enormous amount of competences and skills. In an attempt to bring the Romanian specialist education system to the attention of the government, Regneală (2006) gives a brief history of the organization of this type of study programme at the world level, concluding with an account of the efforts of the University of Bucharest to bring Romanian library science education up to European standards, but also with the bitter assessment that there is a decreasing interest in the training of professionals in Romanian university schools. Against the backdrop of declining interest in initial training in the field, Țîrzișan & Micle (2016) give a brief overview of the library system in Romania, present the initial training system in the Romanian university system, identify possible causes of the public's lack of interest in this profession, and argue for the phenomenon of long life learning in the field of information and documentation science. This study follows the elaboration by a team coordinated by Țîrzișan of an Occupational Standard for Librarians (Higher Education) acknowledged by the National Authority for Qualifications (2012) and also presents the professional competencies of a librarian (higher education) stipulated in the standard. Older or newer studies on specialist education are also found in other researchers; they often present information from earlier studies or particular cases, but very few present aspects of the national organization of library education and the competencies acquired after graduation.

### Research methods and objectives

Based on ARACIS [Romanian Agency for Quality Assurance in Higher Education] (2022) standards, we analyzed the curriculum for Bachelor and Master studies for each program. The technical documentation belongs to the four mentioned universities (curriculum for Bachelor, Master and Postgraduate studies); in addition to these, we consulted COR [Classification of Occupations in Romania] (2023) and the documentation available from the National Register of Higher Education Qualifications [National Register of Higher Education Qualifications] ANC (2023). We consider that the presentation of the curriculum in extenso is not relevant to the present study, therefore we will make some important

clarifications. In terms of skills, competencies, qualifications, and occupations, we have analyzed the extent to which the NAQ has adapted to the ESCO classifications.

### Findings

We have to specify from the beginning that while the ECIA document developed in 2004 is dedicated to specialists in the field of information and documentation, the ESCO classification finalized in 2022 leaves sufficient room to explore the identification of skills and competencies across a wide range of fields. However, anticipating an unpredictable development of new technologies and developments in information science, ECIA identifies thirty-three fields of expertise, divided into five groups: Information, “the heart of the profession” of LIS; Technologies, translates the necessary expertise in information technology and the Internet; Communication, necessary to occupations in LIS, the expertise of communication is indispensable and so linked to information that they are necessary for any LIS professional to have; Management, indispensable for information professionals in the global management of information and activities; Other scientific knowledge, takes into account the competencies associated with the users’ sectors or with highly specialized information or documents that need to be treated ECIA (2004). This field of expertise needs twenty principal skills that every information specialist must have, graded into personal relations, research, analysis, communication, managing, and organizing. Romanian LIS higher education

### Bachelor’s degree

The name of this type of degree programme is nationally uniform: Information and Documentation Science. For a compulsory 180 ECTS acquired over six semesters (three years), for a 14-week semester, it is recommended that the number of subjects (compulsory and optional) be between four and seven (weekly hours can vary between 22 and 28). Even though there are lists of subjects that must be a compulsory part of the curriculum (some in common with the other subfields of Communication Science), without being restrictive, ARACIS recommends that for Information and Documentation Science, there should be a compulsory number of subjects, grouped as follows:

- Core disciplines: Introduction to Information and Documentation Science;
- Field disciplines: History of writing, books and info-documentary institutions; Information literacy; Information and knowledge management;
- Specialized disciplines: Collection development in info-documentary structures; Management of info-documentary structures: libraries, archives, documentation centres, museums; Organisation and retrieval of

information. Institutional digital repositories; Cultural and scientific documentary heritage; Document processing; Processing and organization of information content; Electronic resources and information practices; Innovative online services for information and document management; Professional practice;

- Complementary disciplines: Databases and retrieval of specialist information; bibliographic and reference theories and techniques; preservation and conservation of cultural and artistic assets; sociology of reading; users with special needs and their access to information.

