

1.	<p><b>An age class (50-75 years old) searches for Meaning: New reflections on the essence of leisure among work retirees</b> <i>(in English)</i></p> <p>PhD. Smadar Peled, PhD. Mati Ronen School of Education, Bar-Ilan University, Israel</p> <p><b>Abstract:</b> This research investigates the standpoints and feelings of the 50-75 age group members, or "work retirees class" in a reality where retirement from work is also perceived as retirement from the individual's commitment to society, which also does not set these retirees goals and expectations to find their place in some contributing activity.</p> <p>The authors suggest that through "<b>active growth in leisure</b>" ("<b>active leisure</b>" for short), the retirees can develop a new identity that will replace the one associated with their former job, and will enable them to integrate in a constructive fulfilling way into the general society. The research hypothesis was that these retirees develop a sense of being non-demanded and disengagement from social commitment. The research checked what the most common goals in the subjects' leisure activity are, as well as their thoughts and feelings about themselves in order to assess the level of their fitness to the development of <b>active leisure</b>.</p> <p>The sample included subjects from four countries: Israel, Romania, Hungary and Ghana, who retired from work and belong to the 50-75 age groups. The findings indicate that these retirees, mainly the younger and closer to retirement ones, subjectively perceive that they still can surprise and achieve great deeds. They have felt being in a period of life offering multiple options, and most of them wanted to do some meaningful and important things. These findings suggest the retirees' potential to develop <b>active leisure</b>.</p> <p>These findings testify on the potential of retirees to develop meaningful leisure. The article ends with discussing the considerable accessibility and varied options in pleasure oriented leisure and absence of social and institutional support for adoption of <b>active leisure</b> patterns. As a result the retirement group is excluded to the fringes of society and loses the possibility to acquire a new identity, renewed meaning in their lives and making a meaningful contribution to society as a whole.</p> <p><b>Key words:</b> 50-75 retirement age group; Active Growth in Leisure (A.G.L.); Pleasure Oriented Activity (hedonistic leisure); development of interest leisure areas; new identity.</p>
2.	<p><b>Informal Learning: Inner PhDiven Processes</b> <i>(in English)</i></p> <p>PhD. phil. Regina Egetenmeyer University of Duisburg-Essen and German Institute for Adult Education in, Bonn, Germany</p> <p><b>Abstract:</b> The paper is based on the results of a comparative-study on informal learning. Target of the paper is to proof inner PhDiven processes within informal learning. At first the context of the issue on "intimacy of learning lifelong, a social issue is discussed. Then an insight into the discussion on informal learning in Germany, which is the conceptual basis of the study, is given. After presenting the research-context of the study, the paper shows how learning motives – as inner PhDiven processes of informal learning - differ in three</p>

	<p>companies in Germany, Great Britain and Spain. Based on these results finally two dimensions of informal learning are PhDawn out: the intimate dimension as well as the social dimension.</p> <p><b>Key words:</b> informal learning, intimacy of learning, intercultural comparison, work-based learning, learning motives</p>
3.	<p><b>Quality standards as a framework for specialized European qualification – Experience from the project “EUREVINO – Certificated Qualifications in the European Wine Sector” (in English)</b></p> <p>Dipl.-Päd. Christina Müller German Institute for Adult Education, Bonn, Germany</p> <p><b>Abstract:</b> When implementing a domain specific European training concept there is the problem that on one hand the training concept should be very open to fit the regional structures, conditions and target groups and on the other hand should guarantee a consistent level of quality and the realization of the training objectives. Quality standards help to fulfill this intention. They give a framework for implementing the training concept to the institutions of further education/vocational training which conduct the training. The article introduces quality standards which were developed in the pilot project EUREVINO.</p> <p><b>Key words:</b> quality standards, curriculum-development, European training concept, vocational training, test seminars</p>
4.	<p><b>The necessity of analyzing traditional educational system in the realization of the distance education. (in French)</b></p> <p>PhD student Otilia Holgado Professor Patrick Mayen Research Institute “Professional Education and Development” (eduter), Dijon, France</p> <p><b>Abstract :</b> The life long learning presents for the professional employees many advantages. But the classic teaching procedures from the present does not correspond always neither their needs, nor their possibilities, who, in the most part, want to continue their studies without interrupting their professional activity. Supposing that this would be possible, there are many of them who would like to follow improvement courses by choosing the distance education. Because of that need, the convention was assault by many offers of distance forming courses based in principal on the self-teaching. The article aims to mention that still if a distance education can not follow the traditional education model, based on the class presence of the students, in it does adjust some of its elements.</p> <p><b>Key words:</b> distance learning – face-to-face training – adult trainers – GIS (Geographical Information Systems).</p>
5.	<p><b>Embedding Literacy in Vocational Training. CELiNE – an attempt to transfer innovation (II) (in English)</b></p>

