

1.	<p>What challenges for the education and training systems in the new decade?</p> <p><i>Simona Sava</i> - Prof.univ.dr. Simona Sava, West University of Timisoara, Faculty of Sociology and Psychology, Department of Educational Sciences; Director of the Romanian Institute of Adult Education – IREA, chief editor</p> <p>Abstract: The article discusses the way the objectives of the “Lisabona 2010” Education and Training Programme have been achieved, and based on this, tries to identify the priorities and the efforts to be spent for achieving the stipulations of the “Europe2020” agenda for creating a “smart, sustainable and inclusive growth”. After a critical discussion of the continuity and complementarily design of the two long term programs covering a decade of action in the European education and training systems, an analysis on how the Romanian educational policy and the education system are responding to them, identifying the possible solutions and needed focuses for achieving the indicators of the “Europe2020”, but also for coping with the challenges of the Romanian society. It is also analyzed how the new national Law of education 1/2011 addresses them, mainly the lifelong learning (LLL) perspective.</p> <p>Key words: education and training systems, Europe2010/2020, educational policy, LLL strategy</p>
Chapter 1 - Disciplinary reflections	
2	<p>Language learning and linguistic interdependence in migrant studies</p> <p><i>Angel Huguet Canalis</i> – dr, professor at the University of Lleida (Spain) in the department of Pedagogy and Psychology <i>Silvia-Maria Chireac</i> - professor of Spanish linguistics at the University “Alexandru Ioan Cuza” Iasi (Romania)</p> <p>Abstract: The immigration, as one of the most characteristic elements of the Spanish state during the last years, has drawn the attention of Social Sciences in general, and of education, in particular. As it is the case in most Autonomous Communities, in Catalonia, whose educational system is organised based on the premise of bilingual education, the arrival in schools of pupils of different origins, cultures and languages, consequently aroused the interest of the institutions and the researchers.</p> <p>In this sense, the town of Guissona (La Sagarra - Lleida) represents a striking case of spectacular population growth, closely related to the immigration attracted by the strong development of the agri-food industry. Obviously, this also reflected on the schools, where they must face the educational necessities that arise from the lack of knowledge of either of the official languages.</p> <p>With this background, we decided to analyse the linguistic abilities in Catalan and Castilian acquired by pupils in second and fourth grade of the Compulsory Secondary Education in a school of the above mentioned town. We had 121 individuals (93 natives and 28 immigrant pupils) who were given parallel tests that allowed us to evaluate their knowledge in the case of each language.</p> <p>The results obtained through ANOVA and regression analysis allowed us to compare the marks of both groups. Also, at the same time, we had the opportunity to study the interdependence and transfer relations between the mother tongue (L1) and the tongues present in the social and school environment (L2 & L3).</p> <p>Key words: language learning, transfer, linguistic interdependence, bilingual education</p>
3.	<p>The Evolution of the Romanian Literary Textbooks and the Transformation of the Literary Canon</p> <p><i>Florin Opreescu</i> - Lecturer PhD, West University of Timisoara, Romania</p> <p>Abstract: Starting from the problem of the literary canon, this study proposes an analysis of its impact on literary texts in schools, by analyzing comparatively several Romanian language and literature textbooks.</p>

