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**DEZVOLTĂRI RECENTE ÎN DOMENIUL
EDUCAȚIEI ȘI FORMĂRII
PROFESIONALE**

PRIORITĂȚI ÎN EDUCAȚIE ȘI FORMARE - ASPECTE CONCEPTUALE ȘI POLITICI

POLICY AND PROGRAMME TRANSFER - LESSONS FOR EDUCATION FROM THE LITERATURE AND FROM PRACTICE

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Abstract

From an analysis of the literature on policy and programme transfer and from action research analysis of transfers this paper seeks to identify variables conducive to transfer from one society to another, highly relevant also when discussing about education policies borrowing and transfer. The author elicit both the macro socio-economic and political variables and the micro variables conducive to transfer, in terms of the processes, style and manner of the transfer, type of policy and characteristics of the agents of transfer (i.e. research community).

Keywords: policy transfer, programme transfer, policy borrowing, education policies.

THE CHALLENGE OF PERSONALISATION FOR TOMORROW'S SCHOOLS: AN OVERVIEW

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Abstract

This article describes and explores the genealogy of the concept of personalisation, its various versions and shifting meanings. Discourses on personalisation hint at a pedagogical perspective in which students' learning and behaviours are privileged, personal paths of progress and learning styles are encouraged, social backgrounds and personal expectations considered. It will be suggested that personalisation is not only a matter of learning and learning styles, notwithstanding these are crucial ingredients to its implementation; it is also first and foremost a matter of teaching strategies. Great emphasis is laid on the learner's centrality in discovering and developing their own learning styles. Most specifically, in this paper I will question whether the "effective school" and "personalisation" must be seen as an unsolvable contradiction. I will suggest that from the point of view of the underlying theories and educational politics of education, the two models exhibit different, if not opposite, traits. From the point of view of educational practice, it is, however, possible to highlight some convergences.

Keywords: personalization of education, school effectiveness, pedagogical strategies, learning style, formative assessment.

PERSPECTIVE DE ABORDARE A ÎNVĂȚĂRII ADULȚILOR ȘI EDUCAȚIA LA DISTANȚĂ

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Abstract

This article presents an overview of the main approaches and theories that designs today the variety of forms, systems and programs of adult education. The aim of the article is far from presenting a complete and detailed picture of the field, but only to draw the attention on some subjects for reflections of our practices in schools, nongovernmental organizations, universities or decision making process in education. The paper is structured in 4 sections, each of them presenting a different internal logic, providing consequently a multiple perspective analyses. However, taking into account the complementarities and links between the sections, the paper is aiming to provide a broader picture on adult education today. First section is dedicated to the discourse of lifelong learning and proposes a short historical view of the philosophical, social and pedagogical approaches on lifelong learning, emphasising the main shifts of the visions. The section dedicated to the theoretical backgrounds of adult learning is presenting an overview of the main theories and recent researches regarding the ways adults learn. The third section is dedicated to distance learning theories that stands today the distance education programs. Finally, the last section of the paper is dedicated to some recent research approaches in the field of distance education meant to bring new perspectives in the design and implementation of adult education programs today.

Keywords: *lifelong learning, distance education, adult education.*

BENCHMARKING GENDER POLICY IN ROMANIA. AN ANALYSIS OF VARIOUS STATE INTERVENTION PATTERNS ON GENDER ISSUES

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Abstract

This article was elaborated in the context of research activities of the Project CAPRIGHT „Resources, rights and capabilities: in search of social foundations for Europe”, financed by FP6 European Commission, in wich the Institute of Educational Sciences acts as a partner. This paper is an analytic enterprise that deals with identifying existing patterns of state intervention on gender issues and analyzing the appropriateness of gender policy transfers to Romania. The comparative method is one of the most helpful to this type of analytic enterprise. The question behind this analyse is: Which of the observed patterns of gender policy are more efficient? Developing targets or following models secures a certain coherence of the measures involved that would finally lead to the desired outcomes. Romania is missing an official/governmental interest in building an institutional approach on gender issues.