	PhD Mihaela Tilincă
	<b>Abstract :</b> The dynamics of the 'new economy' in Europe and the challenges posed in the knowledge based society signals that in the 21 <sup>st</sup> century, professional training has to go beyond focusing exclusively on the technical content and on the vocational skills. To function critically in the 'new economy' workplace to integrate in the daily routine and to perform the roles implied by the intensive process of production tailored for each client, the European citizen has to be trained in a VET system that recognizes that literacy (the use of written information and of the talk/discourse about and around it) is embedded in social, professional and everyday life. This article presents the attempt to transfer innovative research and practice in the area of workplace literacy in the training of trainers and educators who work in the system of VET in Europe, through a Leonardo da Vinci transfer of innovation project. The approaches put forward by research are multiple and sometimes contradictory and integrating this conflicting theoretical framework in practice is a complete exercise, as the present article indicates.
	<b>Key words:</b> new economy, workplace literacy, vocational training, literacy as social practice, embedded literacy, CELiNE project.
6	<b>Liberal Adult Education in Finland</b> ( <i>in English</i> )
	Radu Szekely, Lecturer, MA Coordinator of International Affairs Västra Nylands folkhögskola, Karjaa, Finland
	<b>Abstract:</b> With a history of 130 years, in which it has increased continuously in quality and quantity, adult education has guaranteed Finland a place among the most competitive and social capital, the most important factor of economic development for a small nation with limited natural resources. Especially non-formal adult education has played and continues to play an important role in maintaining the competitiveness of the labor force, and in upgrading the knowledge and know-how of the common citizen who has already left the formal education structures. The responsibility for organizing adult education is shared between the state (as financier) and the civil society (as provider of educational services). At present, there are more than 1,000 institutions and organizations that offer non-formal education programs to adults. The article presents the history, the current structure, and the future challenges of Finnish non-formal adult education.
	<b>Key words:</b> adult education, Finnish education, folk high school, Grundtvig, liberal adult education, non-formal education, study circle
7.	<b>Competences and contexts: History and prospects within the framework of the university formation</b> ( <i>in French</i> )
	Prof. Jean Ubersfeld, Université Pierre et Marie Curie Alexandru Ramond, Université Paris 10 Nanterre Paris, France

	<p><b>Abstract:</b> In a world where the new information is coming from every where, it is a must being settled out which would be the most main competences from a domain which must be assured by the university to the students. The main aim of the National Education is to form the students the necessary competences. The notion «competence» includes today the one of «qualification». The development of those useful competences depend on the social, educational and familial context. The man is learning no matter his position, but for his evolution life long learning is a solution in his existence.</p> <p><b>Key words:</b> life long learning, competences, qualification, familial and educational context.</p>
8.	<p><b>Steps toward a Romanian Special Education Agenda</b> (<i>in English</i>)</p> <p>Lecturer PhD. Mihai Florin Predescu</p> <p><b>Abstract:</b> One of the most difficult tasks of practitioners and researchers in special education is to determine a line of action in the field. Usually, this task is completed by policy makers, governmental bodies and legislators. Our papers try to supplement the lack of an agenda for further development in special education.</p> <p>Of course, we are realistic about the difficulties implied by applying such an agenda, but we consider that an agenda is an important step in developing special education practices. Finally, an agenda is an ideological commitment, and we consider that this commitment should be explicit.</p> <p><b>Keywords:</b> special education, mainstreaming, assessment, early intervention</p>
9.	<p><b>Strategies for inclusion and social cohesion in Europe from education – INCLUD-ED</b> (<i>in English</i>)</p> <p>Prof. Teodor Mircea Alexiu, researcher Andreea Dorobanțu West University from Timișoara, Romania</p> <p><b>Abstract:</b> INCLUD-ED analyses educational strategies that contribute to overcome inequalities and promote social cohesion, and educational strategies that generate social exclusion, particularly focusing on vulnerable and marginalized groups. Europe needs to identify these strategies that will in turn be used by policy makers, education managers, teachers, students and families, and contribute to shape new policies to meet the Lisbon goals.</p> <p><b>Key words:</b> education, social cohesion, social exclusion, vulnerable groups.</p>
10.	<p><b>The aesthetic value at N. Hartmann</b> (<i>in French</i>)</p> <p>Lecturer PhD. Silvia Lucia West University of Timișoara, Romania</p> <p><b>Abstract:</b> The aesthetic value theory elaborated by N. Hartmann prove one more time its validity in the cultural context where the relation between modern art and the contemporary one is definite as being a <i>continuing</i></p>

	<p><i>breach</i>. In the presentation of the theory he emphasize the commune traits of the aesthetic values, the relation between values, the role of the aesthetic satisfaction as an indicator of the value, the possibility and necessity of the permanent art evolution.</p>
	<p><b>Key words:</b> aesthetic object, valorise reaction, aesthetic satisfaction</p>
11.	<p><b>School without educational sciences experts</b> (<i>in French</i>)</p>
	<p>Lecturer PhD. Constantin Strungă, etudiant AlexanPhDu Strungă West University of Timișoara, Romania</p>
	<p><b>Abstract:</b> If we analyse the Romanian educational framework plan, we will notice that the first and the second curricular area (language &amp; communication and mathematics &amp; natural science) have a big percent (over 50%) from total number of hours. So, the actual curricular design is neglecting the other 5 curricular areas, especially Consulting &amp; Orientation, area with a less consistent structure which could explain the thin presence of the experts in education in this structure. The authors observe also the important role of psychopedagogy assistance centres and the unsure access of the specialists in education in these institutes. The authors propose (like a solution for this difficulty) 2 compulsory hours of consulting and orientation and the introduction of a group of objects part of educational sciences domain. In this article it is analyzed the dynamic status of the educational sciences experts in the contemporary society.</p>
	<p><b>Key words:</b> Consulting &amp; Orientation, educational sciences experts, curricular structure, psychopedagogy assistance centres.</p>