

1.	<p>Comparative approach in education as it stands now</p> <p><i>Dorel Ungureanu</i> - prof. dr., Head of Department of Educational Sciences, West University of Timisoara</p> <p>Abstract: Since the last 2-3 decades comparative education is facing a lot of critics related to its old fashion way to approach new problems, issues and the surprising challenges, being still limited in describing, presenting and comparing data. On the other hand, there are a lot of defenders, rejecting these objectives and advocating for going on in the same traditional way, comparison as method being indispensable anyway. Such controversial positioning is, in fact, legitimate from both parts, comparative education having to emancipate itself, to reconfigure its identity, according to new realities which must be...deeper compared.</p> <p>Keywords: comparative education, comparative approach, international education, crisis, new aspects to be compared</p>
2.	<p>European good practices to enable the low skilled to take their qualifications one step up</p> <p><i>Paolo Federighi</i> - prof. dr. hc., University of Florence <i>Francesca Tortone</i> - dr., Melius Bologna</p> <p>Abstract: The object of the essay is represented by the identification of good practices that show the ways how to reach under-qualified adults, motivate and support them, especially should they not have attained the European Qualification Framework (EQF) level 2. This is in accordance with the Action Plan on Adult Learning (European Commission, 2007). The target group is made of adults who are under-qualified, or with no insufficient qualification, or whose professional skills are obsolete and need to acquire key competences at all stages in their lives. The European study intended to achieve these results by investigating on existing good practices, that is supporting improvement of basic skill levels of adults and raising the qualification levels of those who do not have the EQF level 2. To the end of the article, it provides a short analysis of sixty-four (64) Good Practices from 33 European countries. Fourteen of them have been also analyzed through the Case Study method.</p> <p>Key words: basic skills, good practice, qualification, education</p>
3.	<p>Analysis of the role of education in EU recommendations and directives concerning European knowledge based society and their impact at the level of Member States</p> <p><i>Mircea Alexiu</i>, - Reader.Ph.d, West University of Timisoara <i>Andreea Mitruti</i> - junior researcher, Romanian Institute for Adult Education, Timisoara, Romania <i>Itxaso Tellado</i> - Dr. at the University of Barcelona and member of the Centre of Research in Theories and Practices that Overcome Inequalities (CREA)</p> <p>Abstract: At European level we have access to many EU recommendation and directives on European Knowledge Society, but despite of this we re still facing social exclusion, limited access to education, health services and high rates of unemployment, low social and political participation. This research analyzes the role of education in EU recommendations and directives concerning EKS and their impact and how educational exclusion affects diverse areas of society: employment, health, housing and political participation; and what kind of educational provision contributes to overcome it. This paper explores the main findings from the policy analysis, standardized open-ended interviews, and the communicative data analysis obtained.</p> <p>Key words: social exclusion, vulnerable groups, education, inclusion</p>
4.	<p>European dimensions of educational policies in Romania</p> <p><i>Letiția Trif</i> – Lecturer Ph.D at the University "1 Decembrie 1918" Alba Iulia, Romania</p>

	<p><i>Liana Tăușan</i> – Lecturer PhD at the University “1 Decembrie 1918” Alba Iulia, Romania</p> <p>Abstract: The achievement of any change at educational level necessarily implies the establishment of educational policies which would arrange the entire innovation/reform from that particular educational system. Basically, the structure of any educational system, respectively the school, reflects the structure of the society in which it functions. Making the Romanian educational system democratic, improving its quality, making the social role of education valuable, developing Romanian cultural values, promoting the identity of Romanian culture inside the universal culture, forming active, responsible citizens, who will contribute to the development of a democratic society, are priority objectives</p> <p>Key words: educational systems, institutional autonomy, European cooperation, learning environment</p>
5.	<p>Innovations to school-university partnerships in Romanian programs for pre-service teacher education</p> <p><i>Mihaela Mițescu Lupu</i> - Lecturer, DPhil, University of Arts “George Enescu” Iași, Romania <i>Eugenia Maria Pașca</i> - Senior Lecturer, DPhil, University of Arts “George Enescu” Iași, Romania</p> <p>Abstract. Reflecting on a number of theoretical contributions to understanding the concepts of partnership and collaboration within the context of pre-service teacher education, the authors propose a reflective approach to implementing organizational management strategies within the particular type of activity system that a school-university partnership for teacher education generates. A possibly innovative approach to school-university partnership in setting up internships for pre-service teacher-students in the Romanian system of university based - initial teacher education is presented and explored in its relations to the current policy discourse and aspects of organizing and managing the learning activity.</p> <p>Key words: collaboration, partnership, pre-service teacher education</p>
6.	<p>Educational systems and secondary school teachers’ evaluation – comparative analysis</p> <p><i>Cristea Lucica (Mitican)</i> - PhD. „Alexandru Ioan Cuza” University of Iași,</p> <p>Abstract: The present paper focuses on the comparative analysis of the educational systems as well as on the methods of evaluating secondary school teachers in countries which are members of OECD. The reformation of the educational systems, the evaluation of formal education, in general, and those of the teachers’ performances, in particular, belong to the development of strategies of many countries, among which there is Romania as well. The domain with the highest degree of interest among educational systems is teachers’ management. The initial and continuous training, the creation of efficient systems meant to evaluate teachers’ performances, constitute a variety of concerns in the domain of educational sciences from many countries. Which are the methods of evaluating the secondary school teachers from the developed countries and how do these methods succeed in order to make this activity more efficient? Which are the differences between systems evaluating the secondary school teachers, from countries with performance in education, and systems evaluating teachers in Romania? These are questions for which the text is trying to find an answer</p> <p>Key words: educational system, evaluation, performance, standards, criteria</p>
7.	<p>Defining Learning Cultures; A Comparative View</p> <p><i>Alexandru Strungă</i> - Teaching assistant, University of Craiova; student of the European Master of Adult Education organized by the West University of Timișoara</p> <p>Abstract: The learning cultures are increasingly more important in postmodern educational landscape especially in the field of comparative and further education. In this paper we try to clarify the learning culture concept and to propose a new perspective based on the inherent diverse nature of learning cultures. In this context we proposed to analyze the current definitions given to learning cultures and to elaborate a model of understanding learning cultures with an educational sciences underpinning. This model can be further used to compare two or more learning cultures as it is the case of those involved in seniors’ education from Denmark and Romania</p>

