

**Tilea, M., Duță, O.A., Reșceanu, A. (Eds.)-
sustainable and solidary education. Reflections and practices
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The collective volume entitled *Sustainable and Solidary Education. Reflections and Practices*, published at the internationally renowned publishing house Peter Lang in 2017, echoes the research outcomes resulted from the international project *Learning to Live Together: Modern Perspectives on Transversal Skills in Education for Sustainable and Solidary Development (ElitMod)*, financed through the European Economic Area programme (EEA Grants) and implemented by the University of Craiova, in partnership with University of Bifröst (Iceland), during June 2016 - January 2017.

In this work, the authors address different contemporary aspects from the point of view of education for sustainable and solidary development, a fundamental component in forming active and responsible citizens in the third millennium. Specialists from prestigious European academic institutions converge their efforts to offer a multi- and interdisciplinary perspective on this type of education, aimed at proposing a unitary point of view, reflected in a series of ample and coherent theoretical and empirical studies. The originality of this volume resides in dealing with education for sustainable and solidary development “from the perspective of economy, social sciences, language studies, communication and pedagogy” (*Preface*, p. 17).

The editors of this volume, Monica Tilea, Oana-Adriana Duță and Alina Reșceanu, start from the premise that sustainable education is an equation with two essential variables – resources (material, human and financial) and effects (the evolution of the individual at the qualitative and quantitative level). Consequently, the first two sections of the volume correspond to these aspects, and the third brings forth a series of examples of good practice, extremely useful for the specialists in educational studies.

In the first section of the volume, *Interdisciplinary approaches to education for sustainable and solidary development*, the authors offer theoretical and practical approaches to the concept of education for a sustainable and solidary development.

Lying within the boundaries of intercultural studies, Claudiu Bunăiaş u's chapter points to the issues of developing an intercultural curriculum from the perspective of international solidary education, while the contribution of the same author and Aida Stoian's deals with the assessment of students' intercultural competences. The chapter authored by Porzia Quagliarella offers reflections on education in the context of interculturality and globalization, and Cristiana Teodorescu's study proposes an analysis of the intercultural component in a group of international students. From the same reference domain of education for sustainable and solidary development, Jón Freyr Jóhannsson presents the innovative vision of the University of Bifröst, Marie Françoise Olivier and Thierry Delavet describe the notion "learning territory", whereas Emil Lazăr brings into discussion the design of the educational curriculum. Monica Tilea focuses in her research on the question of using social platforms in education, proposing a method for analysing the reception of a viral video that refers to the topic of environmental protection. Oana-Adriana Duță supports the idea of using education as a means of fighting negative cultural prejudices and stereotypes, while Germina Cosma and Ligia Rusu meditate on a way in which physical education, as a discipline of study, could contribute to the multilateral development of students' personality.

The second section, *Economic perspectives on sustainable and solidary education*, regards the sustainable education as a modern extension of the concept of sustainable economic growth, in which case the economic resources generally play an extremely important role in ensuring the quality of the educational process. Firstly, the studies included in this section envisage compared analyses of the Romanian and Icelandic education systems: Cristian Stanciu presents and compares correlations between the financial resources for education and the results of the educational process in the two countries, and Anca Tănasie proposes a parallel discussion of funding and quality assurance in the Romanian and Icelandic higher education, and, in collaboration with Magnús Árni Skjöld Magnússon, authors a study about the Romanian and Icelandic educational policies, pertaining to the UN sustainable development goals. Secondly, the other three contributions bring forth some national and regional perspectives: Daniel Cîrciumaru and Silviu Cârștina focus on the legal impact of the labour market insertion of the vulnerable persons in the South-West Oltenia, Raluca Drăcea discusses the funding of higher education in Romania, and Cristina Trincu-Drăguș in's contribution emphasizes the importance of public internal auditing in assessing the risk management process in higher education institutions. After dealing with the proposed topic from the general perspective of education and the close link between economic resources and educational results, the volume culminates with a necessary and much appreciated set of best-practice examples from the domain of the humanities. Therefore, the third section, *Language teaching and intercultural communication*, start from the premise that an essential component for a comprehensive and efficient approach of education is represented by

communication, either in a native or in a foreign language. Using arguments and rigorous demonstration, the authors succeed in proving that the teaching and learning activities in this domain had to take into account the development of transversal/transferrable skills, more specifically of intercultural communication, tolerance, solidarity, cultural mediation, critical thinking and creativity. In order to increase the efficiency of the didactic process, the authors provide new instruments and methods for the consolidation of a participatory education. Thus, sustainable education is also the subject of Carmen Banța's contribution, who underlines the importance of the access of Roma people to higher education, as a vulnerable category. The issue of intercultural communication is analysed from the point of view of the pedagogical challenges in Cristiana Teodorescu's second contribution. In the chapter signed by Mihaela Popescu, the same theme is discussed in the context of intercomprehension, while Anca Gabriela Mic investigates an original corpus of international gastronomic terminology. In the chapters authored by Iulia Cristina Frînculescu, Daniela Kohn, Adriana Lăzărescu and Darko Ristovski are presented the modern aspects of foreign language learning, such as interdisciplinary cooperation in translation, the importance of combining linguistic, artistic and iconic signs in designing didactic materials or using authentic documents in foreign language classes. Alina Reșceanu demonstrates the possibility to develop critical thinking during foreign language courses by means of using interdisciplinary writing techniques, and Daniela Dincă describes a model of an action-based approach to foreign languages, offering a concrete example of project-based learning.

The scientific value of this volume is enriched with its exquisite graphic design and the impressive number of figures and tables, which highlight the valuable work of the editors. This research work is based on an ample and complex bibliography, representing a meritorious endeavour that offers a solid and consistent support for future scientific studies focused on the inciting theme of sustainable and solidary education.