In addition to all these, several hours are allocated to Foreign Languages and Physical Education subjects. It is obvious that the number of subjects present in the curriculum exceeds the number of those presented above and is also specific to other fields, especially since a subject cannot exceed one semester, leaving it to the discretion of the person organizing the study programme which other subjects are relevant to its formative character, as well as to the acquisition of skills that will ensure the graduate the widest possible access to the labour market.

The same agency requires that several requirements be met when drawing up the curriculum, including that the subjects be in line with the standard provided. In this regard, we have conducted a comparative analysis of the curriculum, even though Timisoara has not had bachelor’s and master’s programmes for several years. The result is that only two universities comply with the recommendations, including the names of the subjects (Sibiu and Timisoara), while the other two may be partly similar, assuming that the subject descriptions cover the content of the gaps in the curriculum and others are missing. We could also observe the maintenance in the curriculum, with different titles, of subjects that address the field of archiving, which are not compulsory according to the standards, as well as subjects with obsolete titles and content or unrepresentative of the field, which could be replaced by ones that correspond to the new realities of the information market. In some cases, we could identify an adaptation of the curriculum to new trends in information science and other fields with which it intersects, such as digital humanities, big data management, and digitization. However, updating the curriculum can be done once a year at a rate of 20 percent, which we think is quite cumbersome.

### Master’s degree

In this type of study, universities have total autonomy in developing the content of their curriculum, each adapting its offer to market requirements. At the declarative level, there are four Master’s programmes offered by three of the four universities mentioned: Information Management in Contemporary Society and Information and Document Management (UB); Information and Documentation Science (UBB); Curatorial

Studies in Institutional-Educational Documentation (ULBS). Of these, the first three are research master's degrees (programmes in which undergraduate graduates in information and documentation science can participate), and the fourth is a professional master's degree (bachelor's degrees in any field can participate in this programme). ARACIS recommends the acquisition of 120 ECTS over four semesters (two years of study), also with 14 weeks of teaching activities, the number of subjects again varying between four and seven per semester (the number of hours per week can vary between 12 and 16). ARACIS, however, imposes some criteria to differentiate master's programmes (see below competencies).

### Doctoral studies

The University of Bucharest is the only university in the country that organizes doctoral studies with subjects in the field of information and documentation science, but their field of affiliation is Philology (Literature), not Communication Science.

### Postgraduate Studies

Since 2023, these study programmes have been approved by order of the Minister of Education. They are organized according to the framework methodology for the organization and conduct of postgraduate study programmes for adult vocational training at the proposal of the ANC and ARACIS (Law 2023 b, Art. 74, (3), (6)). Upon completion of postgraduate study programmes for adult vocational training, higher education institutions issue qualification certificates, respectively, certificates of professional competence or partial qualification through microcertification (Art. 196, (4)). Even before this time (when the education laws were amended), postgraduate studies were still considered further training programmes. This type of programme is open to graduates of undergraduate university courses. It is usually aimed at obtaining certification of competencies in the work of librarians and documentary teachers (in the case of the latter, however, a bachelor's degree in the field, or at least a professional master's degree, is required). In terms of the name of the programme, it retains the format of Library and Information Science (UB and UBB) and Library, Information and Documentation Science (UVT).

### Skills and competencies

In terms of competencies training, ARACIS does not develop an applied methodology as it does for curriculum content. In the case of undergraduate studies, it requires that the professional and transversal competencies acquired by students are sufficient to enable them, on graduation, to be employed in the labour market, to develop their own business or to continue their studies in the next cycle.