	Keywords: learning culture, learning climate, innovation culture, learning competences, self-directed learning, seniors' education
8.	<p>Career Entry of Graduates from Social Sciences. A Comparative View on Employers' Expectations towards graduates in Educational Science, Psychology and Sociology</p> <p><i>Regina Egetenmeyer</i> - (Juniorprofessor), professorship for lifelong learning at the Johannes Gutenberg University of Mainz/Germany</p> <p>Abstract: As social sciences normally do not prepare their students for a narrow professional field, career entry in this field differs from other disciplines. Therefore employability promotion confronts these graduates with special requirements. For this reason the paper explores the term employability and looks at the expectations of employers towards new graduates in social sciences. It presents the findings of an explorative comparative study of employers' expectations in six European countries. For the comparison, the recruitment strategies and selection criteria of employers have been analysed. The data draws a pattern in which the professional's individual profile and their empathy towards employers are the essential expectations.</p> <p>Key Words: career entry, transition, new graduates, professionalisation, comparative study, social sciences</p>
9..	<p>Develop and evaluate the basic skills. Comparative overview form partnership involved in WoLLNET research project</p> <p><i>Cătălin Martin</i> - Junior Researcher, Romanian Institute for Adult Education from Timisoara, student at European Master in Adult Education organized by the West University of Timisoara <i>Andreea Dorobanțu</i> - Junior Researcher, Romanian Institute for Adult Education from Timisoara, student at European Master in Adult Education organized by the West University of Timisoara</p> <p>Abstract: The lack of basic skills is more risky to have an increasing trend, especially now when the economic is following a W line. The workplace training programs, as long as they will take place, are important and necessary to develop the basic skills which could help an employee to fulfill his/her specific tasks. We should see this must not only in relation with efficiency and work productivity, but also as a contribution in macro economy. This paper will highlight the partnership experience from WoLLNET research project, especially on national policies regarding the development of literacy, language and numeracy (LLN) skills in the workplace, and also findings about basic skills.</p> <p>Key words: basic skills, Wollnet, workplace, evaluation, ROI, impact, labour market</p>
10.	<p>Meaningful learning in older age: a model for life betterment</p> <p><i>Franz Kolland</i> - prof.dr., University of Vienna <i>Luminița Saftu</i> - Lecturer PhD at the "Politehnica" University of Timisoara; Researcher at the Romanian Institute for Adult Education from Timisoara <i>Cătălin Martin</i> - Junior Researcher at the Romanian Institute for Adult Education from Timisoara <i>Anna Wanka</i> - Junior Researcher, Institute of Sociology of the University of Vienna</p> <p>Abstract: It is more and more obvious that older people are excluded from educational processes in a twofold manner: On the one hand, people over 60 participate less in further education, compared to other age groups, and on the other hand, few older people with a lower income and only basic education find a pathway to life-long learning opportunities. This brings about the danger of social exclusion of this target group, having as an additional consequence the risk of health problems, the decline of their mental capacity, loneliness, etc. To close the educational divide new concepts and settings of learning in later life are required. Older people of low social status tend to live socially and spatially segregated. This paper will demonstrate on the basis of empirical research a model for including older people into education. The fundamental assumption is that older people who do not participate in education are prepared to become involved in social networks and thereby to learn when they can expect their activities to lead to an improvement in their quality of life.</p> <p>Key words: social exclusion, social network, senior, Seelernetz, learning network</p>

11.	The educational value of swimming for health
	<i>Petru Baniş</i> - Reader Phd. West University of Timisoara <i>Marcel Răşădean</i> - Assistant prof. West University of Timisoara
	<p>Abstract: Specialty studies which have analyzed the phenomenon “sport for health”, have demonstrated the positive influence of sports upon a healthy development of the organism. What brought about this success was a series of factors and the educational one has a significant role. In order to take benefit from the positive effects of regular physical activity, a nation must be educated and formed in this way, and the preoccupation for the citizen’s health has to be primordial. In this context, the positive effects of swimming upon health have been demonstrated since antiquity, when baths and swimming were used for the care and strengthening of the body and the Japanese considered activities which took place in the water as “the source of the entire wisdom”. Due to the multiple effects of swimming viewed from a prophylactic point of view, it can be stated that practicing swimming has a special educational value, contributing at the forming of a series of skills, knowledge and habitualness for keeping and caring for the health, having at the same time a positive effect on social relationships.</p>
	Key words: swimming, health, adults, sports, education