

1.	<b>Achievements and challenges for adult education in Europe in the last decade</b>
	Interview with <i>Marta Ferreira-Lourenco</i> , Head of Unit Adult Education, Directorate General and Culture, European Commission
2.	<b>Lifelong learning: an even greater challenge in the period ahead</b>
	<i>Marijke Dashorst</i> – expert at the Ministry of Education in Netherlands <i>Helen Keogh</i> – National Coordinator of the Vocational Training Opportunities Scheme, Ministry of Education and Science, Ireland
	<b>Abstract:</b> Early in 2000 the EU heads of state and government, meeting in Lisbon within the European Council, set the goal that by 2010 the EU should become ‘the most competitive and dynamic knowledge-based economy in the world ... with more and better jobs and ... greater social cohesion’. The Lisbon goals covered research, education, training, Internet access, e-business and reform of Europe’s social protection systems. Access to lifelong learning was recognised as having a vital role in the achievement of the Lisbon goals. Lifelong learning conceptualises learning as a continuous process from “cradle to grave” (lifelong) across all life contexts (lifewide). Since 2000, a series of policy messages and guidelines from the EU bodies have addressed the issue of lifelong learning and have given rise to structured initiatives designed to improve quality and strengthen co-operation in education and training across the EU
	<b>Key words:</b> lifelong learning, guidelines, policy area
3.	<b>A decade of Grundtvig – an evaluator’s perspective</b>
	<i>Radu Szekely</i> – European expert in the Grundtvig program
	<b>Abstract:</b> On 11 April 1996 the world was told by a former President of the European Commission that “in confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. As it concludes its work, the Commission affirms its belief that education has a fundamental role to play in personal and social development. The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.” (Jacques Delors in ‘Learning: The Treasure Within’). Rhetoric? Yes and no. For more than a decade now, the European Union has taken upon itself the task of putting adult education at the core of the new Europe. Policies for building a knowledge society have been shaped and are being continuously re-shaped, placing social responsibility, cultural diversity and citizens’ participation high on the agenda. Policy makers and the civil society have worked relentlessly to establish a stronger connection between adult education and prosperity, access to social security, environmental wellbeing, and solidarity. Providers have been encouraged – albeit with limited financial incentives – to offer education programmes with the purpose of fostering a harmonious life between people, to develop full personalities, to build up people’s creativity in science, art and in the social-political dimensions of life.
	<b>Key words:</b> Grundtvig, adult education, mobility, Socrates
4.	<b>Training of the academic staff in Romania in the context of promoting European educational policies</b>
	<i>Laura Șerbănescu</i> - Lecturer at the Bucharest University, Director of Continuous training Department, Ministry of Education, Research, Youth and Sports, Romania
	<b>Abstract:</b> The central function of the education is the development (training) with a permanent dimension for the optimal social integration of the human personality. Thus, the development subordinates the school system from a functional perspective. Between education and instruction, the function matrix of the school system is differently updated for teachers’ development, for adults training, in general, or for pupils’ development. In any educational system, the training of teachers is a key-component which is declared a priority and anticipates the

	<p>development of the school system. Teacher training is a continuous and cumulative process of competence acquiring and developing, the process being based on the permanent education concept and comprising two fundamental components: initial training and continuous training.</p> <p><b>Key words:</b> training, development, teacher, program</p>
5.	<p><b>GRUNDTVIG – Adult Education and other educational pathways</b></p> <p><i>Florentina Anghel – Grundtvig Programme Coordinator, Romania</i></p> <p><b>Abstract:</b> In 2010 we celebrate 10 years of Grundtvig program existence. In Romania, the program was initially launched within the SOCRATES II framework, in a new structure, the European Commission considering that adult education, the goal of a centralized program through Socrates I, can be developed and multiplied by several actions to which access to those concerned of this area should be extended. Grundtvig program funded in Romania, in the first years of existence through SOCRATES II, staff involved in adult education and partnerships between institutions interested in developing European multilateral projects for adults. Since 2000, when the Lifelong Learning programme was launched, Grundtvig aims more than adult education, namely to provide educational alternatives and to improve access to those who, regardless of age, willing to learn new skills through formal, non-formal and informal education. The programme meets the needs of teaching and learning of adults and is addressed to institutions and organizations that provide or facilitate their education.</p> <p><b>Key words:</b> Grundtvig, adult education, programme, objective</p>
6.	<p><b>Curriculum and institutional innovation models for Romanian universities in the context of Lisbon Strategy and European Higher Education Area</b></p> <p><i>Alexandru Strungă - junior teaching assistant at the University of Craiova and student of the European Master of Adult Education organized by the West University of Timișoara</i></p> <p><b>Abstract:</b> The objectives of the Lisbon strategy are a particularly important element in drafting educational policy and curriculum documents at national and regional level and also in the process of implementing them. In this context we proposed to analyze possible models and programs for innovation in higher education and other possible solutions that could lead to reduce the discrepancies between the Romanian and European Higher Education Areas. Also we outlined the importance of analyzing the innovation culture concept and its possible methods of implementation at university level in the Lisbon Strategy's context.</p> <p><b>Key words:</b> educational policy, the Lisbon strategy, culture of innovation, European Higher Education Area, European Research Area, institutional project, curriculum development</p>
7.	<p><b>Education Incorporated into Work</b></p> <p><i>Paolo Federighi - Professor, PhD, University of Florence, Speech delivered as Doctor Honoris Causa, West University of Timișoara, 29th of Oct. 2009</i></p> <p><b>Abstract:</b> This essay deals with the knowledge and educational valencies that are generated during work. In particular, it pays attention to how, during work, the acquisition/production of knowledge and behaviour takes place and, above all, how it is possible for both the subject involved in production activities and the company responsible for creating the work context to intentionally manage the relative programmes. The aim is to understand how to reduce the unpredictability that comes with informal education and to increase the possibility of placing educational factors in the various production activities so as to produce specific processes of personal and professional growth amongst the workers. Therefore, my attention is not directed at training in the workplace as such nor at learning processes that arise merely due to being part of an organisation – informal education. Against this background, I will try to analyse the bases and perspectives that make the intentional</p>