Keywords: *gender policy, gender equality, welfare-states, women's status.*

DISCRIMINATION OF THE WORKING POOR AND GENDER IN ROMANIA

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Abstract

This article was elaborated in the context of research activities of the Project CAPRIGHT "Resources, rights and capabilities: in search of social foundations for Europe", financed by FP6 European Commission, in which the Institute of Educational Sciences acts as a partner. The paper starts with an in-depth analysis of the factors influencing the situation of the working poor population: employment, household and individual characteristics (i.e. gender and level of education). This research is oriented by a gender perspective, highlighting new areas of intervention for the public policies in the social sector. The paper also argues that discrimination – especially the gender discrimination – are particularly important when taking into account the difficulties faced by the working poor population.

Keywords: working poor population, employment, household, education, gender discrimination,

THE LABOUR MARKET IN ROMANIA – CREATED BY MEN FOR MEN. WHERE DOES THE GENDER DIMENSION FIT?

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Abstract

This article was elaborated in the context of research activities of the Project CAPRIGHT „Resources, rights and capabilities: in search of social foundations for Europe”, financed by FP6 European Commission, in which the Institute of Educational Sciences acts as a partner. This paper aims to present an overview of the structure of Romanian labour market, using a framework for analysis and concepts from gender perspective. The paper presents an overview of the most important challenges faced by women on the Romanian labour market, collaborated with a statistical image of women's employment. Following the human capital theory, the paper analyses the women's situation on the labour market from two perspectives: the discrimination and the level of unequal resources and conditions prior and after entering the labour market. Although the accession of Romania to the European Union and a more active internal pressure have led to a very wide-ranging equal opportunities legislation, a more active, gender-sensitive approach to the issue of women's employment is still required.

Keywords: equal opportunities, employment, gender discrimination, inequality, social exclusion.

GRUPURI AFLATE ÎN SITUAȚIE DE RISC - MODELE DE INTERVENȚIE EDUCAȚIONALĂ

DEZVOLTAREA POLITICILOR DE EDUCAȚIE PRIORITARĂ ÎN SISTEMUL EDUCAȚIONAL DIN ROMÂNIA: INTERVENȚIA ZEP

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Abstract

Starting from the features of the priority education policies, the paper introduces the activities and the results of the pilot "Project based on Education Priority Areas System", initiated by ISE and UNICEF Romania and implemented between 2003-2007. The authors also present the recent initiative of extending the system in five schools from Călărași county, aiming at better understanding the transfer conditions of this intervention model in other socio-economically disadvantaged areas.

Keywords: priority education policies, EPA (Education Priority Areas), equal chances, inclusive education policies, pilot educational project.

GENUL ÎN EDUCAȚIE – UN MODEL POSIBIL DE SENSIBILIZARE ȘI REFLECȚIE ASUPRA PRACTICILOR DIDACTICE. EXPERIENȚA INSTITUTULUI DE ȘTIINȚE ALE EDUCAȚIEI

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Abstract

The article has as main objective the presentation of the experience of the Institute of Educational Sciences (IES) regarding the gender dimension in the Romanian educational system. Up to this moment, the IES team has gone through three phases in this direction: the realization of a research regarding the situation of gender dimension within the preuniversity educational system; the creation of a set of guides addressed to the teaching personnel and decision makers/experts in the educational system in order for them to approach the gender dimension within the educational process; the design and delivery of an on-line training course on gender in education addressed to school inspectors and didactic personnel.

Keywords: gender, education, training.

VIOLENȚA ÎN SPAȚIUL ȘCOLAR: DE LA ÎNȚELEGERE LA ACȚIUNE

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Abstract

Noticing that in the last years the media interest for the school violence phenomenon was higher than ever, the paper is analysing the recent initiatives for its systematic understanding and the policy implications of the main findings. The authors are also presenting two projects initiated this year aiming at assisting the school actors in preventing the school violence.

Keywords: school violence, strategy for fighting against school violence, school violence prevention.

