

1.	<p><b>Youth in flexicurity policies: a comparative research based on Country Clusters Analysis</b> <i>(in English)</i></p> <p>Prof.univ.Dr. Paolo Federighi and Dr. Francesca Torlone Faculty of Education Science, University of Florence</p> <p><b>Abstract:</b> The aim of the following analysis is to pinpoint common trends in the different countries belonging to the four defined clusters (Box. 1). The idea is to highlight possible relations between public policies and results achieved by the various countries in terms of developing young people's competences and employability. It will thus also be possible to come to initial conclusions on the great challenges facing these groups of countries.</p> <p><b>Key words:</b> youth, professional competences, occupational standards, comparative research</p>
2.	<p><b>Learning at work – viewed through the lenses of Pragmatism</b> <i>(in English)</i></p> <p>Prof.univ.dr. Bente Elkjaer University of Aarhus, Danish School of Education</p> <p><b>Abstract:</b> In this paper, I introduce three perspectives for understanding learning at work. The three perspectives are termed a cognitive, a practice-based and a pragmatist one. The latter is elaborated the most, because I think a pragmatist perspective encompasses the two other perspectives. The three perspectives are differentiated by their understandings of learning and of work and workplaces, and in the paper I show how the different perspectives implies different educational actions and activities. Even if the pragmatist perspective on learning at work is my favourite, it still needs development in terms of how different ways of organising and managing work and workplaces may actually influence the way learning at work unfolds as innovative and/or reproductive learning.</p> <p><b>Key words:</b> pragmatism, practice-based, workplace learning, social arenas/worlds, symbolic interactionism</p>
3.	<p><b>Diagnosing Training Needs of - a multisource feedback</b> <i>(in English)</i></p> <p>Lect.univ.dr. Sorin Vlad Predescu West University of Timisoara</p> <p><b>Abstract:</b> The way we evaluate one institution staff's training needs may be decisive for the success of this programme. This article represents a training needs assessment held in 2007 in an industrial organization. The evaluation methodology contains a quantitative method (multisource feedback ) and a qualitative method.</p> <p><b>Key words:</b> multisource feedback, training, needs assessment, 360-degree, focus-group</p>
4.	<p><b>The Manager and the Educational Change</b> <i>(in Romanian)</i></p> <p>Prof.PhD. Duminică Vasilica Ștefania CNFP, The Ministry of Education, Research and Youth, Bucharest</p> <p><b>Abstract:</b> The educational exchange, today, it's viewed as a complex phenomenon promoted by multiple exterior and interior factors, where the educational management is a decisive factor at all levels. The educational management is the one who can harmonize the change from top-down or bottom-up; its activity should be based on flexibility, adaptation and creativity.</p> <p><b>Key words:</b> the top-down change, the bottom-up change, the dimensiones of the educational manager activities: academical, administratively, expressively and instumental.</p>
5.	<p><b>Teaching through concepts</b> <i>(in Romanian)</i></p>

	Lector.PhD. Mihai Florin Predescu West University from Timisoara
	<b>Abstract:</b> This paper presents a new approach in teaching special education courses. This approach is designed to help students acquire the basic concepts of special education. The theoretical roots of this method are reflexive constructivism, student centred approach of teaching and emancipatory social studies.
	<b>Key words:</b> concept, special competences, special psycho-pedagogy, systematic planning.
<b>6.</b>	<b>Reading and transforming the world together. Adult learning and social movements – a Freirean perspective</b> <i>(in English)</i>
	Prof. PhD. Peter Mayo, Department of Foundations in Education, Faculty of Education, University of Malta
	<b>Abstract:</b> In many places people seem to be falling into disenchantment with political parties especially at the national level, as parties in power fail to deliver on their promises and make too many compromises with transnational corporations and the organizations that regulate trade. The great hope generated by such governments as the Lula Federal Government in Brazil, for instance, often turns into disappointment (see Baerle in Borg and Mayo, 2007) probably resulting in cynicism; too much is probably expected of these governments before and immediately after they are elected. Exposure of corruptive practices in various countries, as with tangentopoli in Italy in the early nineties, continues to portray parties in a bad light. Then there is the sight of parties that were traditionally socialist turning to the centre or possibly the right with Neoliberalism proving hegemonic since it is embraced by both sides of the political spectrum (Mayo, 1999). Michael Hardt and Antonio Negri (2003) argue that, despite their presence at the World Social Forum at Porto Alegre in 2002, social democratic forces from various countries constitute a problem in terms of linking up with them in an anti-[hegemonic]globalisation 'movement of movements' in that their conservative elements have "thus become inescapably identified with the deepest interests of capitalist power, where exploitation and repression constitute the fundamental political line" (p.xviii).
	<b>Key words:</b> social movements, political parties, neo-liberalism, globalization
<b>7.</b>	<b>Learning regions and communities</b> <i>(in Romanian)</i>
	Reader PhD. Simona Sava West University from Timisoara/Director of the Romanian Institute for Adult Education
	<b>Abstract:</b> The human capital is the most important resource for a competitive and sustainable community and regional development. Building the framework for continuing updating of knowledge and competencies, offering the resources and facilities that make possible for every person to achieve their full potential, to get the high quality education, training and qualifications they need for fulfillment in employment and life, and make their own distinct contribution to their community and economy, is a vision that the approach of learning community/region tries to reach. The article explores in more detail the concept of the learning community/region, how it can be built and how can be increased the participation and engagement in community issues and analyses also the critical aspects and difficulties of this approach.
	<b>Key words:</b> learning community, learning region, community development, participation.
<b>8.</b>	<b>Embedding Literacy in Vocational Training. CELiNE – an attempt to transfer innovation (I)</b> <i>(in English)</i>
	Dr Mihaela Tilincă

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**Abstract:** The dynamics of a „new economy“ in Europe and the labour imposed challenges in the knowledge society signal that the professional training in the 21st century must overcome the exclusive alignment on the technical content and vocational abilities. To function in the labour market of the „new economy“, to integrate in the daily routine and to perform the roles involved in the intensive production process dedicated to each client, the european citizen must be trained in a VET system which recognises that literacy (using the written information and the discourse around it) is embedded in the social, personal and daily professional life. This article presents an attempt to transfer innovation praxis and research in the field of literacy for the trainers of trainers who work in the vocational system of adult education in Europe, through a Leonardo daVinci transfer of innovation project.

**Key words:** new economy, workplace literacy, vocational training, literacy as social practice, embedded literacy, CELiNE project.