	management of aspects and moments of the workers' production activity possible for educational ends. <b>Key words:</b> education, learning, workplace
8.	<p><b>Flexicurity Dinamics and the Lisbon Strategy in Romania</b></p> <p><i>Cătălin Martin</i> – junior researcher at the Romanian Institute for Adult Education, Timișoara; student at the European Master in Adult Education organized by the West University of Timișoara  <i>Alexandru Strungă</i> – junior teaching assistant at the University of Craiova and student at the European Master in Adult Education organized by the West University of Timișoara</p> <p><b>Abstract:</b> More European documents as Treaty of Rome, Amsterdam Treaty and Lisbon Strategy, express the concerns of the European Union about ensuring for its citizens jobs and a better life, which covers four major areas of reform: investing in people, more research, development and innovation, a dynamic European business environment and green economy. Thus, in this paper we propose to address the social measures at European level and in Romania, with focus on the concept of flexicurity, its acceptance in Europe and the possible causes underlying the use of flexicurity policies in the context of postmodern societies. We also try to identify the links between flexicurity policies, the Lisbon strategy and lifelong education.</p> <p><b>Key words:</b> educational policies, flexicurity, flexicarity, Lisbon Strategy, new competencies, job market.</p>
9.	<p><b>Training of trainers as part of quality assurance training programs</b></p> <p><i>Șerban Iosifescu</i> – PhD in Educational Sciences, Chairman of the Romanian Agency for Quality Assurance in Pre-University Education, Romania</p> <p><b>Abstract:</b> This paper has two starting points: the fact that the evolution towards knowledge society and economy is a certitude and that the education and training systems are not ready to face the new requirements of the society and of the labour market, on one hand, and the recent research findings which identify the “teacher” / “trainer” as the key factor for any quality improvement process in education and training (measured by education achievement), on the other hand. On this basis, the purpose of this paper is to offer a synthesis of the issues concerning the trainer (status, role, specific activity, professional development) and, taking into account the relevant European policies and initiatives, to formulate recommendations regarding trainers' professional development and for enhancing his key role in quality assurance of education and training.</p> <p><b>Key words:</b> Quality assurance, education and training, training of trainers.</p>
10.	<p><b>University Curriculum Extension: Implications in Adult Education</b></p> <p><i>Sorin Vlad Predescu</i> – PhD, Lecturer, West University of Timișoara, Romanian</p> <p><b>Abstract:</b> The paper highlights the reciprocal influence between education and university programs discussing about opportunity of university institutional expansion in adult education field. These discussions have typically represented two differing perspectives. One perspective can be characterized as a functional and utilitarian belief system and view professional training programs as a practitioner's degree and a second perspective has assumed that training should be futuristic, focused upon the preparation of innovative leaders and designers for new and different leadership. Two major aspects will influence the adult education processes towards their integration in the university curriculum, European and national public policy and market orientation of universities.</p> <p><b>Key words:</b> adult education, university, training of trainers, competences, top-down approach</p>
11.	<p><b>Considerations regarding the digital literacy and e-skills for adult education according with "Lisbon Strategy"</b></p> <p><i>Laura Malița</i> – researcher at the Romanian Institute for Adult Education from Timișoara and lecturer PhD at the European department of Modern Languages and Social Informatics, Faculty of Sociology and Psychology, West University of Timișoara  <i>Cătălin Martin</i> – junior researcher at the Romanian Institute for Adult Education from Timișoara and student at</p>

	the European Master in Adult Education, organized by the West University of Timișoara
	<b>Abstract:</b> According to rapid global technological and globalization changes, Europe must react in order to keep pace with countries which already have a big advance, as United States and Japan. Thus, through ambitious long-term strategies (Lisbon Strategy, in 2000, but those later revised), Europe follow to become the most dynamic and competitive knowledge economy in the world. Consequently, specific activities and Action Plans known as eEurope, eEurope+, eEurope 2005, iEurope 2010 or 2020 EU strategy were developed. In this article we will try to make a foray in the last decade, referring to what we mentioned above, to present concrete action according to EU policies in several projects carried out by IREA, and will finish by pointing the short-term trends in ICT.
	<b>Keywords:</b> eEurope, ICT, digital literacy, e-skills, IREA projects
12.	<b>Educational vulnerability analysis towards media messages in the context of contemporary European challenges</b>
	<i>Corici Mironică</i> – Lecturer, Doctor in Sociology and Economy, Faculty of Sociology and Psychology, West University of Timișoara
	<b>Abstract:</b> The purpose of this paper is to emphasize the globalization process of the mass-media information projected within individual consume and to analyze the educational vulnerability to messages in the European context of contemporary challenges. The IC&T constant evolution have shaped the socio-cultural significations of the decisions from educational area. School must beneficiate of advanced programs promoting mass-media competency, for aptitudes and competencies development, needed for critic analyze of the mass-media language and the way we perceive today the education. The article is the result of an experimental survey based on questionnaire. The sample is composed by students from Departament of Continous Education and Open Distancy School of West University Timisoara.
	<b>Key words:</b> globalization, mass-media, manipulation, communication, education