Given the diversity of types of master's degree courses, they also require differentiation criteria. Thus, in the case of professional master's degrees, they must be geared mainly towards the training of professional skills, where competence is defined as the proven ability to select, combine and make appropriate use of knowledge, skills and other acquisitions (values and attitudes) to successfully resolve a given category of work or learning situations and for professional or personal development in effective and efficient conditions, and professional competence is the demonstrated ability to select, combine and use knowledge, skills and other acquisitions (values and attitudes) appropriately to deal successfully with a given category of work or learning situations related to the profession in question, under effective and efficient conditions, while knowledge, as a cognitive dimension and structural element of competence, is expressed by descriptors such as knowledge, understanding and use of specific language; explanation and interpretation. On the other hand, skills, as a functional-action dimension and structural element of competence, are expressed through descriptors such as application, transfer and problem-solving; critical and constructive reflection; creativity and innovation. Each qualification related to a particular study cycle (bachelor, master, doctorate) is defined based on the general description of learning outcomes and is expressed by general professional competencies, which are developed within the broader framework of the field of study and by specific professional competencies, which are developed within the narrower framework of a study programme, and candidates for the professional master's degree programme must be graduates with a bachelor's degree regardless of the field in which it is issued. Master's degrees in scientific research are predominantly oriented towards forming scientific research competencies. This comprises basic research - carried out mainly to acquire new knowledge about phenomena and processes and to formulate and test hypotheses, conceptual models and theories - and applied research, i.e. work mainly aimed at using scientific knowledge to improve or develop new products, technologies and services.

These clarifications concerning both levels of training refer us to the National Register of Qualifications in Higher Education, a tool developed by the National Authority for Qualifications and, inevitably, to the Classification of Occupations in Romania. Concerning the latter, we identify eight occupations, defined according to the structure of the International Standard Classification of Occupations (ISCO 08) according to the proposals made by experts in labour statistics: in group 262 librarians, archivists and curators, subgroup 2622, librarians in other information services<sup>1</sup>, namely bibli-

<sup>1</sup>Librarians and other information service specialists collect, select, develop, organise and maintain library collections and other information repositories, organise and control other library services and provide information to users.



ographer, librarian (higher education), documentalist (higher education), book distribution referent, book reader, librarian - archivist and cultural establishment specialist referent. We also identify another group, namely 23, specialists in education, sub-group 2330, teacher in secondary education<sup>2</sup>, where, on two other levels of occupation (relating to secondary, post-secondary and secondary education), the position of documentary teacher is included<sup>3</sup>. In the list of competencies section, the same agency also provides a working tool adapted from ESCO v. 1.1.1, associating to each occupation a list of professional competencies established at the European level (a total of 18 professional skills<sup>4</sup>), but also a generous list of transversal competencies associated with the whole group 2.

The Diploma Supplement, a compulsory annex of the graduation diploma, is a document issued to graduates of degree programmes and drawn up by universities under the coordination of the RNCIS. It must contain a set of information relating to the degree programme, grouped under seven headings: information identifying the holder of the diploma; information identifying the qualification; information on the level of the qualification; information on the curriculum and results gained (the entire list of skills and competencies established<sup>5</sup> and the entire curriculum passed); additional information; information on the function of the qualification and degree (with the specification that the holder of this diploma supplement can carry out his professional activity in any position following the competencies provided by the study program through the qualifications and the title awarded); certification of the supplement (by the University: legal signatures, date of issue of the document and the stamp of institution).

### Conclusions

When taking an overview of higher education in the field of information and documentation science in Romania and taking an overview of the same type of education in other European countries, it is extremely tempting to give the opinion that there is a big gap between us and the others, in the sense that, to reach the level recommended by the European Commission, we still have some steps to take. However, Let us admit that, formally, the four universities, under the coordination of ARACIS, are largely in line with European standards. The curriculum structure is at least comparable with those of other countries. It is also tempting to make a classification of the curriculum offered by the universities, but the number of students and then graduates of each of them governs this aspect. One important aspect of the organization of this type of study is the almost total absence from the curriculum of courses to train graduates for entrepreneurial activities in the field of information and documentation science, which creates the false impression that the labour market is represented only by documentation structures, which are mainly libraries, archives and possibly museums. Almost by default, graduates