	<p>As a first step, I searched for the theoretical foundations of the concept of literary canon, whereas, in the second stage of research, I focused on the evolution of three Romanian language and literature textbooks. The final analysis reveals that we have been tributary to a recurrent system of teaching for three decades.</p> <p>Key words: literature, literary canon, literature textbook</p>
4.	<p>The impact of permanent education on educational and curricular policies</p> <p><i>Liana Tăușan</i> - Lector univ drd., Universitatea "1 Decembrie 1918" Alba Iulia, România</p> <p>Abstract: Promoting lifelong education is one of the ways of making the contemporary educational systems become democratic. The Memorandum on Lifelong Learning, a document prepared by the European Commission in October 2000, implements a new vision of lifelong learning for all, both at individual and institutional level. The structure of continuous learning has generated changes within different areas of education. Nevertheless, it has led to fundamental changes within the area of curricular theory and practice. The main changes arising from the concept of lifelong education curriculum are reflected in the principles of educational policy, which led to the development framework plans for primary, secondary and high-school education</p> <p>Key words: permanent education, the European dimension of education and training, European educational systems, key skills for everybody, curricular policies, the reformation of the curricular system.</p>
5.	<p>Environmental education on water quality in relation to life quality (Case study: influence of anthropic activities on water quality of Jiu river and its affluents – Southwest Romania)</p> <p><i>Mălina Dumbravă-Dodoacă</i> – PhD Student Assistant, West University of Timișoara, Faculty of Chemistry Biology and Geography, Department of Biology <i>Milca Petrovici</i> - PhD Lecturer, West University of Timișoara, Faculty of Chemistry Biology and Geography, Department of Biology,</p> <p>Abstract: One of the most important facets of environmental education is represented by the maintenance of water quality without affecting aquatic communities, taking into account the increasing development of urban and industrial centers. The lack of education in this field has led to numerous problems with direct impact on health. Environmental monitoring of water involves the use of complex physical and chemical methods beside the biological ones, the bio-indicators in water quality being used on a more frequent basis in order to determine the impact the anthropic activities exert upon the hydrographic basin submitted to analysis. The purpose of this paper is to highlight not only the need to implement specific measures to educate the population in the long-term, but also the consequences stemming from failure to apply viable protection and education-oriented methods regarding the water quality with major impact on aquatic communities. Thus, we have brought forward the case of the upper basin of Jiu river, southwest Romania.</p> <p>Key words: environmental education, water quality, Jiu river</p>
6.	<p>Needs and perspectives in developing the students' entrepreneurship competences. A case study from CReBUS research project</p> <p>Cătălin Martin - Junior researcher, Romanian Institute for Adult Education, Timisoara, Romania Svetlana Surikova- Dr.paed., researcher, Scientific Institute of Pedagogy, Faculty of Education, Psychology and Art, University of Latvia, Riga, Latvia Tamāra Pīgozne- Dr.paed., researcher, Scientific Institute of Pedagogy, Faculty of Education, Psychology and Art, University of Latvia, Riga, Latvia Irina Maslo - Dr.habil.paed., professor, Faculty of Education, Psychology and Art, University of Latvia, Riga, Latvia</p> <p>Abstract: To discuss about entrepreneurship, from a business perspective, maybe is not a good moment</p>

	<p>for that, taking into considerations the economical factors and the problems determined by the crisis from 2008-2010. But to discuss about entrepreneurship, from an educational perspective, always represents an opportunity to highlight the necessity for developing the entrepreneurial potential, motivation, in a proper environment, in order to facilitate the development of the entrepreneurship competences. This article aims to present the needs and perspectives in developing the entrepreneurship competences for a new entrepreneur, both from students/graduates and experienced entrepreneurs' viewpoint, based on the research findings from an European project which has started in 2010.</p> <p>Keywords: entrepreneurship, education, e-mentoring, competence, personal development, opportunities.</p>
7.	<p>The development of interhuman relationships in community through physical education</p> <p><i>Petru Baniias</i> - Reader Phd, Faculty of Sport, West University of Timisoara</p> <p>Abstract: The present study emphasizes the importance and the necessity of practising <i>physical exercises</i> in order to form and preserve a healthy physical state, as well as a mental one. This is a high performance of the society and through this, a series of elements such as the state of being healthy, the joy for life, social integration and practising physical exercises at any age are promoted. In this respect, the Romanian Federation Sport for Everyone has been created in the 90s in order to sustain and spread the physical exercises among every citizen, thus being considered a social activity of national interest, a means of promoting moral values, autodiscipline, respect and self-respect and also having an important role in ameliorating the health. In the second part of the study, a questionnaire related to practising physical exercises addressed to the adult population has been made.</p> <p>Key words: physical activity, state of health, socialization, communication, movement, psychic</p>
Chapter II – Teacher Training	
8.	<p>Developments and prospects in teacher training across the European Union</p> <p><i>Gabriela Domilescu</i> - Assist. Univ. Teacher Training Module, West University of Timisoara</p> <p>Abstract: Teacher training in the European Union (EU) countries passes through a process of reform, initiated under the auspices of the Bologna Process, and, also, in response to the increasing demands addressed to the teaching profession. Nowadays teachers must have multiple skills and must successfully respond to the various requirements of the current European school systems. This is the reason why it is absolutely necessary for the Member States to approach with responsibility and competence the education policies from the field of pre-service and in-service teacher training. The main issues we consider necessary to synthetically analyze, in this paper, are: the structure of training system, the quality of teacher training, recognition of qualifications, the competence profile of the European teacher, priorities and perspectives in teacher education in the EU.</p> <p>Key words: pre-service teacher training, the quality of teacher training, recognition of qualifications, the competence profile of the European teacher</p>
9.	<p>The role of learners' epistemological beliefs in learning through an initial teacher education program</p> <p><i>Mihaela Mitescu Lupu</i> - Lecturer, DPhil, University of Arts "George Enescu" Iassy, Romania</p> <p>Abstract. The paper proposes an analysis of data generated in extensive interviews with two student-teachers, in a one year internship for teacher education located in a well regarded university in UK. The paper explores how learners' epistemological beliefs about teaching and learning come to shape their formative experience. The analysis focuses on learning located in a collaborative partnership between university and school where novice-teachers are expected to act progressively more attuned to the affordances and constraints of the school context of professional practice, and make increasingly informed professional decisions in the school context. This work was supported by CNCSIS-UEFISCSU, project</p>