EDUCAȚIA COPIILOR CU CERINȚE EDUCATIVE SPECIALE ÎN ÎNVĂȚĂMÂNTUL DE MASĂ – DEMERS DE PERSONALIZARE ÎN ȘCOALA ROMÂNEASCĂ

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Abstract

One of the most coherent approaches based on the "personalising education" concept could be encountered in the integration of the children with special education needs in the mass education institutions, stating: specific objectives, personalised learning opportunities, resources and complex support services and a specific organisational culture. The intermediary results of the project "Children with special education needs in mass education institutions", developed in 2009 by the Institute of Education Sciences in partnership with UNICEF Residence Romania is highlighting the fact that in the school practice the implementation of these measures is challenged by various factors. On one hand, there is a low level of awareness of the school actors on the importance and need of integrating these children in the mainstream education; on the other hand, there is a worrying low level of available resources in the case of schools already enrolling students with special education needs. Moreover, many school practices are far than adequate to assure a real integration and thus to successfully implement at grassroots level this education policy.

Keywords: personalising education, special educational needs, inclusive education.

PROVOCĂRI CĂTRE NOI PERSPECTIVE ÎN EDUCAȚIE – PARADIGMA ‘BLENDED LEARNING’ –

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Experiența este cel mai dur profesor, pentru că întâi îți dă lecția și apoi îți spune care a fost testul.(Vernon Sanders Law)

Abstract

At first we had 'bricks'. But after that we moved to 'clicks'. Now that we have seen that both have their flaws, we decided to pass on to another step and 'blend' their good parts so as to find a perspective that challenges towards a new beginning.

This paper entitled Challenges towards New Educational Approaches. The Blended Learning Paradigm encompasses an overview that evinces, on the one hand, a few aspects that stood at the basis of an educational research on 'blended learning' and, on the other hand, that focuses on the importance of this new model and, implicitly, on the challenges brought by it.

Bearing in mind the fact that this latter concept is a rather new one in our country, we have tried to delienate what are the local practices, to which extent the model is applied, what is the appropriacy between theory and practice, what are the reasearch findings and, last but not least, how is this new educational model received and perceived.

Keywords: *blended learning; e-learning; educational paradigm, students needs centered.*

BASED ON THE COMMUNAL CONSTRUCTIVISM COURSE DESIGN – AN ATTEMPT TO BREAK UP THE TRANSMISSION MODEL OF UNIVERSITY TEACHING¹

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Abstract

Holmes et al. (2006) have suggested that a new paradigm rises out of the symbiosis between the new immerging technologies and learning practice – the one of the communal constructivism as a further step in the development of social constructivism. Based on this paradigm design of learning experience promises to make a brake in the transmission model of teaching at the Universities. This paper aims to critically evaluate the usefulness of Holmes et al's ideas of "communal constructivism" through a case study of the way in which a blended course design based on the key ideas of communal constructivism supports students learning in a "ICT in an Social work" course at Sofia University.

Keywords: *communal constructivism, social constructivism, case study, design and pedagogy.*

CARTOON PLANET: MICRO-REFLECTION THROUGH DIGITAL CARTOONS – A CASE STUDY ON TEACHING AND LEARNING WITH YOUNG PEOPLE

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Abstract

The young learners of today tend to show little enthusiasm for formal schooling. This does not necessarily mean pupils are not interested in learning or developing new skills and competences. In fact, the opposite often happens in the informal settings they belong to. Finding ways of transferring pupils' informal learning to the school setting is therefore important. This paper gives a brief overview on the development of informal learning activities to encourage young people's active reflection on their informally acquired competencies through the use of web technologies. The researchers also explore the role of the teacher, and the need of a participatory learning environment in a less formal classroom. Reflections about the experiences made and recommendations are also provided.

Keywords: *innovation, technology, web 2.0, social learning, ICONET.*

FORMAREA CONTINUĂ A CADRELOR DIDACTICE DIN ROMÂNIA

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Abstract

The paper is offering an overview of the main outcomes of the Institute of Education Sciences research in the area of continuing training in Romania. The research project started from the assumption that the continuing training is a very complex phenomenon, under multiple influences: individual, organisational, systemic or situational. In the last years, this area become one of the priority objectives of the educational policies, several specific measures being implemented at macro and micro level. As a direct consequence, the in-service training participation rates increased significantly, while the training offer diversified. However, the continuing teacher training system is still facing many challenges, barriers and contradictions as the authors demonstrate.