turn to libraries to find jobs because they are unaware that any entity that issues documents, holds publications or manages databases needs an information science specialist. The entrepreneurial environment in the field is almost non-existent (think of a few possibilities: Health and Medical Information Specialist, Information Architect, IT Support Specialist, Metadata Specialist, Multimedia Specialist, Public Information Officer, Thesaurus Developer, Information Broker / Designer, Information Specialist / Trainer, Archival Specialist, Data Mining Specialist, Document Manager / Analyst, Documentation Specialist, Databases Administrator). The content curriculum must also include disciplines on implementing Artificial Intelligence in information and documentation science.

At the same time, we have to take into account some factors that negatively influence these structures and are, for the most part, independent of developments in higher education:

- excessive politicization of documentary and school structures. This has visible effects on human resources policies, with implications for the budget and professional activity of the institutions: in public documentation structures, there is an obligation for the employer to provide access to further training courses at least two years after the recruitment of staff without specialist training (in the absence of initial training, a short period of further training with a poor curriculum provides insufficient training), and in the pre-university school system access to a librarian's post can be provided by a simple specialist course at a county school, a course which often turns into a sham.

<sup>2</sup>Secondary school teachers teach one or more subjects at the secondary school level, excluding subjects designed to prepare the students for employment in specific vocational fields.

<sup>3</sup>See <https://codcor.ro/>. accessed November - January 2023

<sup>4</sup>These are: analyses information systems; performs information extraction from the data; finds solutions to communication and information problems; manages digital libraries; develops organizational information and communication objectives; evaluates projects proposals; designs the computer system; cooperates to resolve information issues; develops information standards; manages data; analyses the information needs; purchase new items for the library; evaluates the information services using metrics; classifies the library's holdings; provides information about the library; analyses queries from library users; carries out scientific research activities; negotiates contracts for library services and equipment.

<sup>5</sup>Additional program-specific skills related to other occupations in other COR/ISCO-08/ESCO core, minor or sub-major groups may be added. We identify in subgroup 2621, Archivists and curators, the following skills: works with specialists in cultural venues; develops the learning strategies of the cultural institution; elaborates the promotion policies of the cultural institution; stores archival documents; respects the principles of data protection; manages data collection systems; sets high standards for the care of collections; structures the information; organizes exhibitions.

- the limited access to training of all kinds caused by frequent economic downturns;
- legislative instability. In 2023, there was a new interdiction for hiring in budgetary institutions, and more than half of the Romanian cultural institutions were threatened to lose their legal personality; the education laws were substantially amended, bringing with them quite a few shortcomings (for example, for pre-university education, by law, the documentarian teacher has the task of digitizing the Documentation and Information Centre, an amendment made without taking into account the previous regulations that established its role, nor the resources that such a centre manages);
- to this is added the poor understanding by the government of the rationale for the existence of documentary structures (I met a significant number of such people who barely pronounce the word "library"), comfortably retreating to the thought that the resources available "on the Internet" are more than enough, most of the time, in their speeches, making the very notion of a library meaningless;
- without considering them as an impediment, we also identify other issues, such as the maintenance in the COR of professions with outdated designations, such as discotheque, phototeque, videoteque, phonotheque; the inconsistent application of the standards set by the ESCO in terms of skills identified at European level, the slow adaptation to the labour market.

### Discussions and future concerns

We think it would be useful to discuss other issues, such as the appropriateness of including in the COR other occupations such as Library assistant or Librarian Researcher, which people can fill with level 8 training (completed doctoral studies). Another issue would be to ensure adequate human resources to support a curriculum in line with rapid developments in information science. Also, as a result of the application of Law 199/2023, ARACIS offers universities the possibility to reorganize specialized higher education by adding another specialization. In this situation, we think of possible options in informatics, digital media (journalism), philology, and history. From experience, it seems the future is not so far in information and documentation science.

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