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	Key words: teacher education, epistemological beliefs, activity theory
10.	<p>Promoting quality in education through involvement in the learning process and through mentorship</p> <p><i>Maria Niculescu</i>- Senior Lecturer, Ph.D., West University of Timișoara, Department for Teaching Staff Training,</p> <p>Abstract: Quality control in education involves changes in structure, in content, in the teaching, learning, and evaluation process, as well as in the attitude towards teaching, and the attitude towards the initial training of teachers and towards lifelong learning.</p> <p>School learning must ground firmly in lifelong learning. Young adults must receive the necessary instruments to maintain a lifelong wish to learn and to access learning resources. The goal of learning must also have in mind our own everyone's preparation to actively adjust ourselves to the challenges of personal, social, and public life.</p> <p>The mentor and trainer are resource persons who can offer benchmarks and constitute transitional models. The mentorship activity entails a rational philosophy of the present and future, coupled with a philosophy of action.</p> <p>It is about the synergy of talents and experiences, about the empathy that grows between educational partners with whom one communicates and networks.</p> <p>Key words: learning, training, mentor, process, quality</p>
Examples of concrete proposals for teacher training professionals	
11.	<p>The System of Behavioral Management SiMaCo – A program of continuing specialization for teachers</p> <p>Ioana Dârjan - Lecturer PhD, West University of Timisoara, Romania, Faculty of Sociology and Psychology</p> <p>Abstract. The teachers' roles are multiplying and diversifying, in a context in which the schools have to perform progressively more functions. If the traditional paradigm presents a teacher-instructor, who assures the teaching of knowledge and abilities in a systematic and consistent manner, today we have more and more hypostases of the teachers: the teacher-facilitator, the teacher-counselor, the teacher-manager. As a reaction to the increasing demands, the teachers have to perform instructional programs, for continue specialization and professional development. This paper propose a continue education program in the EBD problem for the teachers, within a frame which insist on the necessity and the relevance of self-evaluation and self-reflexion of the teachers, prior any modification of their attitude and behavior / strategy.</p> <p>Key-words: behavioral management, continuing education, adult education, disruptive behaviors</p>
12.	<p>The Mastery of Facilitating Learning the Disciplines in the Mathematics and Science Curriculum</p> <p><i>Adriana Isvoran, Laura Pitulice, Vasile Ostafe</i>- West University of Timișoara, Department of Chemistry, <i>Dana Crăciun</i> - West University of Timișoara, Teacher Training Department <i>Andreea Asproni</i> - West University of Timișoara, Faculty of Economy and Business Administration</p> <p>Abstract: We propose a change of general attitude towards the approach of teaching science, by designing and implementing a training programme which will lead to the development of competences necessary for undertaking student centred activities, having a predominant applicative side and a deep inter- and trans-disciplinary character, as a response to the growing discontent among both the teachers involved in the teaching of subjects contained in the curriculum of mathematics and sciences (short science) and the students. Programmes funded by the European Social Fund contribute significantly to the development of human resources involved in science teaching at pre-university level as to the extension of the trainers' competence, who are involved in adult education with low education.</p>

	Keywords: student centred activities, inter-disciplinarity, long life learning
Validation of competences	
13.	<p>Validation of Prior Learning as a multi-targeted approach for access to learning opportunities for all</p> <p>Ruud Duvekot - <i>EVC Centre of Inholland University in Amstelveen, the Netherlands</i></p> <p>Abstract: Learning is more than ever important or valuable. People are encouraged to invest in their potential throughout their lives, taking into account their prior learning. This article seeks to further develop the Validation of Prior Learning-systematics as an effective method for opening up learning opportunities for all by designing a multi-targeted VPL-approach that is based on the diversity of learner's needs and social-economic opportunities</p> <p>Keywords: empowerment, learning society, learning triangle, lifelong learning, validation of Prior Learning</p>
14.	<p>Family Competences Portfolio - Validating Competences Acquired in Family Life</p> <p>J. Dewispelaere - Higher Institute for Family Sciences, Brussels, Belgium G. Jennes - Ma.So.Sc, director Higher Institute for Family Sciences L. Schuegger - Dipl.Theol., Deutsches Jugendinstitut e.V., Munich, Germany B. Thiessen - Deutsches Jugendinstitut e.V., Munich, Germany</p> <p>Abstract: In their roles as educators, home makers and care givers, men and women obtain a lot of competences in family life. The FamCompass is a portfolio tool that enables illustrating and validating these family competences. Developed in accordance to profiles of educational curricula and professions in the field of family science, social work, remedial pedagogy and care for children and elderly, it can be used in procedures of Accreditation of Prior Learning (APL) proving competences to shorten educational careers and to enter the labor market.</p> <p>Key words: Family competence, portfolio, Life Long Learning, Accreditation of Prior Learning, formal learning, employability</p>