Keywords: *in-service training, teacher, quality of training, training donor.*

INOVAȚII ÎN PLAN EDUCAȚIONAL - TEZE DE DOCTORAT ÎN AVANPREMIERĂ

DEFINIREA PROFILULUI PSIHO-PEDAGOGIC AL TUTORULUI ÎN E-LEARNING

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Abstract

The breakthrough of the new technologies of communication and knowledge in education led to rethinking and reorganizing of the educational systems and implicitly of the role of didactic personnel. In this context, it was developed the system of E-learning, which, compared to the traditional form, offers new ways of transmitting and managing of knowledge. The PhD thesis paper "Defining the psycho-pedagogic profile of the tutor in E-learning" aims to investigate this new approach in learning and the competences and roles of the personnel who manages it – tutor – and proposes in this sense a training module for this new profession. The present article represents a synthesis part of the research from the thesis paper, realized at the level of several institutions from Romania, as well as from other countries from Europe, America and Asia.

Keywords: *tutor, E-learning, virtual community, initial and in-service training.*

NOILE TIC ȘI ÎNVĂȚAREA ÎN COMUNITĂȚI VIRTUALE

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Abstract

The article introduces the results of a number of studies in the field of learning in virtual environments (especially in the framework of natural virtual communities/networks) and presents the suggestions for organising learning activities in formal, nonformal and informal contexts. The new social and educational trends (on the new technologies) are analysed and the new developments within the national curriculum enabling ICT enhanced learning are presented.

Keywords: *learning virtual communities, learning types, learning factors, e-learning.*

PROCESE DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR. ACREDITAREA

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Abstract

The main aim of this paper is to review a few approaches of the institutional patterns for quality assurance, emphasizing the objectives of different European states in their relation to the higher education institutional system by referring to one of the most common process of quality assurance: accreditation. I will argue, that even though it may be said that quality assurance systems, at national level, have been developed and have become widespread as an effect of the Bologna Process, debates and different types of quality assurance systems have been put in place in different cases starting even at the end of the 1970. Also, as I will show, quality assurance is a process that requires many different instruments, like quality assessment and accreditation, which need to be properly defined and approached in public policies and practice, even though their use varies greatly from one state to another and their uneven evolution from one case to the other.

Keywords: *higher education, quality assurance, evaluation, accreditation.*

AGRESIVITATEA VERBALĂ MANIFESTATĂ ÎN RELAȚIILE ELEVI-PROFESORI ȘI PROFESORI-ELEVI

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Abstract

The present article is centered on presenting in a short manner the results of the research entitled "Verbal aggression in school", which is part of a thesis paper with the same title. The research started in 2006 and it is focused on the analysis of verbal aggression manifested in school – from the pupils, teachers and school headmaster's perspective.

Keywords: *verbal aggression, aggressive behavior, interpersonal communication between pupils-teachers, school environment.*

L'IDENTITE NATIONALE – INSTITUTION A MULTIPLES FACETTES

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Résumé

Cette étude fait partie d'une recherche élaborée (comprise dans une thèse en co-tutelle franco-roumaine) sur la contribution du système d'enseignement à la construction de l'identité nationale – où l'identité nationale est mise en perspective institutionnelle, ayant des dimensions spécifiques correspondantes aux statuts distincts de la nation. L'identité nationale comme norme objective, dont le support est la nation comme substantiel, est mise dans l'acception du fait social durkheimien. En tant qu'instance imaginaire, l'institution identitaire-nationale s'étaie sur l'image que la nation crée sur soi même, à partir de son vécu tout au long de l'histoire. L'identité nationale comme signification symbolique, où la nation est une convention, c'est l'ensemble des symboles nationaux et des leurs significations afin de faire compréhensible et légitimes les actions du présent.

Mot-clé: *identité nationale, socialisation, norme objective, imaginaire social, signification symbolique*

RECENZII

**POLITICI ÎN EDUCAȚIE PENTRU ELEVII ÎN SITUAȚIE DE RISC ȘI PENTRU
CEI CU DIZABILITĂȚI ÎN EUROPA DE SUD-EST.**

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Maria VOINEA, Iulian APOSTU. **FAMILIA ȘI ȘCOALA ÎN IMPAS?**
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